



= Main Idea



=Key Points



=Get Involved



=Review



=Read On

Participant Handouts

Analyzing Spelling Results

Slide 2: Don't Pass Out the Folleto to your Students or Tear Out the Dictado Pages!

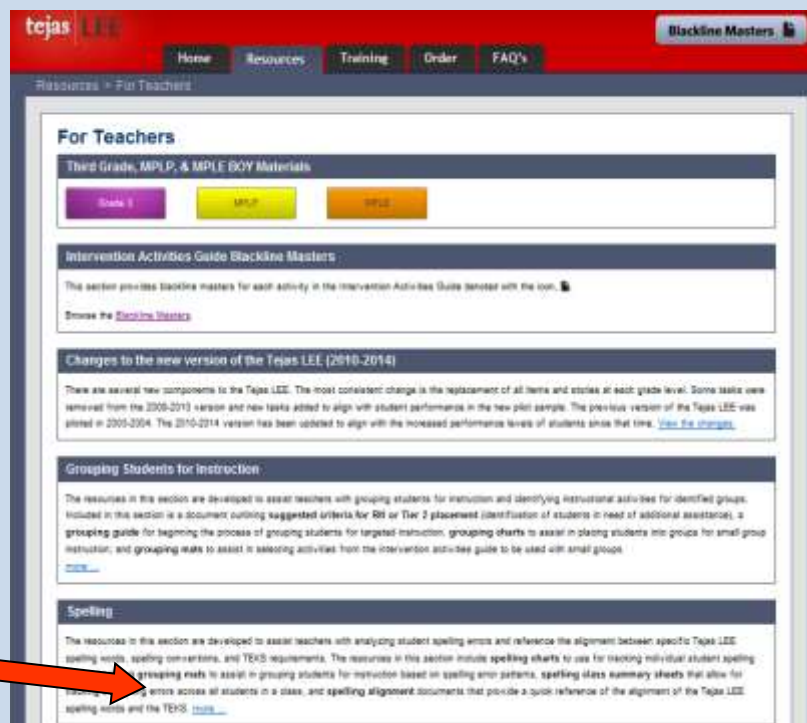


Remember! The answers to the spelling section of the Tejas LEE appear on other pages within the student booklets. For this reason, you should NOT pass out the Folletos to your students. Also, DO NOT tear out the Dictado pages from the Folleto. Other information is often printed on the back side. Instead, make photocopies of the Dictado sheet or have students complete the Dictado on their own paper.



Slides 8-10, 12-14, 18: Obtaining the Tejas LEE Spelling Tools

The Tejas LEE Spelling tools are available for download on our website, www.tejaslee.org under the resources tab, then clicking on For Teachers





= Main Idea



=Key Points



=Get Involved



=Review



=Read On

First Grade Spelling MOY, EOY List

Word	Applicable Spelling Convention(s)	Applicable TEK(S)
tu		22F
beso	b vs. v	22Dv; 22F
chico	ch digraph; c vs. k	22Dv; 22F
baño	b vs. v; ñ sound	22Dv; 22F
leche	ch digraph	22F
soy	y vs. i	22Dv; 22F
padre	dr blend	22Dii; 22Dv; 22E; 22F
flan	fl blend	22E; 22F
grande	gr blend; nd cluster	22Dii; 22E; 22F
gente	soft g vs. j; nt cluster	22Dv; 22F



= Main Idea



=Key Points



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=Read On

Second Grade Spelling BOY List

Word	Applicable Spelling Convention(s)	Applicable TEK(S)
sapo	initial /s/ sound	23Av; 23D
debe	b vs. v	23Av; 23D
mamá	diacritical agudo word	23D; 23E
fino	y vs. i	23Av; 23D
perro	digraph rr; rr vs. r	23Ai; 23Av; 23D
gasta	st cluster, hard g sound	23Av; 23D
flores	fl blend, final /s/ sound-plural	23Aii; 23B; 23D
alarma	rm cluster; r vs. rr	23Aii; 23Av; 23D
miedo	ie diphthong	23D
imanes	final /s/ sound-plural	23Av; 23D

MOY List

Word	Applicable Spelling Convention(s)	Applicable TEK(S)
piña	ñ sound	23D
drama	dr blend	23Aii; 23B; 23D
llorar	ll vs y, rr vs. r	23Aii; 23Av; 23D; 23E
muchacho	ch digraph	23D
galleta	ll vs. y	23Av; 23D
baila	ai diphthong; b vs. v	23Av; 23D
dulce	soft c	23Av; 23D
cuello	ue diphthong; ll vs. y; c vs. k	23Av; 23D
guante	hard g, ua pattern; nt cluster	23D
quemar	qu spelling pattern	23Aii; 23Aiv; 23D; 23E

EOY List

Word	Applicable Spelling Convention(s)	Applicable TEK(S)
clavo	cl blend; b vs. v; c vs. k	23Av; 23B; 23D
raza	s vs. z vs. c; initial /rr/ spelled r	23Ai; 23D
pensé	diacritical agudo word	23D; 23E; 23H
enseña	ñ sound; ns cluster	23D
tarjetas	g vs. j; final /s/ sound-plural	23Aii; 23Av; 23D
hormiga	initial silent h; rm cluster	23Aii; 23Aiii; 23D
carrera	rr digraph; c vs. k	23Ai; 23Aii; 23Av; 23D
felices	soft c; z to ces pattern	23Av; 23C; 23D
juguete	gue spelling pattern	23Aiv; 23Av; 23D
girasol	soft g vs. j	23Aii; 23Av; 23D; 23E



= Main Idea



=Key Points



=Get Involved



=Review



=Read On

Third Grade Spelling BOY List

Word	Applicable Spelling Convention(s)	Applicable TEK(S)
feliz	unstressed final z; c vs. s vs. z	24Av
luces	z to ces; c vs. s vs. z	24Av; 24C
zapato	s vs. c vs. z	24Av
abrió	agudo word; br blend, hiatus, tense	24B; 24Ei; 24G; 24J
coser	s vs. c vs. z; c vs. k	24Av
lluvia	ll vs.y; b vs. v; ia diphthong	24Av; 24G
bilingüe	b vs.v; ng cluster; dieresis	24Aiv; 24Av
lentamente	nt cluster; mente stable ending	24D
daríamos	esdrújula word; hiatus; tense	24F; 24G; 24J
vergüenza	rg cluster; dieresis; nz cluster; b vs.v	24Aiv; 24Av

MOY List

Word	Applicable Spelling Convention(s)	Applicable TEK(S)
tumbó	agudo word; mb cluster; tense	24Avi; 24Ei; 24J
toque	qu pattern	24Av
fijen	j vs. g	24Av
quiero	qu pattern; ie diphthong; soft r	24Aii; 24Av; 24G
garaje	j vs. g; soft r	24Aii; 24Av
lápices	esdrújula word; z to ces; c vs.s vs.z	24Av; 24C; 24F
terrible	hard r vs. rr; bl blend	24Ai; 24Av; 24B
abrelatas	compound word; br blend	24B; 24D
cumpleaños	compound word, ñ, mpl cluster; c vs. k; hiatus; tense	24Av; 24D; 24G
paraguas	compound word; soft r	24Aii; 24Av; 24D

EOY List

Word	Applicable Spelling Convention(s)	Applicable TEK(S)
hacia	silent h; c vs. s vs. z; ia diphthong	24Aiii; 24Av; 24G
guerra	gue pattern; hard r vs. rr	24Ai, 24Aiv, 24Av
social	c vs. s vs. z; ia diphthong	24Av, 24G
apague	gue pattern	24Aiv
general	g vs. j; soft r	24Aii, 24Av
invierno	b vs. v; nv cluster; ie diphthong, rn cluster	24Av, 24Avi, 24G
serrucho	hard r vs. rr, ch digraph, c vs. s vs. z	24Ai, 24Av
medianoche	compound word, ia diphthong; ch digraph	24D, 24G
explicación	x; pl blend; ción stable ending	24B, 24D, 24Ei, 24G
miniatura	ia diphthong; soft r	24Aii, 24Av, 24G



= Main Idea



=Key Points



=Get Involved



=Review



=Read On



Slides 8-10: Sample Tejas LEE Spelling Chart

First Grade

Section 9--Dictado

Student Name: _____

MOY Date _____

Spelling Words

1. tu	
2. beso	
3. chico	
4. baño	
5. leche	
6. soy	
7. padre	
8. flan	
9. grande	
10. gente	

EOY Date _____

1. tu																				
2. beso																				
3. chico																				
4. baño																				
5. leche																				
6. soy																				
7. padre																				
8. flan																				
9. grande																				
10. gente																				

Beginning Consonant Blends																				
Medial Consonant Blends																				
Consonant Clusters																				
Hard G Sound																				
Ch Sound																				
ñ sound																				
y vs. i																				
b vs. v																				
hard c vs. k																				
soft g vs. j																				
soft c vs. s and z																				



= Main Idea



=Key Points



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=Review



=Read On



Slides 15-17: Using the Spelling Class Summary Sheets

The Spelling Class Summary Sheets are downloadable and calculate the percentage of students in your class who have difficulties with particular spelling conventions. However, for the sheets to calculate correctly, you must do the following:

- You must enter your first student's name over the “*TYPE FIRST STUDENT NAME HERE*” in the appropriate place on the file.
- You must mark the errors your student made with “X”s. The sheet will NOT calculate correctly if numbers are placed on the spreadsheet.



Slide 21: The Graphophonemic Grouping Mat

There is a single grouping mat for Grades 1, 2 and 3.

- Spelling skills assessed are grouped together by type of pattern
- Spelling skills are NOT in developmental order
 - No definitive research exists to place patterns assessed in order
 - Each reading basal has its own Spanish spelling scope and sequence



Slides 29-31: Using the IAG to Teach Spelling

The IAG offers background information on teaching spelling in Spanish. There is information on common confusions, diphthongs, hiatus, accents, dieresis, and much more. These are found in the introductory sections of the Spelling (pages 61-64), accenting (pages 78-79) and Dieresis (page 84) sections of the Graphophonemic Knowledge section of the guide.



= Main Idea



=Key Points



=Get Involved



=Review



=Read On

*Slide 37: Agudo Words*

Agudo words have an accent on the last syllable. This table indicates when the accent is written and when it is not written.

Prosódico Termina en consonante, menos "n" y "s"			Diacrítico Termina en vocal, "n" o "s"		
pa- <u>pel</u>	ca- <u>lor</u>	co-dor- <u>niz</u>	a- <u>llá</u>	pu- <u>ré</u>	co-ra- <u>zón</u>
ciu- <u>dad</u>	re- <u>loj</u>	ca-li- <u>dad</u>	a- <u>hí</u>	no- <u>más</u>	in-te- <u>rés</u>
na- <u>riz</u>	es- <u>toy</u>	ma-te- <u>rial</u>	i- <u>glú</u>	so- <u>fá</u>	al-go- <u>dón</u>

- | | | | |
|-------------|---------|------------|-------|
| 1. iman | Written | Pronounced | _____ |
| 2. estar | Written | Pronounced | _____ |
| 3. llame | Written | Pronounced | _____ |
| 4. anis | Written | Pronounced | _____ |
| 5. avestruz | Written | Pronounced | _____ |
| 6. hotel | Written | Pronounced | _____ |



= Main Idea



=Key Points



=Get Involved



=Review



=Read On

*Slide 38: Grave Words*

Grave words have an accent on the second to last syllable. This table indicates when the accent is written and when it is not written.

Prosódico Termina en vocal, "n" o "s"			Diacrítico Termina en consonante, menos "n" y "s"		
<u>ho</u> -ra	<u>dul</u> -ce	tra- <u>ba</u> -jo	<u>fút</u> -bol	<u>cés</u> -ped	di- <u>fí</u> -cil
<u>al</u> -to	<u>can</u> -tan	to- <u>ma</u> -tes	<u>ál</u> -bum	<u>sué</u> -ter	ca- <u>rác</u> -ter
<u>ca</u> -da	<u>mis</u> -mo	e- <u>nor</u> -me	<u>lá</u> -piz	<u>án</u> -gel	au-to- <u>mó</u> -vil

1. beisbol	Written	Pronounced	_____
2. tijeras	Written	Pronounced	_____
3. taza	Written	Pronounced	_____
4. fertil	Written	Pronounced	_____
5. carne	Written	Pronounced	_____
6. condor	Written	Pronounced	_____



= Main Idea



=Key Points



=Get Involved



=Review



=Read On



Slide 39: Esdrújula words

Esdrújula words have an accent on the third to last syllable. An esdrújula word always has a written accent.

Examples			
tráfico	México	índice	sonámbulo
óvalo	último	Atlántico	científico
teléfono	íntimo	sótano	músculo

Listen to the following words. Circle the words that you think are “esdrújula”. If a written accent is required, place the accent over the appropriate letter.

1. engrapadora
2. tortilla
3. multiples
4. avioneta
5. avestruz
6. antipatico
7. magico
8. trabajadora
9. pingüino
10. hipoteticamente



= Main Idea



=Key Points



=Get Involved



=Review



=Read On



Slides 41-47: The Scale of Accenting

To be able to use accents correctly in Spanish, students need to master each step of the Accenting Scale.

LEVEL 1—AWARENESS: Students learn that multi-syllable words have a stressed syllable and learn to distinguish that syllable. This can occur in Kindergarten.

LEVEL 2—HEARING AND RECOGNITION: Students learn the vocabulary of accents and are able to correctly identify words as “agudo”, “grave” and “esdrújula”. They will also learn the syllable names “última”, “penúltima” and “antepenúltima”. They should at this level be able to state the following, “*Escucho la sílaba tónica en la penúltima sílaba. Es una palabra grave.*” This can occur in First and Second Grade if students have mastered level 1.

LEVEL 3—RULES: At this level students formally learn the rules to determine whether the stressed syllable in a word is only pronounced or pronounced and written. This can occur in second or third grade if students have mastered levels 1 and 2.



Slide 49: Practice

Use the sample Second Grade spelling results on the next page and the Spelling Class Summary sheet that follows to practice identifying Spelling errors. If time permits, you may also want to complete a Second Grade Spelling Chart (not provided in this packet) for the student you feel has the greatest need.



= Main Idea



=Key Points



=Get Involved



=Review



=Read On

Sample Second Grade Dictado Results

Word	Gabriel	Vanessa	Danielle	Nathan
1. sapo	sabo	sapo	Zapo	sapo
2. debe	dede	deve	bebe	bede
3. mamá	mama	mama	mamá	mama
4. fino	fino	fino	fino	fino
5. perro	bero	perro	pero	perro
6. gasta	gasa	gasta	gata	gasa
7. flores	fores	flores	floreZ	flores
8. alarma	ama	alarma	alara	alara
9. miedo	medo	miedo	miebo	mebo
10. imanes	imanes	imanes	imaneZ	imames



= Main Idea



=Key Points



=Get Involved



=Review



=Read On

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Grade 2 Spelling Class Summary Sheet BOY

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