

# *My Name is Celia: The Life of Celia Cruz*

by Robert Kraus

**This bilingual book allows young readers to enter the life of Celia Cruz as she becomes a well-known singer in her homeland of Cuba. Her adventures continue when she moves to New York City and then to Miami, where she and other musicians create a new type of music called salsa.**

## **Create Successful Reading Habits**

Current research from the What Works Clearinghouse shows that reading connected text (multiple related sentences) poses different challenges than reading isolated words or phrases. Reading connected text accurately, fluently, and with appropriate phrasing and comprehension requires students to:

- identify words quickly
- integrate ideas in the text with their background knowledge
- self-monitor their understanding
- apply strategies to support comprehension and repair misunderstandings

\* U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, What Works Clearinghouse. (n.d.). Practice Guides. <https://ies.ed.gov/ncee/wwc/PracticeGuides>

## **SCIENCE OF READING – CONNECTING RESEARCH TO PRACTICE**

### **Reading is a Complex Task**

Research has shown that fluent reading involves a set of skills and processes so complex that it is awe-inspiring.\* Fluent reading comprises numerous subskills and requires the brain to perform multiple tasks simultaneously and automatically. These subskills and tasks must be automatic and applied with a high degree of accuracy for a reader to gain meaning from the text.

Think about the hierarchy of skills that develops when students are learning to read:

- First, it is important for students to develop phonemic awareness, which is the conscious awareness of the individual sounds in language. The students then need to know the letters of the alphabet and their corresponding sounds.
- After developing phonemic awareness and basic letter knowledge, they can use this knowledge to begin to decode. This is called the alphabetic principle, which is the understanding that letters make sounds, and sounds go together to make words.
- Through explicit and systematic instruction paired with repeated practice, students' decoding becomes more automatic.
- Once students can decode words without much cognitive load, this leads to fluent reading.
- With sufficient practice, reading (decoding) becomes automatic.

## **STANDARDS ALIGNMENT FLORIDA'S B.E.S.T. STANDARDS**

According to Florida's B.E.S.T Standards, fluency measures should always be combined with comprehension checks, such as a retelling of the passage or comprehension questions to strengthen the link between fluency and comprehension. Oral reading fluency rubrics that consider other factors of fluency should also be considered. Utilizing a Multidimensional Fluency Scale can capture aspects of prosody, such as pace, smoothness, phrasing, expression, and volume.

**Look for standards alignment in  
each section of this guide.**

# WORD WORK – PHONICS AND WORD-ANALYSIS

Help your students build their decoding abilities. Help students decode words with open and closed syllables.

**ELA.2.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.**

- b. Decode regularly spelled two-syllable words with long and short vowels.
- c. Decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables and consonant -le (e.g., purple, circle, stumble).

## Decode Words with Open and Closed Syllables

Say to students, "Syllables are a word, or part of a word, pronounced as a unit and contain **one** vowel sound."

### A **closed syllable**

- ends with one or more consonants
- has a **short-vowel** sound that is spelled with one vowel letter.

### An **open syllable**

- ends with a vowel
- has a **long-vowel** sound spelled with one vowel letter.

"Let's practice decoding some words from the text that contain open and closed syllables."

Display the words **strong** (p. 4) and **go** (p. 4).

Say to students:

"Look at the word, *strong*. What vowel do we see in this word? o

Does the o have one or more consonants after it? Yes.

Since the o is followed by the consonant digraph -ng, that means this is a closed syllable and will have a short vowel sound, /ɒ/. Let's sound out the word /s/, /t/, /r/, /ɒ/, /ng/ *strong*.

Let's look at the word, *go*. What vowel do we see in this word? o

Does the o have one or more consonants after it? No.

Since the o is NOT followed by a consonant letter, that means this is an open syllable and will have a long vowel sound, /ō/. Let's sound it out /g/, /ō/, *go*.

As we read the book, we'll read more words together with open and closed syllables."

Lead students in decoding the following words from the text pointing out syllable breaks and syllable types. Implement the gradual release model moving from a high level of teacher support to more student independence.

<b>sand</b> (p. 4)	<b>flip</b> (p. 4)	<b>o - pen</b> (p. 7)	<b>gift</b> (p. 10)
<b>we</b> (p. 10)	<b>mu - sic</b> (p. 13)	<b>cu - ban</b> (p. 13)	<b>sing</b> (p. 14)

### ELL and SWD suggestion:

Multisensory instruction can be utilized to engage various sensory pathways. Put hands together for closed syllables and hands apart for open syllables. This will help reinforce open and closed syllables by incorporating kinesthetic movement.

# TALK ABOUT NEW AND INTERESTING WORDS

**ELA.2.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.**

**ELA.2.V.1.2: Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content.**

When students encounter unfamiliar words, take a moment to talk with them about the words using child-friendly explanations or definitions. Here are some interesting words from the book with child-friendly definitions to discuss:

**rhythm** (p. 7): When something happens in a **rhythm**, there is a repeating series of sounds or actions. When Celia danced, she moved to the **rhythm** of her heart and the beat of the drum.

**melody** (p. 10): A **melody** is a tune or song. Celia's neighbors loved to hear her sing her **melodies**.

**cultures** (p. 19): When someone talks about **culture**, they are talking about the language, food, music, and customs of people from a country. People from all over the world move to New York, making it a blend of many **cultures**.

**honored** (p. 24): If you **honor** someone, you give them special praise or attention. Many people love Celia's music and **honor** her by calling her the Queen of Salsa.

### ELL and SWD suggestion:

Multisensory instruction can be utilized to engage various sensory pathways. Incorporate music as an example of rhythm and melody. Consider using instruments, sounds, and music that represent the culture(s) discussed in the text. Encourage ELL students to think of a word or word phrase in their native language that corresponds to the meaning of the word in English.

# READ FOR MEANING – ECHO READING

Help your students build their prosody. Prosody is reading with expression, proper intonation, and phrasing. Reading with prosody enhances and adds to the meaning of a text or the words of a speaker. To help students develop their prosody, students can identify a character's perspective and apply it to add meaning to the words they speak. Students will practice applying prosody when speaking through echo reading. Echo reading is when a teacher reads aloud a section of the text to model fluency with prosody. Then students echo back the reading, matching the same rate and prosody.

- **ELA.2.F.1.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.**
- **ELA.2.R.1.3: Identify different characters' perspectives in a literary text.**

## Before: Introduction

- Share the purpose for the read aloud, which is to build prosody through echo reading.

Say to students, "Today, we will monitor our prosody, which is the ability to read words, phrases, and sentences with the appropriate rate and expression. Reading with prosody will help us to better understand the text we read. Also, while reading the text, we will identify the character's perspective or attitude to help us build an understanding about why we read with expression and how it supports our comprehension. I will read a section of the text with the appropriate rate and expression (prosody), and you will echo read after I model for you. During our reading, we will also discuss the events, characters, and setting of the story."

## During: Read-Aloud

- Prosody and Perspective (p. 4)
  - "How does Celia feel about her voice?"
  - "What are some bolded words? Why are they bolded?"
  - "What does the use of an exclamation point mean?"
  - "How would Celia sound if she was talking to you about her voice?"

Reread p. 4 using echo reading and apply the responses from students while placing emphasis on bolded words and punctuation.

- Prosody and Perspective (p. 13)
  - "Focus on the teacher's dialogue."
  - "What is the teacher's perspective toward Celia's voice? How does she feel about it?"
  - "How would it sound when the teacher tells Celia this?"

Echo read the third paragraph on page 13, and apply the feelings discussed with students.

- Prosody and Perspective (p. 21)
  - "How does Celia respond when the waiter asks her if she wants sugar in her coffee?"
  - "Why does she respond this way? Why is sugar important to her?"
  - "How might she sound when speaking to the waiter about sugar?"

Echo read the dialogue on page 21, and focus on how the character would speak.

- Prosody and Perspective (p. 27)
  - "Reread paragraph three on p. 27."
  - "Who is Celia speaking to in this paragraph and why?"
  - "How does she feel about the music she has produced for all the world to hear?"
  - "How would she sound if she were saying this to you?"

Echo read paragraph three on page 27, and apply the responses from students.

## After: Discussion

- Ask students to identify each character and explain what they learned about the characters' traits, feelings, and/or behaviors.

### ELL and SWD suggestion:

Model how your voice changes when reading sentences with different types of punctuation. Utilize echo reading in a small group setting to support students with multiple opportunities to practice.