



Mi primera antología  
Scope & Sequence

Descubre el español con Santillana:  
Mi primera antología

Anthology Level K Scope and Sequence

LEGEND  
PA = Print Awareness  
D = Decoding  
R = Reading

Anthology K S & S.xlsx

	Unit 1: Honduras	Unit 2: Peru	Unit 3: Dominican Republic	Unit 4: Spain	Unit 5: Mexico	Unit 6: Argentina	Unit 7: Panama	Unit 8: Colombia
<b>1. Reading/Print Awareness</b>								
◊ recognize that spoken words can be represented by print for communication	✓ PA	✓ PA	✓ PA	✓ PA				
◊ identify upper- and lower-case letters	✓ D (Ss) ✓ R (Jj)	✓ PA (letter e) ✓ D (digraph ch) ✓ R (Cc)	✓ PA (letter i) ✓ D (Ll) ✓ R (Dd)	✓ PA (letter o) ✓ D (Rr) ✓ R (Tt)	✓ PA (letter u) ✓ D (Yy) ✓ R (Qq)	✓ PA (letter p) ✓ D (Vv) ✓ R (Gg)	✓ PA (letter m) ✓ D (Gg) ✓ R (Bb)	✓ PA (letter n) ✓ D (Ff) ✓ R (Cc)
◊ demonstrate the one-to-one correspondence between a spoken word and a printed word in text	✓ PA							
◊ recognize the difference between a letter and a printed word		✓ PA	✓ PA					
◊ recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries (e.g., through kinesthetic or tactile actions such as clapping and jumping)	✓ PA	✓ PA	✓ PA	✓ PA	✓ PA	✓ PA		
◊ hold a book right side up, turn pages correctly and know that reading moves from top to bottom and left to right	✓ PA							
◊ identify different parts of the book (e.g., front and back covers, title page)							✓ PA	✓ PA
<b>2. Reading/Phonological Awareness</b>								
◊ identify a sentence made up of a group of words	✓ PA				✓ PA			
◊ identify syllables in spoken words	✓ D ✓ R	✓ D ✓ R	✓ D ✓ R	✓ D ✓ R	✓ D ✓ R	✓ D ✓ R	✓ D ✓ R	✓ D ✓ R
◊ orally generate rhymes in response to spoken words (e.g., ¿Qué rima con mesa?)								✓ R
◊ distinguish orally represented rhyming pairs from non-rhyming pairs				✓ D			✓ D	
◊ recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound (e.g., Pepe Pecas pica papas)		✓ D						
◊ blend spoken phonemes to form syllables and words (e.g., /m/ .../a/ says ma, ma-pa says “mapa”)	✓ D	✓ D				✓ PA ✓ D	✓ PA	✓ PA
◊ isolate the initial syllabic sound in spoken words (e.g. /pa/ta, /la/ta, /ra/ta)		✓ D		✓ D			✓ D	
◊ separate spoken multi-syllabic words into two to three syllables (e.g., /to/ /ma/ /te/)					✓ R	✓ D		
<b>3. Reading/Beginning Reading Skills/Phonics</b>								
◊ decode the five vowel sounds	✓ PA (a)	✓ PA (e)	✓ PA (i)	✓ PA (o)	✓ PA (u)			
◊ decode syllables	✓ D (s + vowel) ✓ R (j + vowel)	✓ D (c + vowel) ✓ R (ca, co, cu)	✓ D (l + vowel) ✓ R (d + vowel)	✓ D (r + vowel) ✓ R (t + vowel)	✓ D (y + vowel) ✓ R (que, qui)	✓ PA (p + vowel) ✓ D (v + vowel) ✓ R (ga, go, gu)	✓ PA (m + vowel) ✓ D (ge, gi) ✓ R (b + vowel)	✓ PA (n + vowel) ✓ D (f + vowel) ✓ R (ce, ci)
◊ use phonological knowledge to match sounds to individual letters and syllables including hard and soft consonants such as “r,” “c,” and “g”		✓ R (ca, co, cu)		✓ D (hard r)		✓ R (ga, go, gu)	✓ D (hard g)	✓ R (ce, ci)
◊ decode the written “y” when used as a conjunction, as in “mamá” y “papá”				✓ PA	✓ D	✓ PA		✓ R
◊ decode words with silent “h”	✓ D		✓ D			✓ PA		
◊ become familiar with the digraphs /ch/, /rr/		✓ D (ch)		✓ D (rr)				
◊ become familiar with the concept that “ll” and “y” have the same sound (e.g., llave, ya)					✓ D	✓ R		
◊ use knowledge of consonant/vowel sound relationships to decode syllables and words in text and independent of content (e.g. CV, VC, CVC, CVCV words)					✓ R	✓ PA ✓ D ✓ R	✓ PA ✓ D ✓ R	✓ PA ✓ D ✓ R
◊ recognize that new words are created when syllables are changed, added, or deleted					✓ R	✓ D		
<b>4. Reading/Beginning Reading/Strategies</b>								
◊ predict what might happen next in text based on the cover, title, and illustrations	✓ PA	✓ R		✓ D	✓ PA ✓ D	✓ PA		
◊ ask and respond to questions about texts read aloud	✓ PA ✓ D ✓ R	✓ PA ✓ D ✓ R	✓ PA ✓ D ✓ R	✓ PA ✓ D ✓ R	✓ PA ✓ D ✓ R	✓ PA ✓ D ✓ R	✓ PA ✓ D ✓ R	✓ PA ✓ D ✓ R
<b>5. Reading/Vocabulary Development</b>								
◊ identify and use words that name actions, directions, positions, sequences, and locations			✓ D (actions)	✓ R				✓ D (position, sequence) ✓ R (actions)
◊ become familiar with grade-appropriate vocabulary, including content and function words	✓ PA ✓ D ✓ R	✓ PA ✓ D	✓ PA ✓ R	✓ PA ✓ D	✓ PA ✓ D ✓ R	✓ PA ✓ D ✓ R	✓ PA ✓ D ✓ R	✓ PA ✓ D ✓ R
◊ identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures)		✓ R (clothes)			✓ D (body parts)	✓ D (seasons) ✓ R (weather)	✓ D (professions) ✓ R (sports: baseball)	
◊ use a picture dictionary to find words							✓ R	
<b>6. Reading/Comprehension of Literary Text/Theme and Genre</b>								
◊ identify elements in a story including setting, character, and key events	✓ PA (characters) ✓ D (infer) ✓ R (sequence of events)	✓ PA (setting)	✓ PA (key events) ✓ D (m. idea) ✓ R (compare, contrast)	✓ D (characters)	✓ D (author's purpose) ✓ R (narrator)	✓ PA (setting) ✓ D (a. purpose) ✓ R (compare, contrast)	✓ PA (fant. vs. real.) ✓ D (infer) ✓ R (key events)	✓ PA (a. purpose) ✓ D (seq.) ✓ R (narrator)
◊ discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience		✓ R						✓ D
◊ recognize sensory details					✓ PA ✓ R	✓ R		
◊ recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures		✓ R						✓ D
<b>7. Reading/Comprehension of Literary Text/Poetry</b>								
◊ respond to rhythm and rhyme in poetry through identifying regular beats and similarities in word sounds				✓ PA	✓ R	✓ R		✓ R
<b>8. Reading/Comprehension of Literary Text/Fiction</b>								
◊ retell a main event from a story read aloud	✓ PA ✓ R							✓ D
◊ describe characters and the reasons for their actions		✓ R		✓ PA ✓ D				
<b>9. Reading/Comprehension of Informational Text/Culture and History</b>								
◊ identify the topic of an informational text heard	✓ PA		✓ D		✓ D			

<b>10. Reading/Comprehension of Informational Text/Expository Text</b>								
◊ identify the topic and details in text heard or read, referring to the words and/or illustrations				✓ R			✓ R	
◊ retell important facts in text, heard or read	✓ R		✓ PA	✓ R	✓ PA		✓ R	✓ D
◊ discuss the ways authors group information in text			✓ D		✓ D			✓ PA
◊ use titles and illustrations to make predictions about text		✓ R		✓ D	✓ PA ✓ D	✓ PA		
<b>11. Reading/Comprehension of Informational Text/Procedural Texts</b>								
◊ follow pictorial directions (e.g., recipes, science experiments)	✓ R				✓ PA ✓ D			
◊ identify the meaning of specific signs (e.g., traffic signs, warning signs)							✓ D	
<b>12. Reading/Media Literacy</b>								
◊ identify different forms of media (e.g., advertisements, newspapers, radio programs) with adult assistance			✓ R	✓ D	✓ D ✓ R	✓ PA ✓ R		✓ PA ✓ R
◊ identify techniques used in media (e.g., sound, movement) with adult assistance				✓ D	✓ D ✓ R	✓ PA ✓ R	✓ D	✓ PA ✓ R
<b>13. Writing/Writing Process</b>								
◊ plan a first draft by generating ideas through class discussion (with adult assistance)	✓ PA ✓ D ✓ R	✓ PA ✓ D ✓ R	✓ PA ✓ D ✓ R	✓ PA ✓ D ✓ R	✓ PA ✓ D ✓ R	✓ PA ✓ D ✓ R	✓ PA ✓ D ✓ R	✓ PA ✓ D ✓ R
◊ develop drafts by sequencing the action or details in the story (with adult assistance)							✓ R	✓ D
◊ revise drafts by adding details or sentences (with adult assistance)			✓ PA	✓ R	✓ D ✓ R	✓ R		✓ PA ✓ R
◊ edit drafts by leaving spaces between letters and words (with adult assistance)					✓ R		✓ R	✓ R
◊ share writing with others (with adult assistance)		✓ D ✓ R	✓ R	✓ PA		✓ R	✓ PA	
<b>14. Writing/Literary Texts</b>								
◊ dictate or write sentences to tell a story and put the sentences in chronological sequence							✓ R	✓ R
◊ write short poems								✓ R
<b>15. Writing/Expository and Procedural Texts</b>								
◊ dictate or write information for lists, captions, or invitations		✓ D					✓ D	
<b>16. Oral and Written Conventions/Conventions</b>								
◊ understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):								
▪ verbs, including commands and past and future tenses when speaking		✓ R	✓ D					
▪ nouns (singular/plural)		✓ D	✓ PA ✓ R	✓ PA ✓ D	✓ PA		✓ PA ✓ D	✓ PA
▪ descriptive words					✓ PA ✓ D	✓ PA		✓ R
▪ prepositions and prepositional phrases appropriately when speaking or writing (e.g., "en," "de," "por la tarde," "en la mañana")						✓ R	✓ R	
▪ personal pronouns (e.g., yo, ellos)							✓ R	✓ D
◊ speak in complete sentences to communicate	✓ R			✓ D	✓ R	✓ R	✓ R	
◊ use complete sentences	✓ R				✓ R	✓ R	✓ D ✓ R	✓ R
<b>17. Oral and Written Conventions/Handwriting, Capitalization, and Punctuation</b>								
◊ form upper- and lower-case letters legibly, using basic conventions of print (left-to-right and top-to-bottom progression)	✓ PA ✓ D ✓ R	✓ PA ✓ R	✓ R	✓ R	✓ R	✓ R	✓ D ✓ R	
◊ capitalize the first letter in a sentence	✓ D						✓ R	
◊ use punctuation at the beginning (when appropriate) and at the end of a sentence				✓ R			✓ D (period)	
<b>18. Oral and Written Conventions/Spelling</b>								
◊ use phonological knowledge to match sounds to individual letters or syllables	✓ D	✓ R						✓ R
◊ use letter-sound correspondences to spell mono- and multi-syllabic words	✓ D				✓ R			
◊ use knowledge of consonant/vowel sound relationships to spell syllables and words in text and independent of content (e.g., CV, ma; VC, un; VCV, oso; CVC, sol; CVCV, mesa)	✓ D					✓ D		
◊ use “y” to represent /i/ when used as a conjunction (e.g. mamá y papá)	✓ D				✓ D			
◊ write one’s own name	✓ PA						✓ R	
<b>19. Research/Research Plan</b>								
◊ ask questions about topics of class-wide interest (with adult assistance)	✓ PA ✓ D ✓ R	✓ PA ✓ D ✓ R	✓ PA ✓ D ✓ R	✓ PA ✓ D ✓ R	✓ PA ✓ D ✓ R	✓ PA ✓ D ✓ R	✓ PA ✓ D ✓ R	✓ PA ✓ D ✓ R
◊ decide what sources or people in the classroom, school, library, or home can answer these questions (with adult assistance)		✓ PA	✓ PA	✓ PA ✓ R	✓ D ✓ R	✓ PA ✓ D	✓ PA ✓ R	✓ PA
<b>20. Research/Gathering Sources</b>								
◊ use pictures in conjunction with writing when documenting research with adult assistance		✓ PA		✓ R	✓ R	✓ PA ✓ R	✓ R	
<b>21. Listening and Speaking/Listening</b>								
◊ listen attentively by facing speakers and asking questions to clarify information	✓ R	✓ R				✓ D		
◊ follow oral directions that involve a short related sequence of actions					✓ D ✓ R			
<b>22. Listening and Speaking/Speaking</b>								
◊ share information and ideas by speaking audibly and clearly using the conventions of language	✓ PA ✓ D ✓ R	✓ PA ✓ D ✓ R	✓ PA ✓ D ✓ R	✓ PA ✓ D ✓ R	✓ PA ✓ D ✓ R	✓ PA ✓ D ✓ R	✓ PA ✓ D ✓ R	✓ PA ✓ D ✓ R
<b>23. Listening and Speaking/Teamwork</b>								
◊ follow agreed-upon rules for discussion, including taking turns and speaking one at a time	✓ R	✓ R						