

El Sistema de Observacion de la Lecto-Escritura

I Purpose:

- 1 To assess the literacy development of children in a Spanish/Bilingual Class
- 2 To gather information
- 3 To record observations
- 4 To plan instruction
- 5 To monitor each child's progress

II Observation at the Beginning of the School Year:

- 1 Informal observations to determine the level at which to begin assessing in each of the strands.

III Strands of El Sol

1. Alphabet Sight Words Strand

- Administered to verify if students can identify letters and sight words.

2. Phonemic Awareness Stand

- Administered to verify students' abilities to hear sounds within words.
 - Activity 1: Identify sounds of letters
 - Activity 2: Identify initial sound or syllable
 - Activity 3: Identify final sound or syllable

3. Listening and Speaking Strand

- Measures the listening comprehension and verbal expressive language
 - Books to assess the listening comprehension and verbal expressive language
 - Kindergarten: Leo el retorno tardío
 - First Grade: Lleve a mi rana a la biblioteca
 - Second Grade: El dinosaurio que vivia en mi patio
 - Third Grade: Yo puedo leer! Yo puedo leer!

4. Reading Strand

- Determined by teacher's judgment and results from the Alphabet/Sight Words Strand
 - If a child is reading Level 1 or 2 of Alphabet/Sight Words strand, begin at level 1 of Reading Strand
 - Pre-Reading activities
 - Introduction to print
 - Environmental print (book title: Cosas que veo)

*Both activities must be mastered in order to move on to the next level.

- If the child is reading Level 3 or 4 of Alphabet/Sight Words Strand, begin at level 2 or 3 of the Reading Strand
 - Level 2 Books:
 - Zapatos
 - Mi hermanito
- Level 3 Books:

- En la ciudad
- Busca en la bolsa de mi mama
- If the child is reading Level 5 or 6 of Alphabet/Sight Words Strand, begin at level 3 or 4 of Reading Strand
 - Level 4 Books:
 - La trompeta de Jaime
 - Creo que si
 - Level 5 Books:
 - Escojeme
 - Marina la ballena
- If child masters level 6 of the Alphabet/Sight Words Strand, go directly into level 6 of the Reading Strand
 - Level 6 Books:
 - La fiesta de Paloma
 - Como perdio sus colores la lagartija

IV Evaluation of Reading Comprehension

- 1 Discussion of the Book
- 2 Writing Sample (following the criteria from the comprehension rubric)

V Observations Based on Experience Working with Bilingual/Spanish Speaking Students

- 1 Spanish language is phonemic: Once students learn the letter sounds and syllable method; they make the connections to reading words quickly.
- 2 Have a tendency to lack fluency and comprehension skills
- 3 Have a difficult time using expressive language

