Unlocking the English Language

Essential Components for Success in Language Transfer

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Phonemes: Spanish vs. English
What does transfer?
Spanish Alphabet as of 2010
ENGLISH AND SPANISH LETTER-SOUND LINKING

Spanish Alphabet 27-30

CH, RR, LL and Ñ

C, G, R, V, Y, X

W = borrowed

B = V
ENGLISH AND SPANISH LETTER-SOUND LINKING

English Alphabet 26

A, C, E, G, I, O, Q, S, U, X, Y
ENGLISH AND SPANISH LETTER—SOUND LINKING

30 letters in Spanish = 22 different phonemes

13 letters share acceptable sounds with at least one other letter:

26 letters in English = 44 different phonemes

14 letters share acceptable sounds with at least one other letter:
<table>
<thead>
<tr>
<th>SPANISH</th>
<th>ENGLISH</th>
<th>Transfers</th>
<th>Does not Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>E</td>
<td>C D F K L</td>
<td>A H I V R</td>
</tr>
<tr>
<td>Ch</td>
<td>G</td>
<td>P M X N</td>
<td>Q J Ll</td>
</tr>
<tr>
<td>Y T W Z</td>
<td>S</td>
<td></td>
<td>Ñ O U</td>
</tr>
</tbody>
</table>

| ABC Ch | DEFGHIJKL | LMNÑOPQRrr | STUVWXYZ |
SOUNDS TO BE DIRECTLY TAUGHT

Partial Transfer
• G, S, E

Do Not Transfer
• H, J, Ll, Q, R, rr, V, Z, A, I, O, U
But does it really transfer?
Practice Makes Perfect

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Snowball fight sort

“I Spy” Cross-Linguistic Transfer Edition

Find that Image - pairing letter transfer with cognates
Diacritic Marks:
Visual cue for vowel sound distinction.
Wait, but those are the same…

Aren’t they???
Dia...what?!?

Diacritic

[dahy-uh-krit-ik]
noun
1. Also called diacritical mark. A mark, point, or sign added or attached to a letter or character to distinguish it from another of similar form, to give it a particular phonetic value, to indicate stress, etc., as a cedilla, tilde, circumflex, or macron.
## Macron vs. Breve (Coding the English Language)

### Macron - Long Vowel Mark
- ā as in *ate*
- ē as in *evil*
- ī as in *ice*
- ō as in *open*
- ŭ as in *use* or *flute*
- ų as in *cry*

### Breve - Short Vowel Mark
- ā as in *apple*
- ē as in *elementary*
- ī as in *idiom*
- ŏ as in *on*
- ŭ as in *under*
Practice Makes Perfect

Reading A-Z printable readers - coding targeted words

Coding during Literacy Stations (Word Work)

Coding while writing
Word Work: WORDS THEIR WAY
WORDS THEIR WAY
Students look for related words and sort them into categories.
HOW TO IMPLEMENT WORDS THEIR WAY

Collect Data:
- Spelling sample
- Student writing
- Spelling Inventory
- Reading Observation

Analyze data to determine stage:
- What students use
- What students misuse (use but confuse)
- What is absent

Plan Instruction:
- Organize small groups
- Developmentally appropriate word study
- Assess
- Continue practice with same list or move on

Monitor Growth:
- Record Keeping
- Formative Assessments
<table>
<thead>
<tr>
<th>Features</th>
<th>Beginning Consonants</th>
<th>Final Consonants</th>
<th>Short Vowels</th>
<th>Consonant Digraphs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. fan</td>
<td>f</td>
<td>n</td>
<td>a</td>
<td></td>
</tr>
<tr>
<td>2. pet</td>
<td>p</td>
<td>t</td>
<td>e</td>
<td></td>
</tr>
<tr>
<td>3. dig</td>
<td>d</td>
<td>g</td>
<td>i</td>
<td></td>
</tr>
<tr>
<td>4. rob</td>
<td>r</td>
<td>b</td>
<td>o</td>
<td></td>
</tr>
<tr>
<td>5. hope</td>
<td>h</td>
<td>p</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. wait</td>
<td>w</td>
<td>t</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. gun</td>
<td>g</td>
<td>m</td>
<td>u</td>
<td></td>
</tr>
<tr>
<td>8. sled</td>
<td></td>
<td></td>
<td>c</td>
<td></td>
</tr>
<tr>
<td>9. stick</td>
<td></td>
<td></td>
<td>i</td>
<td></td>
</tr>
<tr>
<td>10. shine</td>
<td></td>
<td></td>
<td>sh</td>
<td></td>
</tr>
<tr>
<td>11. dream</td>
<td></td>
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</tbody>
</table>

**Directions:** Check the features that are present in the student’s spelling. In the box beside each word, place an X to indicate that this feature is present. Begin instruction at that stage with a focus on the types of words that begin with the featured sound.
INSTANT WORD RECOGNITION:
High Frequency Words
What does Instant Word Recognition mean to you?

What words do you think your students should be able to recognize instantly?

Why is it necessary?
How can we make the use of Sight Words meaningful and not just rote memorization?
SIGHT WORDS

200+ WORDS!
References

WELLS: Working With English Language Learners by Dr. Elsa Cardenas-Hagan
https://www.valleyspeech.org/wells

Words Their Way ppt. Presentation by Jennifer Evans
https://www.slideshare.net/evansjenb/memphis-words-their-way

Words Their Way
That's all Folks!