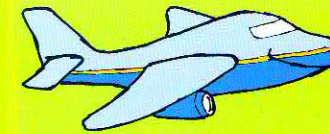


ESPERANZA

A Spanish Language Program



The Esperanza program is a Spanish multisensory and structured language approach for reading, writing and spelling.



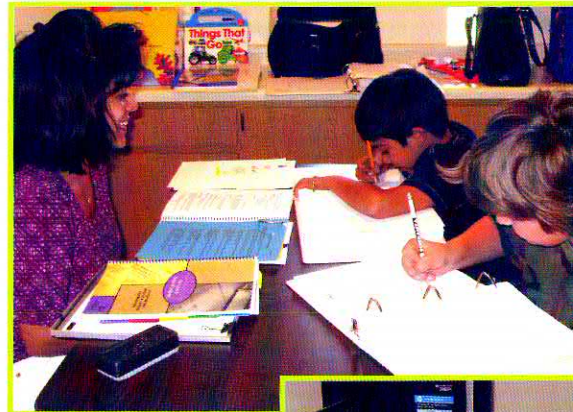
Student at work for improving his grapho-phonemic knowledge.



The goal of the Esperanza program is to provide a multi-sensory, sequential, systematic approach to achieve Spanish literacy. The Esperanza program has an early childhood program called "Lenguaje y Lectura." This program focuses on early literacy skills. Its components include phonological awareness, the alphabetic principle, letter and sound correspondences, early writing skills, oral language and comprehension. For the emergent reader, the next (2nd) level of Esperanza is better suited.

The goal of this level of the Esperanza program is to systematically and cumulatively develop a strong knowledge of the structure of the Spanish language so that the student can read, write, and spell in his primary

language. The Esperanza transition program, for the English language, should be implemented by eight years of age. The student could then apply his knowledge of phonology and the rules of one language for the acquisition of his second language. Subsequently, a structured English language arts program could be incorporated into the classroom, while also maintaining a student's primary language skills. Ideally, you would have a "true" bilingual and biliterate student.

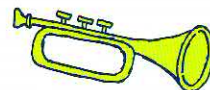


Students practice their encoding skills.

Enrichment activities through the use of technology for further development of language and literacy skills.



The most important point to make about the Esperanza program is that it is a balanced approach for language arts. It includes each of the 5 essential components of literacy as defined by the National Literacy Panel and required by No Child Left Behind. The Esperanza program can be used as an intervention program for Spanish speaking students.



Research Articles

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Mathes, P., Pollard-Durodola, S.P., Cárdenas-Hagan, E., Linan-Thompson, S., Vaughn, S. (2007). Teaching Struggling Readers Who are Native Spanish Speakers: What Do We Know? *Language Speech and Hearing Services in Schools*. 38(3), 260-271

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Vaughn, S., Cirino, P.T., Linan-Thompson, S., Cárdenas-Hagan, E., Pollard-Durodola, S.D., Fletcher, J.M., & Francis, D.J. (2006). Effectiveness of a Spanish intervention and an English intervention for English-language learners at risk for reading problems. *American Educational Research Journal*, 43(3), 449-487.

Vaughn, S., Linan-Thompson, S., Pollard-Durodola, S.D., Mathes, P.G., & Cárdenas-Hagan, E., (2006). Effective intervention for English language learners (Spanish-English) at risk for reading difficulties. In D.K. Dickinson & S.B. Neuman (Eds.), *Handbook of Early Literacy Research* (Vol.2, pp. 185-197). New York: Guilford Press.