

Heggerty Phonemic Awareness

Modified Sequence - dual language: alternating weeks of instruction

The purpose of this Dual Language modified sequence is to provide teachers with a guide to using our English and Spanish Heggerty manuals alternating the language of literacy instruction each week. This model does not permit the daily use of each curricula and therefore requires a modified sequence to allow students to receive instruction at the correct pace to support phonemic awareness development in both languages.

We have created this sequence by intentionally choosing weeks that will include essential instruction for bilingual learners striving for phonemic awareness in two languages. We have added metalinguistic focus suggestions to maximize the potential cross-linguistic transfer of this instruction.

Our Spanish 2022 editions include metalinguistic instruction suggestions throughout the manual. You will see a sun (☀️) symbol where we've included these suggestions. The ideas on the following pages will complement and expand upon those suggestions.

The metalinguistic instructional ideas included in our curriculum and in this document are suggestions to support and foster students':

- cross-linguistic transfer of their phonological and phonemic awareness skills
- ability to apply their phonological awareness skills to their reading and writing work.

At Heggerty, we value biliteracy, and strive to provide educators with high quality materials that match the needs of their bilingual learners. Please reach out to Erica Suarez or Laura Castro if you need support from specialists with experience teaching biliteracy.

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Heggerty Modified Sequence:

Pre-K 2021/2022- Dual Language alternating weeks



School Weeks	Spanish 2021 weeks	English 2022 Weeks	Metalinguistic Instruction Recommendations
1 & 2	1	2	Student names <ul style="list-style-type: none"> • Proper pronunciation • Name preference
3 & 4	3	3	Compound Words (in English curricula) <ul style="list-style-type: none"> • Making connections to Spanish compound words (sacapuntas, matamoscas, cumpleaños)
5 & 6	5	4	
7 & 8	6	5	Positional Words <ul style="list-style-type: none"> • Synonyms within languages (eg. initial, first, beginning/final, last) • Cognates between languages (initial/inicial, final/final)
9 & 10	7	7	Syllables in English and Spanish <ul style="list-style-type: none"> • Exist in both languages • We can count syllables in words by humming or paying attention to how many times our mouth opens
11 & 12	8	8	
13 & 14	9	9	Explore sounds in English and Spanish <ul style="list-style-type: none"> • Which sounds are the same in both languages? <ul style="list-style-type: none"> ◦ Stopped sounds: b, d, t, d ◦ Continuous sounds: m, s, n, f, l • What is your mouth doing as you say these sounds? • What is your throat (voice box) doing when you say the sound? (Voiced vs. unvoiced sounds)
15 & 16	10	13	
17 & 18	11	14	
19 & 20	12	15	

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Heggerty Modified Sequence:

Pre-K 2021/2022 - Dual Language alternating weeks



School Weeks	Spanish 2021 weeks	English 2022 Weeks	Metalinguistic Instruction Recommendations
21 & 22	13	16	Vowels in Spanish and English <ul style="list-style-type: none"> • Our mouths are open for vowel sounds in both languages A, E, I, O, U Same letters in English and Spanish produce different sounds
23 & 24	19	17	
25 & 26	20	22	Continue to Explore sounds in English and Spanish <ul style="list-style-type: none"> • Which sounds are the same in both languages? <ul style="list-style-type: none"> ◦ Stopped sounds: g, ch, c (k) ◦ Continuous sounds: y, c (s) • What is your mouth doing as you say these sounds? • What is your throat (voice box) doing when you say the sound? (Voiced vs. unvoiced sounds)
27 & 28	21	23	
29 & 30	27	24	
31 & 32	28	30	Continue to Explore sounds in English and Spanish <ul style="list-style-type: none"> • Which sounds are different? <ul style="list-style-type: none"> ◦ Spanish: v, h, j, q, x, y, ll, n, rr, z ◦ English: v, h, j, q, x, w, k, z, long vowels
33 & 34	29	31	





Heggerty Modified Sequence:

Kindergarten 2022 - Dual Language alternating weeks



School Weeks	Spanish 2022 weeks	English 2022 Weeks	Metalinguistic Instruction Recommendations
1 & 2	1	1	<p>Student names</p> <ul style="list-style-type: none"> • Proper pronunciation • Name preference <p>Compound Words (in English curricula)</p> <ul style="list-style-type: none"> • Making connections to Spanish compound words (sacapuntas, matamoscas, cumpleaños)
3 & 4	2	3	<p>Sounds Exploration in English and Spanish</p> <ul style="list-style-type: none"> • The languages we speak are made up of sounds. Some of the sounds are the same and some are different. • There are two types of sounds: vowels and consonants. <ul style="list-style-type: none"> ◦ <u>Consonant sounds</u>: a sound that when produced is blocked in some way by the lips, teeth, or tongue. It can be voiced or unvoiced. There are other characteristics that you may choose to explore. ◦ <u>Vowel sounds</u>: an open mouth sound that can be sung, is always voiced, and the volume can be controlled. ◦ Consonants and vowels exist in both languages ◦ Sounds are represented by graphemes. Sometimes the letter-sound correspondence between English and Spanish is the same, and sometimes it is different and can be confusing. • Ideas to reinforce this instruction: <ul style="list-style-type: none"> ◦ Sound walls ◦ Metalinguistic charts focused on sounds and/or sound-letter correspondence ◦ Mouth articulation photos
5 & 6	3	5	<p>Body-coda blending and onset-rime blending are traditionally not used in early Spanish literacy. However, when adding phonemes to CV or VC syllables, making a CVC syllable, these blending strategies could transfer from English to Spanish.</p> <ul style="list-style-type: none"> • Body-coda Blending (supports continuous blending) <ul style="list-style-type: none"> ◦ English body-coda blending: ca-t ◦ Spanish body-coda blending: so-l • Onset-rime blending: <ul style="list-style-type: none"> ◦ English onset-rime blending: t-op ◦ Spanish onset-rime blending: s-al
7 & 8	7	7	
9 & 10	8	9	
11 & 12	9	10	

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Heggerty Modified Sequence: Kindergarten 2022 - Dual Language alternating weeks



School Weeks	Spanish 2022 weeks	English 2022 Weeks	Metalinguistic Instruction Recommendations
13 & 14	10	11	<p>Syllable Analysis</p> <ul style="list-style-type: none"> Review the characteristics of vowel sounds: open mouth, can sing them, change volume, voiced Syllables always have a vowel sound The location of the vowel in a syllable is important: <ul style="list-style-type: none"> English vowel letters represent different sounds depending on the location of the vowel, syllable type and stress In Spanish it is important for students to fluently blend and segment all syllable types to support decoding and encoding (VC, CV, CVC) - attention to vowel location in these syllables can support that work Begin a metalinguistic chart with syllable types and add to this chart throughout the rest of the year.
15 & 16	12	12	
17 & 18	15	13	
19 & 20	18	24	<p>Consonant Sounds and Consonant Blends in Spanish</p> <ul style="list-style-type: none"> The Spanish curriculum will begin work with consonant blends that will be the foundation for English instruction later in the year. This work can be connected to English blends in weeks 25-29 in the English curriculum. Only week 29 is a part of the modified sequence, you may decide to provide additional practice with English consonant blends by pulling from weeks 25-29 of the English curriculum.
21 & 22	20	15	
23 & 24	22	18	<p>Vowel Sound Contrastive Analysis</p> <ul style="list-style-type: none"> Review 5 main vowel sounds in Spanish. Teach students explicitly that a diphthong consists of two vowels that make one sound. In the English curriculum, you will have spent time on isolating medial <i>short</i> and <i>long</i> vowel sounds. Compare and contrast the similar and different vowel sounds in English and Spanish. Many of these sounds, although represented with a different grapheme, exist in both languages (agua, octopus)
25 & 26	27	19	
27 & 28	29	20	

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Heggerty Modified Sequence: Kindergarten 2022 - Dual Language alternating weeks



School Weeks	Spanish 2022 weeks	English 2022 Weeks	Metalinguistic Instruction Recommendations
29 & 30	30	23	Digraphs <ul style="list-style-type: none">• Begin metalinguistic chart for digraphs• Review the digraph sounds students have learned in Spanish (ch, ll, rr)• Discuss why these sounds can be tricky to read - one sound represented by two letters. Connect to English digraphs starting with /ch/, highlighting that not only the sound but also the digraph exists in both languages. Expand student understanding of the 'ch' grapheme in English as it can represent 3 different phonemes (/ch/, /k/, /sh/).• In English digraphs can be at the beginning, in the middle, or at the end of words. In Spanish, syllables with a digraph can also be at the beginning, in the middle, or at the end of a word; however, Spanish words never end with just a digraph.• Add other digraphs to the chart as they are introduced throughout following weeks
31 & 32	32	29	Consonant Blends <ul style="list-style-type: none">• Take time to review prior learning in Spanish from weeks 18-20 & 30-31.• Make connections to the English words that they will be hearing and speaking as part of their Heggerty instruction
33 & 34	34	32	<ul style="list-style-type: none">• In English consonant blends can be at the beginning, in the middle, or at the end of words. In Spanish, syllables with a consonant blend can also be at the beginning, in the middle, or at the end of a word; however, Spanish words never end with just a consonant blend.



Heggerty Modified Sequence: Primary 2022 - Dual Language alternating weeks



School Weeks	Spanish 2022 weeks	English 2022 Weeks	Metalinguistic Instruction Recommendations
1 & 2	2	1	<p>Sound Exploration in English and Spanish</p> <ul style="list-style-type: none"> • The languages we speak are made up of sounds. Some of the sounds are the same and some are different. • There are two types of sounds: vowels and consonants. <ul style="list-style-type: none"> ◦ <u>Consonant sounds</u>: a sound that when produced is blocked in some way by the lips, teeth, or tongue. It can be voiced or unvoiced. There are other characteristics that you may choose to explore. ◦ <u>Vowel sounds</u>: an open mouth sound that can be sung, is always voiced, and the volume can be controlled. Consonants and vowels exist in both languages • Sounds are represented by graphemes. Sometimes the letter-sound correspondence between English and Spanish is the same, and sometimes it is different and can be confusing. • Begin a metalinguistic chart comparing and contrasting vowel and consonant sounds <ul style="list-style-type: none"> ◦ Compare and contrast the similar and different sounds in English and Spanish. Many of these sounds, although represented with a different grapheme, exist in both languages (like, lugar; agua, octopus)
3 & 4	3	3	
5 & 6	5	5	<p>Syllable Analysis</p> <ul style="list-style-type: none"> • Review the characteristics of vowel sounds: open mouth, can sing them, change volume, voiced • Syllables always have a vowel sound • The location of the vowel in a syllable is important: <ul style="list-style-type: none"> ◦ English vowel letters represent different sounds depending on the location of the vowel, syllable type and stress ◦ In Spanish it is important for students to fluently blend and segment all syllable types to support decoding and encoding (VC, CV, CVC, CCVC) ◦ Begin a metalinguistic chart with syllable types and add to this chart throughout the rest of the year.

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Heggerty Modified Sequence: Primary 2022 - Dual Language alternating weeks



School Weeks	Spanish 2022 weeks	English 2022 Weeks	Metalinguistic Instruction Recommendations
7 & 8	7	7	<p>Letter-Sound Correspondences with Digraphs, Consonant Blends and Diphthongs</p> <p>Over the next several weeks students will be hearing and speaking words with:</p> <ul style="list-style-type: none">• Spanish: combinaciones consonánticas, sílabas trabadas, y diptongos• English: digraphs, long and short vowels, and consonant blends <p>Letter-sound correspondences for consonant blends and digraphs can be tricky for students as they start to decode and encode. For example, the sounds /k/ and /l/ are not necessarily difficult for students to identify in isolation. However, when seen or heard together as a consonant blend, they can be difficult to read and spell.</p> <p>Similarly a digraph can be tricky because two letters are used to represent one sound. For example, when reading the digraph 'sh' students may try to read the sounds /s/ and /h/ instead of /sh/. Discuss why these sounds can be tricky to read.</p> <p>Connect the student knowledge of the Spanish digraph /ch/ to English digraphs by starting with /ch/, highlighting that not only the sound but also the digraph exists in both languages. Expand student understanding of the 'ch' grapheme in English as it can represent 3 different phonemes (/ch/, /k/, /sh/). You may want to create a metalinguistic chart for digraphs.</p> <p>In Spanish, students will practice combining vowel sounds to create diphthongs which represent the vowel sound in a syllable.</p>
9 & 10	8	8	
11 & 12	9	9	
13 & 14	10	11	



Heggerty Modified Sequence: Primary 2022 - Dual Language alternating weeks



School Weeks	Spanish 2022 weeks	English 2022 Weeks	Metalinguistic Instruction Recommendations
15 & 16	11	12	<p>Using Letter-Sound Knowledge to Spell Words</p> <p>As you progress through these weeks students will continue to hear and produce words with consonant blends and digraphs. They will also hear and produce long and short vowel sounds in English. Continue to hone in on the different syllable types in Spanish (CV, VC, CVC, CCV) to help students solidify letter-sound correspondences.</p> <p>In English, during the Phoneme-Grapheme connection, students will be matching letters to sounds through decoding and encoding. In weeks 14 & 15 the words will require the use of the final e. The final e, in these words, is necessary to cue a reader to pronounce the long sound of the preceding vowel. This is one way to spell long vowel sounds in English. Students should know that the final e is used in multiple ways in English - this is just one way.</p>
17 & 18	13	14	
19 & 20	15	15	



Heggerty Modified Sequence: Primary 2022 - Dual Language alternating weeks



School Weeks	Spanish 2022 weeks	English 2022 Weeks	Metalinguistic Instruction Recommendations
21 & 22	17	16	<p>Stressed and Unstressed Syllables in Multisyllabic Words: English and Spanish</p> <ul style="list-style-type: none"> Spanish (weeks 28-30) will allow for students to isolate the stressed syllable. Specific rules regarding the orthographic representation of stress can be explicitly taught if students are ready (palabras graves, agudas, esdrújulas). English (weeks 28-30) will include blending, segmenting and phoneme-grapheme work with multisyllabic words. Key features of English can be explored during these weeks. <ul style="list-style-type: none"> English is a stress-timed language. Syllables that are stressed will include clearly articulated vowel sounds. The vowels in unstressed syllables will often be pronounced as the schwa vowel sound. The schwa sound can be spelled with different vowel graphemes - which can be tricky when spelling these words. Looking at the spelling in a word family (morphological and etymological analysis) can help students of all ages begin to make sense of English orthography generally and the spelling of schwa sounds in particular. This work can be enhanced with cross-linguistic connections between English and Spanish - helping students learn how to harness the potential of their bilingual brains!
23 & 24	19	18	
25 & 26	21	20	
27 & 28	23	21	
29 & 30	25	28	
31 & 32	26	29	
33 & 34	28	30	

English Spelling	English Pronunciation	Spanish Spelling	Spanish Pronunciation
<u>magic</u>	MA - jic	magia	MA - jia
<u>magician</u>	muh - JI - shin	mago	MA - go
<u>magical</u>	MA - juh - cul	mágico	MA - ji - co