

It's Time to Revisit Approaches to  
Spanish Literacy Instruction

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## **METALINGUISTIC AWARENESS DEFINED**

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### **Definition of Metalinguistic Awareness**

Metalinguistic awareness is a term used to describe a construct, theory or model to explain the interaction between language and written text, primarily in bilingual learners' literacy development (Bialystok, 2007.) Metalinguistic awareness (MA) may be defined as the awareness or bringing into explicit consciousness of linguistic form and structure in order to consider how they relate to and produce the underlying meaning of utterances. MA is also termed metalinguistic ability. The construct describes the ability to make language forms objective and explicit and to attend to them in and for themselves. MA is the ability to view and analyze language as a "thing," language as a "process," and language as a "system." MA in bilingual learners is the ability to objectively function outside one language system and to objectify languages' rules, structures and functions. Code-switching and translation are examples of bilinguals' MA.

### **Research in Metalinguistic Awareness**

MA was used as a construct in research extensively in the mid 1980's and early 1990's. Research has shown MA in bilinguals to be a crucial component because of its documented relationship and positive effects on language ability, symbolic development and literacy skills. See summaries of research in Bialystok, 2007 and Diaz & Klingler, 1991. Three areas or components of MA are documented in the research literature: phonemic awareness (also termed phonological processing); syntactic awareness, and pragmatic awareness (Turner & Hoover, 1993). The focus shifted in the mid 1990's to a greater emphasis on phonological aspects of language and knowledge of phoneme-grapheme relationships (the alphabetic principle and phonics) as the central abilities in literacy learning. However, the construct of MA is more expansive and inclusive because the abilities referred to and studied include all aspects and components of language and its purposeful, functional uses.

### **How Metalinguistic Awareness & Knowledge Are Acquired**

Metalinguistic awareness leads to metalinguistic knowledge (MK) through a continual and simultaneous process of developing linguistic control and cognitive abilities. MA is a mid-point in the development of MK, which proceeds from implicit understanding and unarticulated knowledge through non-structured experiences toward explicit understanding and articulated knowledge through structured experiences such as direct instruction in transference knowledge and skills. Implicit unarticulated knowledge of language form and function develop through structured learning experiences and purposeful uses of text toward explicit knowledge and conscious monitoring and analysis. The ability to articulate this knowledge results in increased self-regulatory control over language production and increased use of language in cognitive performance.

<b>The alphabetic principle and Spanish orthography</b>	<b>The alphabetic principle and English orthography</b>
There are 29 alphabet letters that represent 24 phonemes.	There are 26 alphabet letters that represent from 40 to 52 phonemes. 20 English phonemes have spellings that are predictable 90% of the time and 10 others are predictable over 80% of the time. There is a high level of correspondence between most Spanish letter sound relationships and their English equivalents.
The spelling of words can be derived by listening for its component syllables and phonemes and writing the corresponding letters. There is only one correct spelling for every word. We know how to pronounce every word we read in Spanish based on its spelling.	Segmenting words into sounds provides clues to their spelling most of the time. However, spelling in English also varies according to the position of the sound in a syllable, what sounds come before and after a given sound and the morphological structure of the word. Occasionally, a spelling will represent more than one word (read-read) so we have to use meaning as a clue to recognize the word.
Some phonemes are spelled using more than one letter (ch, ll, rr). Other than these cases, if a letter is doubled, both letters are pronounced (leer).	Many letters in English are used as markers that signal the sounds of other letters. These letters have no direct relation to the sounds in the word. Doubled letters may be part of a spelling pattern and frequently represent only one phoneme.
There are 5 vowel letters and 5 vowel sounds that are consistent. They are always spelled the same, except for i which is sometimes spelled with a y (i griega) (soy, voy, y)	There are five vowel letters and 15 vowel sounds in English. There are many different patterns used to spell these vowel sounds.
A few phonemes can be spelled in more than one way (/h/= g or j as in jinete, girasol; /s/ as in cita, sitio; /k/= c & qu)	There are 19 consonant phonemes that are sometimes spelled using more than one letter.
There are a few spelling patterns that tell us how a letter is pronounced in certain words. Some letters represent more than one sound, depending on what letter follows (c before a, o, & u = /k/ c before e, i = /s/)	There are many consistent patterns that tell us how a letter is pronounced in certain words. We can make generalizations based on the regularities we encounter in reading. Sometimes we are guided by alphabetic relationships (i.e., letter names) or by patterns (onset and rime; word families) or by syllables (inflections, derivations, affixation).

<p>A few letters are silent. The h is always silent, and u is silent after a hard g sound and after q because these are fixed spelling patterns.</p>	<p>Silent letters in English are frequent. They are often used as markers to signal the pronunciation of other letters. Sometimes they are part of digraphs, which are other ways to spell a sound (i.e., n, kn)</p>
<p>Words can be divided into syllables according to certain rules. This is a useful tool in spelling long words. Certain letters (blends with l and r) are never separated into different syllables. There is one syllable in a word that is stressed. We always know which one is stressed by applying a set of rules or being guided by a written accent mark in the case of exceptions to the rules.</p>	<p>It is important to pay attention to syllables in English because the structure of a syllable is a clue to how the letters are pronounced (open and closed syllables). Many syllables in English are very much like syllables in Spanish with some differences in pronunciation (ción, tion). There are many words of Latin and Greek origin that we can transfer from Spanish to English by making some consistent changes.</p>
<p>Vowels can be combined into a single syllable. Only a strong vowel (a, e, o) and a weak vowel (i, u) or two weak vowels can be combined in a syllable. These combinations are called diphthongs. If a strong and a weak vowel are written together in a word and they do not form a syllable, the weak vowel must carry a written accent (hacia, hacía).</p>	<p>Vowel sounds are often changed when they appear in a syllable with r.</p>
<p>Adding and removing syllables to and from words can change their meaning and occasionally their spelling as well (final z to c as in lápiz-lápices)</p>	<p>There are rules that govern spelling changes in word inflections and derivations. These are often clued by the way the root word and the derived words are pronounced.</p>
<p>Dividing words into syllables is helpful in knowing how to pronounce and spell them. Syllabification rules are regular. Syllables either contain a single vowel and or a diphthong. Diphthongs are a combination of a weak vowel (i, u) with a strong vowel (a,e,o) or two weak vowels. When we can pronounce words and break words into syllables and apply certain rules, we know how to place written accents correctly.</p>	<p>Dividing words into syllables is helpful in knowing how to pronounce and spell them. There are six different types of syllables: open, closed, vowel-consonant-e, etc. Syllabification often depends on word meaning and origins, so we must use such word parts such as prefixes and suffixes for correct division and spelling of syllables.</p>
<p>Parts of a word (morphemes) can be added or changed to change the meaning of the word. Changes include verb tense, number and gender and agreement in number and gender, size and affection (-ito, -ón, ísimo).</p>	<p>Parts of a word (morphemes) can be added or changed to change the meaning of the word. Many parts of words in English do not change the way they are required to in Spanish.</p>

## METALINGUISTIC KNOWLEDGE DEVELOPMENT IN SPANISH/ENGLISH BILITERACY GRADES K-3

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### All Grade Levels

**Language is rule governed.** For example, nouns have number and gender and the articles and adjectives that are used to modify them must agree according to certain fixed rules. This concept is reinforced throughout the grades.

**The Alphabetic Principle:** Written text is a representation of language. In alphabetic languages, letters represent sounds in the language. These sounds (phonemes) are sometimes represented by a single letter, sometimes by more than one letter, and sometimes by clusters of letters. We can break words up into isolated sounds in order to “map” these sounds into print and/or decode text into language.

### Kindergarten

**Phonology:** Language is a flow of sounds that represent meaning. The flow of sounds can be broken up into units called words. A word represents a concept or idea. Words can be segmented into the sounds that make it up and then reconstructed by blending those sounds together again into words.

**Orthography/Concepts of Print:** When words are written, they are separated from each other by blank spaces to make them easier to distinguish from one another. Sentences also have signals that set them apart in written text (capital letters at the beginning and ending punctuation.)

**Morphology:** Words have parts called syllables. We can listen carefully to words and count the number of syllables because they can be separated somewhat naturally as we sound out the word. This helps us to hear the different sounds in the word. We can add parts (phonemes or syllables) to words to change their meaning, such as adding –s or –es to words (nouns) to signal more than one.

**Grammar & Syntax:** A flow or stream of words can express a complete thought. This is called a sentence. We can count the number of words in a sentence. There will be a one-to-one correspondence between the number of words in a spoken sentence and the number of written words in the sentence in a text.

**Learning Activities:** Phonemic awareness activities with rhymes, chants, and songs; finger-following of text with big books, oral language development activities

## Grade 1

**Phonology:** The core sound unit applied in Spanish reading for sounding out words is the syllable. Syllables contain at least one and frequently two vowel sounds (diphthongs). There are stressed and unstressed syllables.

**Orthography/Concepts of Print:** If the reader pays attention to a few basic rules and to written accent marks, s/he can pronounce every written Spanish word correctly with the proper stress placed on each syllable. A few Spanish phonemes have more than one letter-sound association and a few letters represent more than one phoneme. In these cases, we must pay attention to groups of letters to determine how to decode.

**Morphology:** Words have parts (syllables) that function specifically to signal meaning. If we change word endings, we signal meanings such as how many (nouns). We can create “word families” to signal different forms and functions around a concept (zapato, zapatero, zapatería, etc.). Changes in word endings can also indicate size, age, intensity or feelings toward the person, place or thing named by the noun (zapatito).

**Syntax:** Sentences can be analyzed to discover their component parts, which have labels and categories according to their functions. Changes in word order signal changes in meaning. We can change a sentences meaning by switching words around and/or adding words to complete the meaning, such as in declaratives to questions, affirmative to negative, etc. Certain sentence patterns are used for conveying meaning to compare/contrast people, places and things.

**Grammar:** Verb forms and tense and conjugation. Subjects and verbs must agree according to a set of rules for forming the verb (morphology). We have this agreement in order to tell who acted and when (tense). We can use forms (pronouns) to avoid repeating the subject of a sentence every time we tell about an action. Sometimes the subject of the verb will be signaled by the verbs’ ending. There are different endings and changes in verbs to indicate the time when the action took place.

**Learning activities:** Sentence manipulation; chain writing; word study.

## Grade 2 (Building on Gr. 1 knowledge and awareness)

**Phonology:** Words can be categorized according to which syllable is stressed in speech.

**Orthography/Concepts of Print:** Teach rules for accentuation and placement of written accents. Some words carry written accents to indicate their function and meaning rather than their pronunciation (acento desinencial). Teach use of silent H

**Morphology:** Concept of root words, prefixes, suffixes. Elaborate on “word families” and the different forms of morphological changes that alter word meanings based on a root word (el zapateo, un zapatazo, zapateando). Introduce word study of the meaning of

different prefixes and suffixes in Latin and Greek origin words. Introduce concept and identify Spanish/English cognates. Teach adjective and adverbial functions of morphological changes with complex sentences (single concept approach). Teach compound words and their meaning.

**Syntax:** Sentences can be simple or complex. We can add elements to simple sentences to expand their meaning, including adjectives, adverbs and clauses. We can collapse or expand sentences to alter meaning and for reasons of style and to add interest in writing. Certain sentence structures and word orders create a unit of meaning (idioms) or perform certain functions (comparison and superlatives). Sometimes word order is “unusual” (verb *gustar*) and different from the English used to convey the same ideas or concept.

**Grammar:** Pronouns have different forms and functions (subject, direct/indirect object, object of a preposition). They also appear in different positions within sentences (negation, commands) and can be attached to verb forms (enclisis).

Verbs: Verbs have parts (root and endings). There are different categories of verbs according to their endings (ar, er, ir). Sometimes more than one form of a verb tense is used to convey a verb’s meaning (simple future vs. *ir a ...*) that may convey different types of action (preterit vs. imperfect). There are simple and compound verbs that have parts that change and parts that stay the same to agree with the subject.

**Learning activities:** Sentence manipulation, sentence transformation, elaborate chain writing to create narratives, word study, modified cloze procedures (noun, verb omissions), simple sentence generation & short text writing tasks

### Grade 3

**Morphology:** Categorize and define most common Latin & Greek word origins, prefixes & suffixes. Learn spelling rule changes for Spanish/English cognates. Study changes in word functions by changing forms (adjective to adverbs with *mente*, use of infinitives and gerunds as nouns).

**Syntax:** Elaborate on components of complex sentences, clauses. Categorize clauses by functions within sentences. Use sentence recombination to create more complex sentences using clauses and conjunctions. Teach use of passive *se*. Teach uses & syntax of *gustar* and similar verbs.

**Grammar:** Categorize pronouns according to form and functions. Introduce conditional tense and *if* clauses. Introduce concept of verb mood and forms of present subjunctive. Identify subjunctive used in text. Study verb tense and usage contrasts (*ser* vs. *estar*, preterit vs. imperfect, simple vs. compound tenses and forms with *estar* & *haber*)

**Learning Activities:** Word study, sentence transformation, sentence recombination to create short narratives, writing formats and structures (reports, letters, persuasion, etc.), complex sentence generation and text production

Observation Checklist: Levels of Congruence with  
Mexico National Reading Program

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Factors present during observations are marked low, medium or high congruence:

**A. Fidelity to core program scope & sequence**

1. Instructional use of “before reading” (text prediction), “during reading” (discussion) and “after reading” (reflection/discussion) activities
2. Word study embedded in program text reading activities
3. Sequenced and consistent use of program workbook activities
4. Instructional focus on text meaning rather than text decoding
5. Teaching of grammar, text conventions and punctuation within a functional context, embedded in student reading text.
6. Instructional focus on fluency and expression in oral text reading
7. Program related writing activities dictated or copied using teacher samples
8. Teacher guided writing activities using student input
9. Independent student writing activities with little teacher direction
10. *Rincon de Lectura* texts visible and accessed by students
11. Daily read-aloud or independent reading time
12. Program suggested *Fichero* activities utilized during language arts instruction

**B. Use of additional materials to core program**

1. Environmental print visible and accessed by students in classroom
2. Commercial literacy materials used to reinforce program vocabulary and concepts (i.e. games, manipulatives)
3. Teacher made materials reinforcing program vocabulary and concepts utilized in instruction (i.e. word cards, big books, posters)
4. Syllabic activities and materials (i.e. games, manipulatives) in addition to program used for instruction
5. Commercial workbook in addition to program used for instruction and/or homework

**C. Instructional grouping**

1. Varied grouping (large group, small groupwork, pairs, individual teacher to-student) all utilized during language arts instruction
2. Large group activities, using teacher questioning and individual response, utilized during instruction
3. Partner activities utilized during language arts instruction
4. Small group activities utilized during language arts instruction
5. Individual teacher-student instruction and monitoring utilized during language arts instruction
6. Student tables grouped

**D. Setting instructional purpose**

1. Goal of activities explicitly stated to students and involve constructing knowledge, rather than repetition of skills
2. Directions for activities explicitly stated to students

**E. Assessment**

1. Teacher formally identifies developmental groups and uses this knowledge to differentiate instruction
2. Word list and dictation used to assess progress in language arts
3. Student writing samples used to assess progress in language arts
4. Teacher observation of daily work, homework and participation used to assess progress in language arts
5. District mandated standardized tests used to assess progress in language arts

From. Tabaoda, D.S. & Mora, J.K. (2005) Early literacy instruction in Mexico: Finding congruence between theory and practice. National Reading Conference, December, 2005

## Spanish Phonics: Principles and Concepts

### Las Dificultades de la Ortografía en Español

- Letras difíciles (c, s, z; b, v; g, j; r, rr; ie, ll, y; uso del diéresis sobre la ü)
- Las letras mudas (H/h; u después de g, q)
- Combinaciones de consonantes conjuntas y separadas (con l, con r; mb de bombero, mp de campesino, nv de inventor, nf de enfermera)
- El acento escrito
- Uso de letras mayúsculas

### Spanish Phonemes Spelled Using Multiple Graphemes

- Vowel phoneme i is written as i and as y (i griega) in diphthongs ending a word (soy, muy)
- Labiodental /b/ is written as either b or v (haba, ave)
- /k/ is written as c before a, o, u, or as k or as qu (casa, kiosco, queso)
- /s/ is written as c before e, i or as s or as z (cerro, silla, zorro)
- /h/ is written as g before e, i or as j (girafa, jinete) and as x (México, Don Quixote)
- /y/ is written as ie, ll or y (hielo, lleno, yodo)

### Spanish Graphemes That Spell Multiple Phonemes

- The letter b spells the bilabial b as in burro and the labiodental b as in arriba
- The letter c spells /k/ as in casa and /s/ as in cita.
- The letter g spells /g/ as in gallo and /h/ as in general
- The letter y spells the vowel sound i at the end of words as in soy and the consonant sound y as in yegua

### Spanish in Spain and Latin America: X, Y, Z and Thee

- The x represents a number of phonemes: /h/, /x/ and in Mexico /sh/ for words from indigenous languages such as Náhuatl and Otomí.
- In Latin America, the ll and y in initial position are pronounced the same (llama, yerno)
- In Spain, the z before a, o u represents a soft /th/ sound. This sound is also spelled ce & ci. Words ending in z change to c when forming the plural (pez-peces; lápiz-lápices)

## **Spanish Structural Analysis**

- Word derivations: roots, prefixes and suffixes
- Inflection and agreement (subject-verb, adjectives, possessives)
- Enclisis (combining two classes of words)
- Contractions (conjunción) & shortened forms of words (apócope)
- Compound words
- Cognates

## **Spanish Syllable Patterns**

- A single consonant occurring between vowels is joined to the vowel or vowels that follow.
- Two separate consonants between vowels are divided.
- A strong vowel (a,e,o) combined in a syllable with a weak vowel (i, u) forming a diphthong or triphthong are not separated.
- Consonant blends (consonant with l or r) are not separated
- When s is in a prefix, it forms a syllable with the prefix

## **Word Study in the Biliteracy Classroom**

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### **Spanish Orthography**

Phonemic awareness  
Letter-sound correspondences  
Spelling patterns  
Syllabification  
Diphthongs and syllable juncture  
Categorization of words according to stressed syllable  
Rules for the use of written accent marks

### **Structural Analysis**

Word derivations: roots, prefixes and suffixes  
Parts of speech & inflections for change of function (zapato, zapatero)  
Diminutives, augmentatives, superlatives (ito, ón, ote, ísimo)  
Inflections and agreement (subject-verb, adjectives, possessives)  
Enclisis (combining two classes of words) (cualquier, démelo)  
Contractions (conjunción) and shortened forms of words (apócope)  
Compound words (abrelata, tumbaburros)  
Cognates

### **Word Study Activities**

Picture sorts  
Concept sorts  
Letter-sound correspondence sorts  
Same-vowel word families  
Mixed-vowel word families  
Word Hunt  
Word Bank  
Word Wall  
High-frequency word study  
Word strips  
Word Study Notebooks  
Dictation  
Word games

### **Resource for Word Study**

Bear, D.R., Invernizzi, M., Templeton, S., & Johnston, F. (2008). *Words Their Way: Word Study for Phonics, Vocabulary and Spelling Instruction*, 4<sup>th</sup> Edition. Upper Saddle River, NJ: Pearson Prentice Hall.

**Phonetic Function of the Written Accent in Spanish**  
 Jill Kerper Mora, Ed.D.

**Two syllable words:**

<b>Palabras Graves</b>	<b>Palabras Aguda</b>
sello	selló
esta	está
ira	irá
baile	bailé
mudo	mudó
cerro	cerró
caso	casó
cortes	cortés
trago	tragó
lavo	lavó

**Three and four syllable words:**

<b>Palabras Esdrújulas</b>	<b>Palabras Graves</b>	<b>Palabras Agudas</b>
ánimo	animo	animó
público	publico	publicó
círculo	circulo	circuló
cántara	cantara	cantará
cálculo	calculo	calculó
célebre	celebre	celebré
práctico	practico	practicó
término	termino	terminó
límite	limite	limité
depósito	deposito	depositó
partícipe	participe	participé

**Word Inflection & Accent Marks in Spanish**  
 Jill Kerper Mora, Ed.D.

**Changing a word from singular to plural or from masculine to feminine adds a syllable to the word. This may cause the word to lose or add an accent mark.**

<b>Singular</b>	<b>Plural</b>
lección	lecciones
corazón	corazones
compás	compases
razón	razones
portugués	portugueses
joven	jóvenes
orden	órdenes
interés	intereses
examen	exámenes
galán	galanes
débil	débiles
fácil	fáciles

<b>Masculine</b>	<b>Feminine</b>
francés	francesa
inglés	inglesa
catalán	catalana

Spanish Accent Mark Usage by Word Meanings & Function  
(Acento Desinencial)

**Accents to Distinguish Functions of Homonyms**

There is a use of the accent mark called the *acento desinencial* that is used to distinguish the function of words. It is used in cases of homonyms to distinguish the meaning, or where a pronoun has changed functions. The accent in these cases is placed over the strong vowel of the stressed syllable. Generally in the case of homonyms, the less frequently used meaning will carry the written accent.

Unaccented Word	Function (Eng)	Accented Word	Function (Eng)
aun	even (conjunction)	aún	yet (adverb)
de	of (preposition)	dé	form of dar-give
el	the (article)	él	he (pronoun)
mas	but (conjunction used in old Spanish)	más	more (adverb)
mi	my (possessive pronoun)	mí	me (direct object)
se	reflexive pronoun	sé	I know (verb-form of saber)
si	if (conjunction)	sí	yes (interjection)
te	you (pronoun)	té	tea (noun)
tu	your (possessive pronoun)	tú	you (personal pronoun)

**Change of Function of Pronouns**

1. *este libro* (demonstrative adjective) meaning "this"  
*éste* (demonstrative pronoun) meaning "this one"
2. *que* (relative pronoun) as in "el libro que veo en la mesa" meaning "that"  
*¿qué?* (interrogative pronoun) meaning "what"
3. *como* (relative pronoun) meaning "as" Ex. "tan grande como un elefante"  
*¿cómo?* (interrogative pronoun) meaning "how" *¿Cómo está usted?*

## Palabras Compuestas en Español

abrelatas

aguamiel

arcoíris

cascanueces

cortauñas

lavamanos

matamoscas

nochebuena

pelirrojo

quehaceres

saltamontes

tocadiscos

aeropuerto

anteojos

bienestar

correcaminos

cuentagotas

madrepatria

mesabanco

paraguas

plumafuente

rompecabezas

sinsabor

trabalenguas

## English/Spanish Cognates: A Metalinguistic Analysis Activity

*Jill Kerper Mora*

Group 1		
<u>Spanish</u>	<u>English</u>	Rule:
Atlántico		
democrático		
romántico		
patriótico		
sarcástico		

Group 2		
<u>Spanish</u>	<u>English</u>	Rule:
cliente		
equivalente		
indiferente		
relevante		
suficiente		

Group 3		
<u>Spanish</u>	<u>English</u>	Rule:
indicación		
atención		
circulación		
edición		
proposición		

Group 4		
<u>Spanish</u>	<u>English</u>	Rule:
artista		
pianista		
turista		
moralista		
imperialista		

Group 5		
<u>Spanish</u>	<u>English</u>	Rule:
argumento		
monumento		
suplemento		
sacramento		
testamento		

Group 6 <u>Spanish</u> abundante constante elegante importante significante	<u>English</u>	Rule:
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Group 7 <u>Spanish</u> clásico cómico histórico metódico técnico	<u>English</u>	Rule:
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Group 8 <u>Spanish</u> ambicioso famoso gracioso laborioso religioso	<u>English</u>	Rule:
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Group 9 <u>Spanish</u> aniversario disciplinario itinerario literario salario	<u>English</u>	Rule:
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Group 10 <u>Spanish</u> comunidad necesidad prosperidad publicidad universidad	<u>English</u>	Rule:
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Group 11		
<u>Spanish</u>	<u>English</u>	Rule:
programa		
diagrama		
problema		
idioma		
sistema		

Group 12		
<u>Spanish</u>	<u>English</u>	Rule:
aristocracia		
democracia		
eficacia		
farmacia		
urgencia		

Group 13		
<u>Spanish</u>	<u>English</u>	Rule:
abundancia		
conciencia		
distancia		
obediencia		
permanencia		

Resources for teaching cognates:

English/Spanish Cognate Dictionary at [<http://www.esdict.com/English-Spanish-Cognates.html>]

Nash, R. (1997). NTC's dictionary of Spanish cognates: Thematically organized. New York: McGraw Hill.

Prado, M. (1993). NTC's Dictionary of Spanish False Cognates. Chicago, IL: NTC Publishing Group.

## TEN WORD STUDY ACTIVITIES IN SPANISH

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1. Initial sound-letter picture sorts beginning with vowel sounds: First sorts will be with target initial vowel words vs. initial consonant words distinctions, progressing to target vowel vs. one and then two other vowel distinctions as these letter-sound associations are learned. Keep in mind that most frequently, initial letter-sound associations will be based on phoneme distinctions and letter-sound referents rather than letter names in Spanish.
2. Initial consonant sounds picture sorts: Progress from target consonant sound with two to three same/different distinctions to three target consonant distinctions.
3. Syllable count sorts: Sort pictures of known words of one, two or three syllables.
4. Singular/plural noun word sorts: Using pictures of a single object or more than one of the same object, students work in pairs to identify singular or plural when partner names the picture. Then student places the picture in correct column under singular or plural and states the rule (*termina en s o es*).
5. Syllable activities: Construct pronounced words by combining syllables using syllable cards. Choose and circle missing syllables from three alternatives. Fill in the blank to complete a word related to a picture with the missing syllable.
6. *Letras difíciles* phonemic activities: Classify pronounced word from pictures and then written words with initial c or g or according to corresponding sound that the letter represents, using spelling pattern clues to the categories.
7. *Letras difíciles* spelling activities: Categorize pronounced words beginning with c/s/z; c/qu; and g/j. Distinguish words that do or do not begin with a silent H, emphasizing verbs whose forms all have the silent h (*hablar, hacer, haber*). Words are sorted according to initial or medial position b/v spellings.
8. Compound words: Give two-word components of compound words on cards and have students combine them and place a picture beside the word.
9. Syllable stress activities: After learning the categorization of words according to the stressed syllable into aguda, grave, esdrújula, students categorize words with the same spelling according to aguda/grave and progressively aguda/grave/esdrújula by listening for the stressed syllable. Students categorize according to whether a class of words carry a written accent mark or do not (*lleva acento escrito/no lleva acento escrito*).
10. Word derivation families: Do picture sorts to build “word families” around a common noun (*pan, panadero, panadería; zapato, zapatero, zapatería*).

## CROSS-LINGUISTIC STUDY OF MORPHOLOGY

Find the equivalent for the word in the other language and state what principle or rule of spelling and/or morphology applies in each case:

<i>Spanish</i>	<i>English</i>
<b>admitir</b>	
<b>antecedente</b>	
	<b>counterbalance</b>
<b>contradecir</b>	
	<b>discover</b>
	<b>impossible</b>
<b>sobrehumano</b>	
<b>personaje</b>	
<b>adversario</b>	
	<b>baker</b>
	<b>bakery</b>
<b>zapatito</b>	
	<b>logic</b>
<b>atractivo</b>	
	<b>magnificent</b>
	<b>multitude</b>
<b>investigar</b>	
	<b>orator</b>
<b>fácilmente</b>	
<b>buscar</b>	
	<b>jumping</b>
	<b>railroad</b>
<b>aconsejar</b>	
<b>esclavitud</b>	
	<b>heavier</b>
	<b>pacify</b>
	<b>arrived</b>
<b>caballería</b>	

# ONOCUENTOS

## Jill Kerper Mora

### Alfredo, El Niño Asustado



a a  
a a

A Alfredo le encantaba contar cuentos de fantasmas para asustar a sus amigos, pero un buen día le jugaron una broma con un globo de gas y una sábana. Pensó Alfredo que le perseguía un fantasma como los que había inventado él. Sus amigos le dieron un buen susto y se fue corriendo diciendo ¡AAAAAAA aaaaaaa!

### El Abuelito Don Ernesto

Al abuelito Don Ernesto se le dificulta entender lo que le dicen. Su oído ya no le funciona muy bien. Cuando hay algo que le interesa oír, pide que se lo repitan, diciendo ¿EEEEEEE? ¿eeeeeee?



### El Ratoncito Inteligente



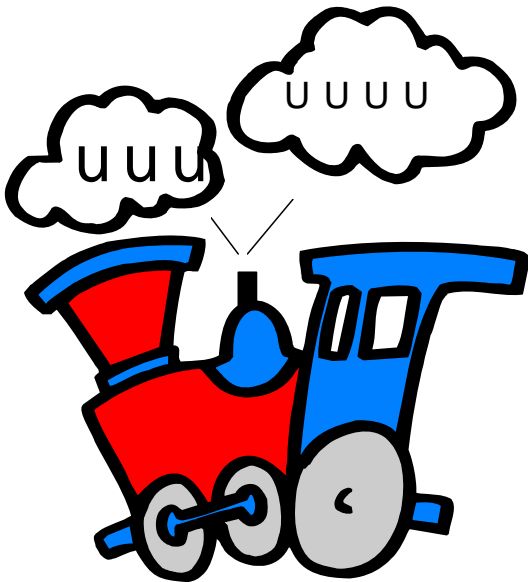
El ratoncito inteligente recordó los consejos de su mamá. Ella le había dicho: “Las ratoneras son muy peligrosas.” Aquel pedazo de queso olía muy sabroso. Lanzó una piedra y la trampa se soltó. Pudo disfrutar su queso y se reía así: i-i-i-i-i-i.

## Oscar El Perro Travieso

Oscar es un perro muy travieso. Le gusta hacer cosas difíciles y peligrosas. Quería que el circo lo contratara. Cuando se subió a un alambre de tendedero para practicar, estaba a punto de caerse. Mientras mantuvo el equilibrio decía... ¡OOOOOOO ooooooo!



## El Trenecito Chu-cu-chú



El trenecito Chu-cu-chú va muy contento avisando a todos que ya llegó al pueblo. Seguro que le encanta la idea de irse a descansar. Ha hecho un largo viaje. Trajo a muchos pasajeros y mucha carga también. Su silbato de vapor suena así: ¡UUUUUUU uuuuuuu!

Producido por:

Jill Kerper Mora

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Onomatopoeic Method Letter/Sound Equivalents  
Gregorio Torres Quintero (1908)

Letter	Spanish	English Translation
A	el grito del niño espantado	shout of the frightened boy
E	la pregunta del sordo	question of someone who's hard of hearing
I	el llanto de la ratita	squeal of the mouse in a trap
O	el grito del jinete	whoa of the horseback rider
U	el pito o silbato del tren	tooting of a train whistle
S, Z	el silbido del cohete	whistling sound of a rocket firecracker
R	el ruido del escape de una motocicleta	the sound of a motorcycle's exhaust
M	el mugido de la vaca	is the moo of a cow
T	el ruido del reloj	the tick of a clock
L	la lengüetada del perro	lapping sound a dog makes with its tongue
J	el jadeo del perro	panting sound a dog makes
F	el resoplido del gato	cat's hissing sound
N	el sonido de la campana	sound of bell ringing
C, Qu /k/	el cacareo de la gallina	clucking of a hen
P	el estampido del cañón	sound of a firing gun or cannon
Ch	el chapaleo en el agua	splashing sound of water
Ll	el chillido de la sierra	wind whistling through the mountains
B	el balido del borreguito	bleating of a lamb
Ñ	el llanto del niño gruñón	complaint of a spoiled child
G (hard)	sonido de enjuagarse la garganta	sound of a person gargling
X	un estornudo	a sneeze
Y	no tiene onomatopeya especial; suena i o como la ll	Y doesn't have an equivalent since it sounds like I and ll
D	no tiene onomatopeya y se llama el de los dedos	D doesn't have an equivalent so its referent is <i>los dedos</i>
H	como no suena, se llama la muda	Since its silent, its called <i>la muda</i>

Torres Quintero, G. (No Date). Método onomatopéyico reducido para enseñar a leer y escribir simultáneamente. México, D.F.: Prof. Matilde Gómez Cárdenas.

**DR. MORA'S CLAD WEBSITE**  
**RESOURCES FOR SPANISH/ENGLISH METALINGUISTIC TRANSFER**  
<http://coe.sdsu.edu/people/jmora>

In the Quick-access Index of MoraModule Topic, go to the category titled Bilingual Education and Biliteracy Instruction.

See MoraModule # 16.7 for a Road Map to Effective Biliteracy Instruction

<http://coe.sdsu.edu/people/jmora/MoraModules/BiliteracyRoadMap.htm>

Also see these modules:

MoraModule # 12.4 A Sequence for Phonics Instruction

MoraModule # 15.5 Rules for the Use of Written Accents in Spanish

MoraModule # 16.4 Metalinguistic Transfer in Spanish/English Biliteracy

MoraModule # 15.5 Curriculum Framework for Biliteracy Development

MoraModule # 16.8 Word Study in Biliteracy Classrooms

MoraModule # 16.9 Cross-Linguistic Transfer in Biliteracy Instruction

MoraModule # 16.10 Spanish/English Cognates

MoraModule # 16.12 Two-way CABE 2007 Presentation

MoraModule # 16.13 Research on Metalinguistic Transfer in Biliterate Learners

MoraModule # 16.14 Components of Metalinguistic Knowledge

MoraModule # 16.15 Metalinguistic Knowledge Development Continuum K-3

MoraModule # 16.16 Spanish Word Study & Grammar Teaching Points

MoraModule # 16.17 Spanish Spelling Conventions Development Research

MoraModule # 16.18 Cross-linguistic Spelling Approximations