



ÉRASE UNA VEZ

A Spanish Comprehension-Based
Readers Program™

Scope and Sequence



3



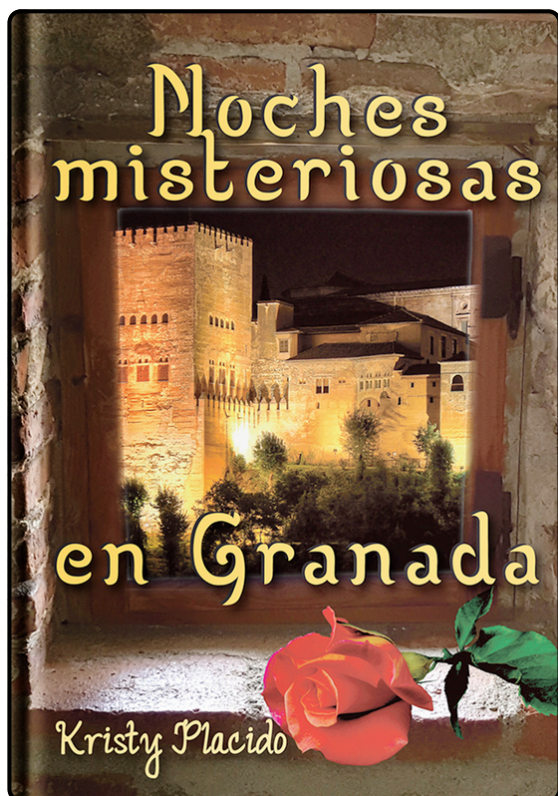
Wayside®
PUBLISHING

Welcome to **Érase una vez**! This four-level Spanish program is designed to help you help your students to acquire Spanish using research-based and classroom-tested Acquisition-Driven Instruction techniques. We have designed this program specifically to allow language proficiency to build as students progress through the readers. Each reader builds naturally upon language introduced in previous readers, spiraling and recycling the highest frequency structures while providing exciting new cultural settings and literary contexts. New language structures are introduced gradually, and scaffolded repetitions of the new structures allow students to acquire effortlessly.

While we recommend that you follow our established sequence, you may also feel free to deviate from the order or to skip a reader altogether if you feel it is in the best interest of the needs of your students.

These are the five readers included in Level 3 of **Érase una vez**. All of these readers heavily feature the most high frequency verbs known as the Super Seven and Sweet Sixteen. We've included an overview of some of the other grammatical and vocabulary features here as well. Throughout all of the Level 3 readers, you will see use of a wide variety of tenses, moods, and grammatical constructions. Our readers are created using natural language. The vocabulary is controlled in order to be comprehensible, but the language is real, authentic, and accurate.

We recommend that you allow students to experience and observe the use of various grammatical structures, and draw their attention to specific grammatical features to highlight them. Keep in mind that as students increase in their proficiency and have more exposure to the language, accurate output will increase over time. Learners are not expected to have accurate control of time markers until Advanced proficiency, so it is important to keep your expectations realistic. At this level, students may sometimes use highly accurate grammar and vocabulary, while at other times they may often appear to be “moving in reverse.” Real language acquisition is messy and non-linear. Celebrate errors—they indicate growth!

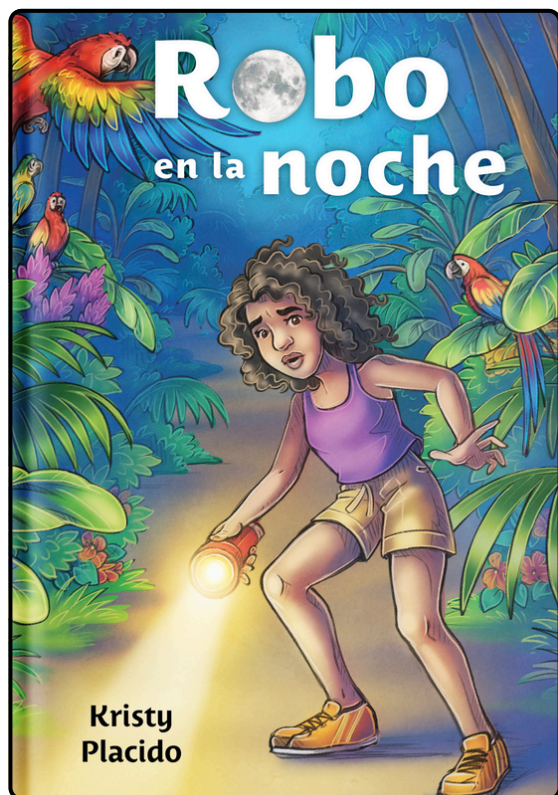


Noches misteriosas en Granada

Kevin leaves for a summer in Spain with his best friend, and his life seems anything but perfect. Taking classes he can't understand and living with a very unusual host-family, Kevin discovers that nothing is as it appears... especially at night!

Featured language structures:

Narrative in the past; dialogue in present tense; extensive use of high-frequency Sweet Sixteen verbs; stem-changing verbs in multiple tenses; the verb *ir* in multiple forms; frequent use of verbs of perception, thought, and speech (*pensar*, *creer*, *decir*); reflexive verbs; verb phrases; expressions with “*hacer*” to indicate “ago”; exclamations and interjections; past perfect; present and past subjunctive.

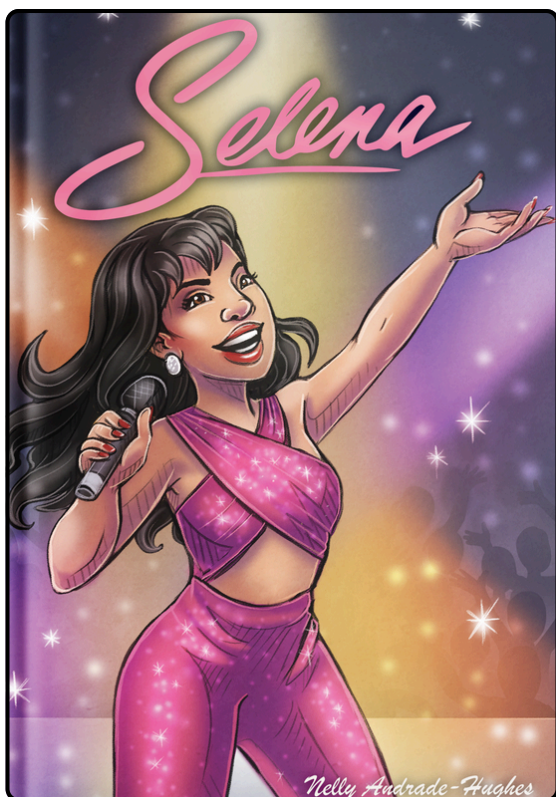


Robo en la noche

Fifteen-year-old Makenna Parker had reservations about her father's new job in Costa Rica, but little did she know that missing her home and her friends would be the least of her worries. She finds herself in the middle of an illegal bird trading scheme, and it's a race against time for her father to save her and the treasured macaws.

Featured language structures:

Present and past tense narration; extensive use of high-frequency Sweet Sixteen verbs; stem-changing verbs in multiple tenses; *ir* + *a* + infinitive; prepositions and adverbs of place; relative clauses with “*que*”; temporal sequencing and expressions (*hace muchos años*, *esa noche*, *al día siguiente*, *mientras*); past perfect tense.

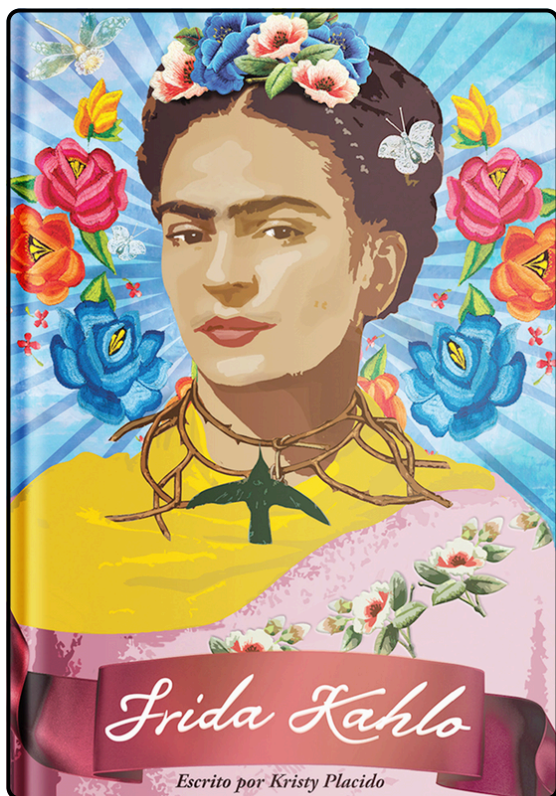


Selena

In 1995, Selena Quintanilla was considered the "Queen of Tejano Music" and was on her way to becoming one of the most iconic musical performers of all time. Then, the unimaginable happened. Selena built a legacy of music, fashion, and family and is still beloved by her many fans today.

Featured language structures:

Preterit; imperfect; past perfect; commands; limited use of the subjunctive; extensive use of high-frequency Sweet Sixteen verbs; stem-changing verbs in multiple tenses; ir + a + infinitive; verbs: hacer, cantar, vivir, salir, dar, abrir, llegar, jugar.



Frida Kahlo

Frida Kahlo is one of Mexico's greatest artists, a remarkable achievement for someone who spent most of her relatively short life racked with pain. To this day, Frida remains an icon of strength, courage, and audacity. This biography provides a glimpse into her turbulent life and her symbolic art.

Featured language structures:

Preterit; imperfect; past perfect; commands; limited use of the subjunctive; extensive use of high-frequency Sweet Sixteen verbs; adverbial and prepositional phrases; verb phrases; direct and indirect object pronouns; verbs: pintar, trabajar, jugar, volver, escribir, saber, usar, llevar, leer, sentir, tomar.

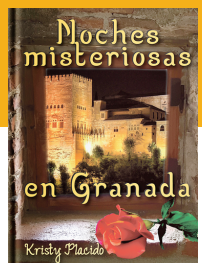


48 horas

Sonia Campos is a college student who is excited to study the famous Galápagos Islands tortoises. When an accident causes her to have to stay behind as the group sets out to explore, she is crushed. The decisions she makes that day will mean life or death for Sonia and two new friends as they create their own adventure!

Featured language structures:

Preterit; imperfect; past perfect; direct and indirect object pronouns; commands; prepositions and temporal phrases; conditional phrases and hypotheticals; verbs: encontrar, buscar, esperar, dejar, llevar, creer, abrir, haber.



Scope and Sequence - Noches misteriosas en Granada

Essential Questions

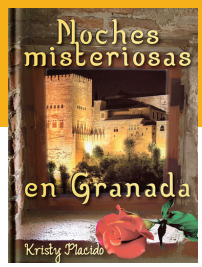
What challenges do language learners face when studying abroad, and how does Kevin overcome them?
In what ways do expectations differ from reality when experiencing a new culture?
What elements of Spanish and Moorish history are reflected in Kevin's experiences in Granada?

Unit Goals

Identify and describe key cultural aspects of Granada, including history, architecture, and daily life.
Compare and contrast Kevin's expectations with his actual experiences in Spain.
Explain how the novel incorporates supernatural elements and historical fiction to create suspense.
Describe the relationships between Kevin, Dylan, Alfonso, and Soraya, and how they change throughout the story.
Demonstrate understanding of key vocabulary related to travel, study abroad, history, and the supernatural through speaking and writing activities.

Intercultural Focus

Infographic: Study abroad
Slideshow: Sacromonte
Reading: Unusual eats
Reading: Las costumbres en la mesa
Infographic: Air travel
Infographic: Los deportes
Reading: Rafael Nadal
Slideshow: Los jóvenes españoles
Reading: Los bocadillos
Infographic: El café
Slideshow: Escritores españoles
Reading: Washington Irving
Reading: El Albaicín
Reading: El flamenco
Reading: Falcon memes
Slideshow: La comida española
Slideshow: Granada y la Alhambra



Scope and Sequence - Noches misteriosas en Granada

Vocabulary Topics in Context

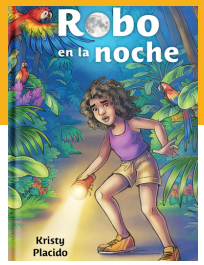
Study abroad and travel
Spanish culture and history
Mystery and supernatural
Relationships and emotions

Language structures in context

Narrative in the past, dialogue in present tense
Extensive use of high-frequency Sweet Sixteen verbs
Stem-changing verbs in multiple tenses
The verb *ir* in multiple forms
Frequent use of verbs of perception, thought, and speech
(*pensar, creer, decir*)
Reflexive verbs; verb phrases
Past perfect
Present and past subjunctive
Expressions with “*hacer*” to indicate “ago”
Exclamations and interjections.

Additional Features

Prep 4 Success Unit
Readers Theater
Pre-reading discussion slideshows
Blooming Comprehension
Map Talk
Conversemos simulated conversation prompts
Traditional Assessment
Comprehension based Assessment



Scope and Sequence - Robo en la noche

Essential Questions

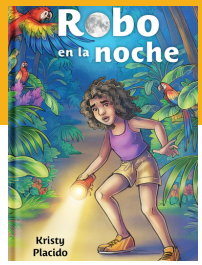
What challenges do people face when adapting to a new culture and environment?
How does Costa Rica's biodiversity influence its economy, tourism, and conservation efforts?
What ethical issues are involved in animal conservation and wildlife trafficking?
How do first impressions and assumptions impact relationships and decision-making?
How do people react differently to change, and how does Makenna's reaction evolve throughout the story?

Unit Goals

Describe Costa Rica's biodiversity and its role in environmental conservation.
Compare and contrast Makenna's life in the U.S. with her life in Costa Rica.
Analyze the effects of illegal wildlife trafficking and conservation efforts in Latin America.
Identify and describe key locations in Costa Rica, such as Curú National Park, and their significance.
Discuss how Makenna adapts to change and develops resilience throughout the story.
Explore family dynamics and how personal loss affects Makenna and Inés.
Interpret the cultural aspects of daily life in Costa Rica, including food, language, and traditions. Demonstrate comprehension of key vocabulary related to conservation, crime, and daily life in Costa Rica.

Intercultural Focus

Slideshow: Películas de los años 80
Reading: Costa Rica
Reading: Datos curiosos sobre los caballos
Slideshow: La comida de Costa Rica
Slideshow: La caza furtiva y el comercio ilegal
Reading: MINAE
Slideshow: El guacamayo rojo



Scope and Sequence - Robo en la noche

Intercultural Focus (continued)

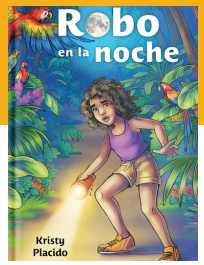
Reading: La península de Nicoya
Slideshow: Finca flor de mayo
Reading: Alajuela
Slideshow: Las aves de Costa Rica
Slideshow: Fauna de Costa Rica
Reading: Documental Poached
Slideshow: Fracturas de huesos
Slideshow: Parques nacionales de Costa Rica
Reading: Ecotourism in Costa Rica
Reading: Rescate animal Zoo Ave

Vocabulary Topics in Context

Travel and immigration
Wildlife and conservation
Crime and investigation
Relationships and emotions
Daily life in Costa Rica

Language structures in context

Present and past tense narration
Extensive use of high-frequency Sweet Sixteen verbs
Stem-changing verbs in multiple tenses
Ir + a + infinitive
Prepositions and adverbs of place
Relative clauses with 'que;' temporal sequencing and expressions (hace muchos años, esa noche, al día siguiente, mientras)
Past perfect tense



Scope and Sequence - Robo en la noche

Additional Features

- Prep 4 Success Unit
- En marcha Daily Warm-ups
- Pre-reading discussion questions
- Blooming Comprehension
- KWL chart
- Readers Theater
- Conversemos simulated conversation prompts
- Traditional Assessment
- Comprehension based Assessment



Scope and Sequence - Selena

Essential Questions

How did Selena influence Tejano music and Latin American culture?
What challenges did Selena face as a Latina artist in the music industry?
How does Selena's story reflect the importance of family, perseverance, and following one's dreams?
In what ways did Selena bridge the gap between Mexican and American cultures?

Unit Goals

Describe Selena's early life, career, and major accomplishments.
Analyze the impact of Selena's music on Tejano and mainstream pop culture.
Discuss the role of family in Selena's career and how it shaped her journey.
Examine how Selena's legacy continues to inspire new generations of artists and fans.
Demonstrate understanding of key vocabulary related to music, fame, and Selena's life.

Intercultural Focus

Reading: Ritchie Valens
Reading: La comida Tex-mex
Reading: La música tejana
Reading: Artistas que han cantado en español, pero que hablan otro idioma
Reading: Acapulco, México
Slideshow: Amores secretos
Reading: Monterrey, Nuevo León
Slideshow: Cómo guardar un secreto y cuando está bien revelarlo
Slideshow: Diseñadores hispanos
Slideshow: Artistas hispanas
Slideshow: Famosos que fueron asesinados por sus fans



Scope and Sequence - Selena

Vocabulary Topics in Context

Music and performance
Family and relationships
Culture and identity
Business and fashion
Tragedy and legacy

Language structures in context

Preterit and imperfect
Past perfect
Commands
Limited use of the subjunctive
Extensive use of high-frequency Sweet Sixteen verbs
Stem-changing verbs in multiple tenses
Ir + a + infinitive
Verbs: hacer, cantar, vivir, salir, dar, abrir, llegar, jugar.

Additional Features

Prep 4 Success
Pre-reading Discussion Questions
En marcha Daily Warm-ups
Map Talk
Conversemos simulated conversation prompts
Reading Strategy of the Chapter
Blooming Comprehension
Anticipation Guide
Readers Theater
Traditional Assessment
Comprehension-based Assessment



Scope and Sequence - Frida Kahlo

Essential Questions

How did Frida Kahlo's personal challenges influence her art?
What themes and symbols are commonly found in Frida's paintings?
How did Frida express her pain and emotions through self-portraits?
What impact did Frida's relationship with Diego Rivera have on her life and art?

Unit Goals

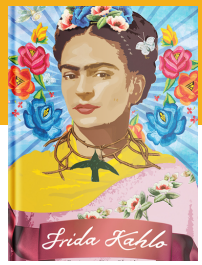
Describe Frida Kahlo's life, major events, and artistic career. Analyze the connection between Frida's personal struggles and her artwork.
Identify and interpret key themes and symbols in Frida's paintings.
Explain how Frida's art reflected her emotions, experiences, and political beliefs.
Express personal connections to Frida's themes through discussion or creative projects.

Intercultural Focus

Reading: La polio
Reading: Which are real treatments?
Reading: El bosque de Chapultepec
Reading: Sevici, Sevilla

Vocabulary Topics in Context

Art and creativity
Personal challenges and health
Identity and culture
Love and relationships
Politics and influence



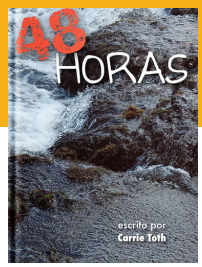
Scope and Sequence - Frida Kahlo

Language structures in context

Preterit and imperfect
Past perfect
Commands
Limited use of the subjunctive
Extensive use of high-frequency Sweet Sixteen verbs
Adverbial and prepositional phrases
Verb phrases
Direct and indirect object pronouns
Verbs: pintar, trabajar, jugar, volver, escribir, saber, usar, llevar, leer, sentir, tomar

Additional Features

Prep 4 Success Unit
Rubrics and Can-dos
Pre-reading discussion questions
Blooming Comprehension
Readers Theater
Follow the map of the metro
Conversemos simulated conversation prompts
Traditional Assessment
Comprehension-based Assessment



Scope and Sequence - 48 horas

Essential Questions

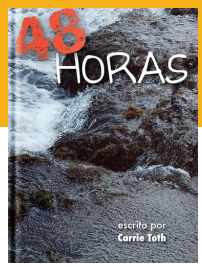
What are the dangers and challenges of exploring isolated environments?
 How does nature in the Galápagos Islands shape the experiences of the characters?
 Why is preparation and survival knowledge important when traveling in extreme conditions?
 How does the novel reflect the balance between nature's beauty and its dangers?
 What lessons about responsibility and leadership can be learned from this story?
 How do the Galápagos Islands influence scientific discovery and exploration?

Unit Goals

Describe the setting and significance of the Galápagos Islands.
 Analyze the risks and challenges of exploring remote natural environments.
 Explain the importance of preparation, safety, and survival skills in extreme conditions.
 Examine how the main characters' choices impact the outcome of the story.
 Discuss the ecological importance of the Galápagos Islands and conservation efforts.
 Investigate how the Galápagos Islands have influenced scientific discovery, especially Darwin's theories.

Intercultural Focus

Reading: Darwin Flap Book
 Slideshow: Galápagos bajo el mar
 Slideshow: No más plástico
 Slideshow: Las islas Galápagos: Un tesoro ecuatoriano
 Slideshow: Las tortugas Galápagos
 Slideshow: Lava peligrosa
 Reading: Deshidratación
 Infographic: Iguanas marinas
 Reading: Las islas Galápagos: Hay que protegerlas
 Reading: Mi viaje a Galápagos



Scope and Sequence - 48 horas

Vocabulary Topics in Context

Nature and environment
Survival and exploration
Science and discovery
Decision making and consequences
Emotions and reactions

Language structures in context

Preterit and imperfect
Past perfect
Direct and indirect object pronouns
Commands
Prepositions and temporal phrases
Conditional phrases and hypotheticals
Verbs: encontrar, buscar, esperar, dejar, llevar, creer, abrir, haber.

Additional Features

Prep 4 Success
Map Talk
Centers
Anticipation Guide
Pre-reading Discussion Questions
Blooming Comprehension
Reading Strategy of the Chapter
Conversemos simulated conversation prompts
Readers Theater
Traditional Assessment
Proficiency-based Assessment