



Introducing Revised Authentic Spanish Texts

Amplify is committed to providing quality Spanish assessments and instruction. We are proud to release our revised set of TRC Atlas Spanish texts for 2019-20. These texts have been re-written for authentic Spanish to improve students' reading experience. Changes include improvements to syntax, vocabulary, and text cohesion to be more appropriate for Spanish language. The revised authentic texts were written by a group of Spanish literacy experts and authors and reflect the feedback from districts with Spanish speaking students and bilingual programs.

The revised TRC Atlas Spanish bookset consists of 16 books, levels A through P. We are also taking steps to expand the book set to Level Z (6th grade) and adding more texts at every level.

Specific Improvements

We continued the use of the Guided Reading specifications as the guidelines for these rewritten texts with the goal of creating a set of authentic Spanish language texts. With that goal in mind, changes included:

1. Honing in on appropriate sentence complexity by grade.
2. Adjusting vocabulary to account for a more common vernacular.
3. Attention to word patterns (specifically for the lower grade levels).
4. Attention to the general length of each text.

Grade 2-3 texts now provide more cohesive (lengthened) sentence structures and complex word choices that are more appropriate for those grade levels. This is contrasted with the lower level books, wherein each text exhibits a sentence and word pattern that is consistent throughout the text (i.e. "Tesa pasea sola" or "Dientes y más dientes").

Book Titles and Levels

Book Title	Guided Reading Level	Reading Recovery/DLL Level
Estos son los animales	A	1
Tesa pasea sola	B	2
Hasta la primavera	C	4
De semilla a calabaza	D	6
Beto tiene una idea	E	7
¡Viva la música!	F	10
Una fiesta diferente	G	12
Dientes y más dientes	H	14
Menos energía, más reciclaje	I	16
Jane Goodall	J	16
Aventura en la biblioteca	K	18
Miremos por un microscopio	L	18
Una caperucita inventada	M	20
Helen y Anne	N	22
Plutón	O	24
De Monterrey a San Diego	P	24

Meet the Authors and Experts

EXPERT REVIEWERS

Gisela O'Brien joined the staff at CEEL|LMU in 2003 to oversee the Journalism for English Learners Program implemented at several school districts both in Central and Southern California. She also supports the Center's efforts in research, curriculum and professional development focusing on the instruction of English Learners.

As an educator, she has worked as a bilingual teacher, staff developer and curriculum/materials designer and curriculum specialist in the areas of literacy, ELD and SDAIE. Dr. O'Brien has served as a project advisor and coordinator for several research grants as well as advisor/reviewer at the state and national level including the Framework for English Language Development Standards.

She has co-authored and published several articles in educational journals and books on bilingual education and models for staff development.

Dr. O'Brien earned a B.S. in Biology at the University of California, Los Angeles and an M.S. degree in Educational Leadership from California State University, Los Angeles. She received her Ph.D. in Education with an emphasis on Language, Literacy and Learning from the University of Southern California.

Elizabeth Jiménez Salinas began her career as a paraprofessional. After graduation from California State University at Fullerton, she was a bilingual elementary teacher in Corona and later an adjunct professor of Education at California State University, Los Angeles. An exceptional business woman who earned her MBA under Peter Drucker at the Claremont Graduate School while raising 5 children. In October of 2008 she was awarded the *homenaje a la mujer* for her contributions to the education of English Learners by the Association of Mexican American Educators (AMAE).

"Throughout my life, people have told me that I don't really look like I speak Spanish," says Elizabeth, pointing out the expectations regarding bilingualism in the United States that motivate her.

A published author of professional articles and Spanish Language children's books and stories on CD, Elizabeth's successful 18 years in the textbook sales business inform her understanding of the education market and customer needs.

Elizabeth understands well the political aspect of education. As a legislative aide for California State Assembly member Pete Chacon she worked on the Bilingual Education legislation in California. As a registered lobbyist, her far-reaching contacts include members of the California Latino legislative caucus and many state policy-making bodies of California.

"In politics there are three things that politicians pay attention to: Can you help get out the vote, Can you help get out the word, and Can you help get us out of debt? The current administration in Washington DC is clearly sitting up and taking notice of the growing Hispanic population in the United States. Companies, too, are looking for 'votes' for their products, funds to purchase them and ways to get out the word to buyers in Hispanic communities."

Elizabeth Jiménez Salinas brings her expertise to GEMAS Consulting to successfully serve companies and government entities that want to grow their future.

AUTHORS

F. Isabel Campoy is the author of numerous children's books in the areas of poetry, theatre, stories, biographies, and art. As a researcher she has published extensively bringing to the curriculum an awareness of the richness of the Hispanic culture. She is an educator specialized in the area of literacy and home school interaction, topics on which she lectures nationally. An internationally recognized scholar devoted to the study of language acquisition, a field in which she started publishing in 1973 after obtaining her degree in English Philology from Universidad Complutense in Madrid, Spain; and postgraduate work in Reading University in England, and UCLA in the United States. Her many accolades include ALA Notables, the San Francisco Library Award, the Reading the World Award from the University of San Francisco, the NABE Ramón Santiago Award, the International Latino Children's Book Award, and nine Junior Library Guild selections. She is a member of the North American Academy of Spanish Language. See her website here: <http://isabelcampoy.com/>

Norma Perez is the Assistant Principal at Gulliver Schools in Coral Gables, Florida. She holds a Masters of Education in Elementary Education, has served as a Literacy Curriculum coordinator, an elementary school teacher and the Dean of Students. She has over 26 years in elementary education, with a focus on fostering early literacy skills, leading and supporting curriculum mapping in the classroom and managing K-5 academic standards in this field throughout the greater Miami area.

Danielle Leuschen de Pico is currently a doctoral student at the University of Florida, received her Masters of Education in Bilingual Education from Houston, Texas. Has certifications in Bilingual/ESL - Spanish and Elementary Spanish Grades 1-8. Worked as a bilingual 4th grade teacher in Houston, Texas for over 8 years and developed curriculum to foster vocabulary and reading comprehension growth from grades preK to 1 in both Spanish and English contexts.

Olimpia García is currently finishing her doctoral thesis in literature and is a professor of Mexican Literature at the Universidad Nacional Autónoma de México UNAM. She is also a professor of English as a second language. She has worked at the Universidad Autónoma de Chiapas for 11 years as a teacher in the Bachelor's Degree program teaching English in the area of linguistics and culture. She has taught a Spanish for Foreigners class during her time at the university. She is the author of the book *Español 3 Secundaria* (9th grade Spanish),

part of the SAVIA collection by Editorial SM, which is currently being distributed nationally. She is also the author of texts of literary creation and essays on Novohispanic culture (<https://unach.academia.edu/OlimpiaGarciaAguilar>).

Ana Maria Pazos is a Cuban American raised in South America. She lived and received formal instruction in Chile and Argentina where she perfected her Spanish, but spent the majority of her youth in Brazil studying in an American and Brazilian curriculum. Her career began in Academia, specifically as a Research Faculty and Research Assistant Professor in reading and special education. She designed and directed a model family literacy clinic, which served as the practicum for graduate and undergraduate students in reading and exceptional student education. She served as a research associate in the Language and Reading Project, an NICHD funded Longitudinal Study investigating how the Spanish language skills and abilities of Spanish-speaking children are related to the same skills in English language, as well as how development in Spanish affects English language development. In addition, the study investigated how children are taught to read in the participating schools as well as what factors helped to predict outcomes in writing and reading fluency, and growth in word reading and comprehension. Previously Dr. Pazos had served as a post-doctoral fellow in a study that looked at the Effects of a cognate curriculum as a means to improve vocabulary for English Language Learners. Although Ana has devoted the last ten years of her career to independent schools, she continues to serve as an adjunct faculty of reading and language courses.