

Advisory Program Description

Name of Entity: <i>Esperanza</i>
Contact Information: <i>Alessandra Rico, Claudia Treviño, Emily Avis</i>
Type of Program: Choose an item. <i>Intervention Instruction</i>
If this program is intervention or supplemental which component(s) of reading are addressed: <input checked="" type="checkbox"/> Phonemic Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension
Grade Level: Choose an item. <i>Grade 1 and Grade 2</i>
Summary of the program: <i>(please see attached flyer for in-depth description)</i>

NOTE: We use the following descriptions to define various types of instructional support in early literacy. Please review the descriptions and identify your program according to the type of instructional support it is intended to deliver. *Each approved instructional program should classify itself under one type of instructional programming only.*

Core Instruction is instruction provided to all students in the class, and it is usually guided by a comprehensive core reading program. Part of the core instruction is usually provided to the class as a whole, and part is provided during the small group, differentiated instruction period. Although instruction is differentiated by student need during the small group period, materials and lesson procedures from the core program can frequently be used to provide reteaching, or additional teaching to students according to their needs.

Supplemental Instruction is instruction that goes beyond that provided by the comprehensive core program because the core program does not provide enough instruction or practice in a key area to meet the needs of the students in a particular classroom or school. For example, teachers in a school may observe that their comprehensive core program does not provide enough instruction in vocabulary, or in phonics, to adequately meet the needs of the majority of their students. They could then select a supplemental program in these areas to strengthen the initial instruction and practice provided to all students.

Intervention Instruction is provided only to students who are lagging behind their classmates in the development of critical reading skills. This instruction will usually be guided by a specific intervention program that focuses on one or more of the key areas of reading development. This type of instruction is needed by only a relatively small minority of students in a class. In some cases, students in 2nd and 3rd grade may have lagged so far behind grade level development of reading skills that very little content from the grade level comprehensive core program is suitable for them. In these cases, students may need to receive instruction guided by a comprehensive intervention program that is specifically designed to meet their specific needs while at the same time accelerating their growth toward grade level reading ability.



The Esperanza program addresses the literacy components of phonological awareness, phonics, reading fluency, vocabulary and comprehension. The lessons are effective for Spanish-speaking students who are learning to read or have difficulty learning to read.

Esperanza is a comprehensive program. Many schools utilize Esperanza as a Tier II or Tier III literacy intervention program for students who struggle with reading, writing and spelling or students with reading disorders, such as dyslexia.

Lessons include a multisensory introduction of new concepts which are taught explicitly and systematically. Lessons include routines for learning the following:

Phonological Awareness

Multisensory activities which address the ability to process and manipulate sounds in the Spanish language

Phonics

Systematic instruction for learning the relationships between sounds and symbols of the Spanish language in order to improve decoding skills

Fluency

Incorporating evidence-based techniques such as repeated reading, partner reading, phrasing and choral reading practice to improve reading fluency

Vocabulary

Featuring multiple word strategies (definitional, structural, contextual) and explicit teaching techniques with application in text to improve vocabulary

Reading Comprehension

Teaching students to explicitly use and articulate multiple comprehension strategies such as: cooperative learning; story structure; question generation and answering; summarization and comprehension monitoring in order to achieve a deep understanding of the text.