Supporting Your Dual Language Classroom
Unlocking the power of Biliteracy through a holistic paired literacy approach, beginning in Kindergarten

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Comprehensive, parallel programs for Spanish Language Arts and English Language Arts

Robust resources to fit your Dual Language Model

Unlocking the power of Biliteracy through a holistic paired literacy approach, beginning in Kindergarten
Dual Language with *Wonders* and *Maravillas*

With *Wonders* and *Maravillas*, Dual Language teachers are provided resources to support the development of literacy through a bilingual/bicultural curriculum and provide a context for all students to develop cognitively, linguistically, and academically through both languages. Students draw upon the two different languages to learn, make meaning, and communicate, engaging in the translanguaging process.

Dual Language planners (examples on following pages), available at each grade level, K–5, provide detail on the daily instruction in both *Wonders* and *Maravillas* side-by-side. Transferable and non-transferable skills from one language to the other are identified. Teachers can easily identify content that they do not have to teach in both languages, allotting more instructional time for the non-transferable skills.
## Dual Language Planners

### Wonders Planner
**Grade 1 • Unit 2, Volume 2**

<table>
<thead>
<tr>
<th>Big Concept: Our Community</th>
<th>Literature Big Book</th>
<th>Interactive Read Aloud</th>
<th>Shared Read</th>
<th>Literature Anthology</th>
<th>Leveled Readers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 2 • Week 1</strong></td>
<td>Millie Waits for the Mail</td>
<td>“Jobs Around Town”</td>
<td>“Good Job, Ben!”</td>
<td>Anchor Text: The Red Hat</td>
<td><strong>Main Selections:</strong> (Genre: Realistic Fiction)</td>
</tr>
<tr>
<td>Essential Question: What jobs need to be done in a community?</td>
<td></td>
<td></td>
<td></td>
<td>B: At Work with Mom • Lexile: 330L</td>
<td></td>
</tr>
<tr>
<td>Genre Focus: Realistic Fiction</td>
<td></td>
<td></td>
<td></td>
<td>E: “At the Post Office”</td>
<td></td>
</tr>
</tbody>
</table>

### Maravillas Planner
**Grade 1 • Unit 2, Volume 2**

<table>
<thead>
<tr>
<th>Big Concept: Nuestra comunidad</th>
<th>Literature Big Book</th>
<th>Interactive Read Aloud</th>
<th>Shared Read</th>
<th>Literature Anthology</th>
<th>Leveled Readers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 2 • Week 1</strong></td>
<td>El vecindario de Quinto</td>
<td>“Los trabajos en la ciudad”</td>
<td>“Paseo por la comunidad”</td>
<td>Anchor Text: El dedo de Edu</td>
<td><strong>Main Selections:</strong> (Genre: Realistic Fiction)</td>
</tr>
<tr>
<td>Trabajos en la ciudad</td>
<td>Genre: Realistic Fiction</td>
<td>Genre: Informational Text</td>
<td>Genre: Realistic Fiction</td>
<td>Lexile: 200</td>
<td>A: Papeles y latas • Lexile: 180</td>
</tr>
<tr>
<td>Essential Question: ¿Qué trabajos se necesitan en una comunidad?</td>
<td></td>
<td></td>
<td></td>
<td>B: Un día divertido • Lexile: 350</td>
<td></td>
</tr>
<tr>
<td>Genre Study: Realistic Fiction</td>
<td></td>
<td></td>
<td></td>
<td><strong>Paired Selections:</strong> (Genre: Informational Text)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A: “El centro de reciclaje”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>B: “En el correo”</td>
<td></td>
</tr>
</tbody>
</table>

[Transferable skills in Wonders and Maravillas](#)
[Non-transferable skills in Maravillas](#)
### Vocabulary

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Comprehension</th>
<th>Phonological/Phonemic Awareness</th>
<th>Phonics/Spelling/Handwriting/Structural Analysis</th>
<th>Writing and Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Vocabulary</td>
<td>Strategic</td>
<td>Phonemic Awareness: Phoneme Blending, Phoneme Isolation, Phoneme Segmentation</td>
<td>Phonics/Spelling: Short e spelled e and ea</td>
<td>Write About the Text: Opinion</td>
</tr>
<tr>
<td>Words: occupation</td>
<td>Make and Confirm Predictions</td>
<td></td>
<td>Differentiated Spelling Lists available</td>
<td>Grammar: Nouns</td>
</tr>
<tr>
<td>community</td>
<td>Skill: Character, Setting, Events</td>
<td></td>
<td>Handwriting: Upper and Lowercase Ee</td>
<td>Mechanics: Commas in a Series</td>
</tr>
<tr>
<td>equipment</td>
<td>Text Feature: Labels</td>
<td></td>
<td>Structural Analysis: Inflectional Ending -ed</td>
<td></td>
</tr>
<tr>
<td>fortunately</td>
<td>Author’s Craft</td>
<td></td>
<td>Decodable Readers: “Ted Gets a Job”, “I Sell Crabs”</td>
<td></td>
</tr>
</tbody>
</table>

### Maravillas Planner

<table>
<thead>
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<th>Vocabulary</th>
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</thead>
<tbody>
<tr>
<td>Oral Vocabulary</td>
<td>Strategic</td>
<td>Phonological Awareness: Phoneme Identity, Build Syllables, Build and Segment Words, Add Syllables, Alliteration</td>
<td>Phonics/Spelling: Words with &quot;d&quot;</td>
<td>Write About the Text: Opinion</td>
</tr>
<tr>
<td>Words: sorprendente</td>
<td>Make and Confirm Predictions</td>
<td></td>
<td>Handwriting: Uppercase and Lowercase Dd</td>
<td>Grammar: Nouns</td>
</tr>
<tr>
<td>afortunadamente</td>
<td>Skill: Character, Setting, Events</td>
<td></td>
<td>Structural Analysis: Masculine and Feminine</td>
<td>Mechanics: Commas in a Series</td>
</tr>
<tr>
<td>habitantes</td>
<td>Text Feature: Labels</td>
<td></td>
<td>Decodable Readers: “¡Donato se empapó!”</td>
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<td>equipamiento</td>
<td>Author’s Craft</td>
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### Transferable skills in Wonders and Maravillas

### Non-transferable skills in Maravillas
Bridging from One Language to Another

The Bridge to English lessons in Maravillas are available at every grade level. These lessons provide a bridge between the new skills and concepts learned in Spanish and encourage students to explore the similarities and differences in phonics, word formation, syntax, reading, grammar, writing and language use between the two languages. For each of these components, the transferable and non-transferable skills are identified so that you can point out key differences and similarities between Spanish and English with your students. This bridge helps students learning two languages to strengthen their knowledge in both languages.

### Vocabulary

Unit 3 Weeks 1 and 2

<table>
<thead>
<tr>
<th>Spanish</th>
<th>English</th>
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</thead>
<tbody>
<tr>
<td>prometer</td>
<td>promise</td>
</tr>
<tr>
<td>domicilio</td>
<td>residence</td>
</tr>
</tbody>
</table>

### Reading

Teacher Talk

One word in the selection is complimenting. Say it with me: complimenting. Follow the vocabulary routine.

1. Define: When you say something nice about someone, you are complimenting that person.
   - En español, complimenting quiere decir “hacer un cumplido a alguien o decir algo bueno de otra persona.”

2. Example: Complimenting me when I do well makes me feel great.
   - En español: Me siento bien cuando alguien me hace un cumplido.

3. Ask: If you were complimenting a friend, what would you say?

4. The girl in the picture did a good job on her report. The teacher is clapping and complimenting her.

### Spelling and Phonics

Skate? I said “long skate.” Say the words “skate” and “long” again. Then sing the words “skate” and “long” to the tune of “Skateboard.” The words “skate” and “long” share the same long vowel sound. They may have the same vowel sound, but some different sounds, such as “t” and “g.”

### Collaborate

- Imagine that your coach is complimenting your team for playing so well in the game. What might he say? How would this make you and the team feel?
- What are some kinds of things we compliment people for? Talk about it with your partner.
- Your partner will compliment you about something. How do you respond? Now compliment your partner about something.
- Now let’s say complimenting together three more times: complimenting, complimenting, complimenting.

The Visual Vocabulary Cards in Wonders provide the Spanish translations of vocabulary words, definitions, and examples, as well as Spanish cognates as appropriate. Along the way, students compare and contrast the two languages in order to understand that the transfer of knowledge between languages is bidirectional.
Cross-Linguistic Connections

The Sound-Spelling Cards in both the Wonders and Maravillas programs help students develop awareness of similarities and differences between English and Spanish. The teacher support provided on the back of these cards indicates the sound transfer from Spanish to English and English to Spanish. The design of the cards clearly indicates to students those sounds that directly transfer from one language to another. In addition, instruction on the non-transferable sounds is also provided on the cards.

The Language Transfers Handbooks for both programs further guide teachers in focusing instruction and supporting language learners. It identifies transferable and non-transferable sounds, sound-symbols, grammar skills, examples of morphological and syntactical similarities and differences between English and twelve other languages, including Spanish. Cognate strategy instruction is also included in this component.

The English Language Development Kit and the Spanish Language Development Kit help students grow and develop their understanding of how language works in each language. The Language Development Kits offer extra support to English Language Learners and Spanish Language Learners in transferable and non-transferable English and Spanish grammar skills. The kits include instruction and practice in oral and written grammar skills in both languages, including leveled practice for varying language proficiency levels.
Support for Your English and Spanish Language Learners

In the Teacher’s Edition for Wonders, supports for English Language Learners provide language scaffolds matched to the student’s proficiency level. The Teacher’s Edition features include English Language Learner scaffolds, Spotlight on Language, Spotlight on Idioms, and focused ELL Small Group instructional lessons.

Likewise, in the Teacher’s Edition for Maravillas, supports for Spanish Language Learners provide language scaffolds matched to the student’s proficiency level. The Teacher’s Edition features include Apoyo: Aprendices de español and Enfoque en el lenguaje.

In both programs, the supports take an asset view of the student’s knowledge of how a language works and builds upon it. Wonders and Maravillas reinforce students’ language skills in their home language as they’re learning a new language. Students engage in complex discourse to learn and solve problems. They are encouraged to draw on their linguistic and cognitive resources in both languages as they focus on learning, making meaning and communicating. This process is called “translanguaging”.

Page 432, Paragraph 1 Read and mime the first two sentences of the paragraph. Ask students to talk about a time they were out of breath. Have students point to the boy in the illustration. Reread the second sentence of the paragraph. Who does the pronoun refer to? (Javier) Have partners talk about how John feels in this scene.

Page 120, Paragraph 1 Explain that dirigir means estar a cargo de algo. Have students work with a partner and share information about the people that dirigir the school. ¿Qué significa dirigir el gobierno? (tomar decisiones acerca de las leyes y de cómo funciona el gobierno para las personas) ¿Qué otro significado tiene el verbo dirigir? (orientar, guiar)
Multicultural Literature

SOCIAL EMOTIONAL LEARNING

Unit Skills: Social Problem-Solving, Creativity, and Task Persistence
The concept, Essential Question, and literature of each genre study in the unit allow you to focus on a key social emotional learning skill.

Genre Study 1
Concept: Take Action
Essential Question: ¿Qué puede hacer la gente para lograr cambios positivos?
Initiative: Students should be able to identify when something needs to be done and know how to take initiative to accomplish it.
Before students read the texts in the genre study, help them make the connection between initiative and results. Ask: ¿Por qué es la iniciativa un paso importante para hacer un cambio?

Genre Study 2
Concept: Discoveries
Essential Question: ¿Qué se puede descubrir cuando se miran algo una segunda vez?
Social Problem-Solving: Students should be able to take steps to resolve real-life problems, such as identifying a problem, considering solutions, and then deciding on a solution.
Before reading the texts in the genre study, have students think about ways to solve problems. Ask: ¿Qué sentimientos o emociones se le sentiría esa persona?

Genre Study 3
Concept: Express Yourself
Essential Question: ¿Qué expresas algo que es importante para ti?
Self-Confidence: Students have a sense of self-confidence that comes from having the ability to see themselves and be open to learning.
Before reading the texts in the genre study, have students think about someone they know. Ask: ¿Qué sentimientos o emociones se le sentiría esa persona?

SEL screenshots to come
Look at the chameleon in the photograph. This little animal has adaptations that help it to survive in its environment. The chameleon can change its skin color to camouflage itself from predators. It can wrap its long tail around branches.

Find other adaptations you think the chameleon has. Describe the chameleon’s adaptations and tell how they help the animal to survive. Then talk with a partner about other animals and how they have adapted to survive.

Go online to my.mheducation.com and read the “Hidden in Plain Sight” Blast. How does camouflage help animals survive in their environment? Blast back your response.

Wonders Reading/Writing Companion, pp. 98-99

Comentalo

Pregunta esencial
¿Qué ayuda a un animal a subsistir?

Apoyo Aprendices de español

Use the following scaffolds with Ask to have students discuss a chameleon’s adaptations that helps it to survive.

Beginning/Intermediate
Review the meaning of depredador and camuflaje with students. Have partners describe how chameleons use camouflage to survive from predators: Un camaleón puede camuflarse, u ocultarse, cambiando su color de piel. La adaptación la ayuda a mantenerse a salvo de los depredadores al ocultarse.

Advanced/Advanced High
Have partners discuss how a chameleon uses camouflage to avoid predators, using the words adaptación, camuflaje, and depredador.

Maravillas Reading/Writing Companion, pp. 98-99
How do the author’s details about the caribou help you to make an inference about what animals need to survive in the Arctic tundra?
Your Arizona Sales Team

Please contact us for support with your Dual Language Classroom needs.

Larissa Sykes | K–5 Senior Sales Representative
602-315-9102
larissa.sykes@mheducation.com

Anne Stagliano | K–5 Senior Sales Representative
602-980-0599
anne.stagliano@mheducation.com

Carrie Guy | 6–12 Senior Sales Representative
309-696-0262
carrie.guy@mheducation.com

Leslie Adkins | National Specialized Literacy Specialist
602-321-1029
leslie.adkins@mheducation.com

Learn more at mheducation.com/prek-12