

Text of Adopted New 19 TAC

Chapter 128. Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language

Subchapter A. Elementary

§128.1. Implementation of Texas Essential Knowledge and Skills for Spanish Language Arts and Reading, Elementary, Adopted 2017.

- (a) The provisions of this section and §§128.2-128.7 of this title shall be implemented by school districts.
- (b) No later than August 31, 2018, the commissioner of education shall determine whether instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills for Spanish language arts and reading as adopted in §§128.2-128.7 of this title.
- (c) If the commissioner makes the determination that instructional materials funding has been made available under subsection (b) of this section, §§128.2-128.7 of this title shall be implemented beginning with the 2019-2020 school year and apply to the 2019-2020 and subsequent school years.
- (d) If the commissioner does not make the determination that instructional materials funding has been made available under subsection (b) of this section, the commissioner shall determine no later than August 31 of each subsequent school year whether instructional materials funding has been made available. If the commissioner determines that instructional materials funding has been made available, the commissioner shall notify the State Board of Education and school districts that §§128.2-128.7 of this title shall be implemented for the following school year.
- (e) Sections 128.11-128.16 of this title shall be superseded by the implementation of this section and §§128.2-128.7 of this title.

§128.2. Spanish Language Arts and Reading, Kindergarten, Adopted 2017.

- (a) Introduction.
 - (1) The Spanish language arts and reading Texas Essential Knowledge and Skills (TEKS) reflect language arts standards that are authentic to the Spanish language and Spanish literacy; they are neither translations nor modifications of the English language arts TEKS. The Spanish language arts and reading ~~TEKS~~ [Texas Essential Knowledge and Skills (TEKS)] embody the interconnected nature of listening, speaking, reading, ~~[and]~~ writing, ~~and thinking~~ through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's ~~purpose and~~ craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. They are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.
 - (2) The seven strands of the essential knowledge and skills for Spanish language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.

- (3) Spanish, as opposed to English, has a closer letter-sound relationship and clearly defined syllable boundaries. The syllable in Spanish is a more critical unit of phonological awareness than in English because of the consistent phoneme-grapheme correspondence. Syllables are important units for Spanish because of their strong effect in visual word recognition (Carreiras et al., 1993) and their major role in predicting Spanish reading success. In addition, Spanish presents a much higher level of orthographic transparency than English and does not rely on sight words for decoding. This orthographic transparency accelerates the decoding process, and the focus quickly moves to fluency and comprehension. However, in English sight words are used because of words that are not decodable such as "are" or "one." In Spanish, decoding issues are not as prevalent as issues of comprehension. These specific features of the Spanish language will influence reading methodology and development.
- (4) ~~(3)~~ Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, *STAAR Performance Level Descriptors*, 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.
- (5) ~~(4)~~ Research consistently shows that language and literacy development in the student's native language not only facilitates learning English and English literacy, but is foundational to cognitive development and learning (Cummins, 2001; Thomas & Collier, 2002; Coelho, 2001). Emergent bilinguals (Sparrow et al., 2014; Slavin & Cheving, 2013) are students who are in the process of acquiring two or more linguistic codes, becoming bilingual, biliterate, and bicultural. Emergent bilinguals are often defined by their perceived deficits (semilinguals) (Escamilla, 2012). However, research has shown that bilinguals develop a unique interdependent system (Escamilla et al. 2007; Grosjean, 1989; Valdes and Figueroa, 1994) in which languages interconnect to increase linguistic functionality. This linguistic interdependence of language acquisition facilitates a transfer of literacy skills from the primary language (L1) to the second language (L2) (August & Shanahan, 2006; Bialystok, 2007; Miramontes, et al., 1997). The strength of learning through formal instruction in Spanish determines the extent of transfer to English (August, Calderon, & Carlo, 2002; Slavin & Calderon, 2001; Garcia, 2001). For transfer to be maximized, cross-linguistic connections between the two languages must be explicitly taught while students engage in a contrastive analysis of the Spanish and English languages (Cummins, 2007). Continued strong literacy development in Spanish provides the foundation and scaffold for literacy development given that a Common Underlying Proficiency (CUP) exists between the two languages (Cummins, 1991). Consequently, direct and systematic instruction (Genesee et al., 2005) in the appropriate sequence of Spanish skills with early English as a second language-based literacy instruction is critical to student success. As a result of working within two language systems, students' metalinguistic and metacognitive skills are enhanced when they learn about the similarities and differences between languages (Escamilla et. al., 2014). The extent to which English and Spanish are used is reliant on the type of bilingual program model being used (see Texas Education Code, §29.066).
- (6) ~~(5)~~ English language learners (ELLs) are expected to meet standards in a second language, and their proficiency in English directly impacts their ability to meet these standards. The comprehension of text throughout the stages of English language acquisition requires scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected oral and written discourse so that it is meaningful.
- (7) ~~(6)~~ Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English

Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).

- (8) ~~(7)~~ Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, & Rothenberg, 2008).
- (9) ~~(8)~~ Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and skills.

- (1) Developing and sustaining foundational language skills: listening, speaking, ~~and~~ discussion, ~~and~~ thinking --oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
- (A) listen actively and ask questions to understand information ~~and answer questions using multi-word responses~~ ;
 - (B) ~~restate and~~ follow oral directions that involve a short, related sequence of actions;
 - (C) share information and ideas by speaking audibly and clearly using the conventions of language;
 - (D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and
 - (E) develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.
- (2) Developing and sustaining foundational language skills: listening, speaking, reading, ~~and~~ writing, ~~and thinking~~ --beginning reading ~~[3]~~ and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
- (A) demonstrate phonological awareness by:
 - (i) identifying and producing rhyming words;
 - (ii) recognizing spoken alliteration or groups of words that begin with the same ~~simple syllable~~ ~~[spoken-onset]~~ or initial sound;
 - (iii) identifying the individual words in a spoken sentence;
 - (iv) identifying syllables in spoken words;
 - (v) blending syllables to form multisyllabic words;
 - (vi) segmenting multisyllabic words into syllables;
 - (vii) identifying initial and final sounds in simple words;
 - (viii) blending spoken phonemes to form ~~syllables~~ ~~[one-syllable words]~~ ; ~~and~~
 - (ix) manipulating syllables within a multisyllabic word; ~~and~~
 - ~~(x) segmenting spoken one-syllable words into individual phonemes;~~
 - (B) demonstrate and apply phonetic knowledge by:
 - (i) identifying and matching the common sounds that letters represent;

- (ii) using letter-sound relationships to decode one- and two-syllable words ~~and multisyllabic words~~, including CV, VC, CCV, CVC, VCV, ~~[and] CVCV, CCVCV, and CVCCV~~; ~~[and]~~
 - (iii) decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/; ~~and~~
 - (iv) ~~[(iii)]~~ recognizing that new words are created when ~~[letters or]~~ syllables are changed, added, or deleted;
 - (C) demonstrate and apply spelling knowledge by:
 - (i) spelling common letter and sound correlations; and
 - (ii) spelling words with common syllabic patterns such as CV, VC, CCV, CVC, VCV, ~~[and] CVCV, CCVCV, and CVCCV~~;
 - (D) demonstrate print awareness by:
 - (i) identifying the front cover, back cover, and title page of a book;
 - (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep;
 - (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries;
 - (iv) recognizing the difference between a letter and a printed word; and
 - (v) identifying all uppercase and lowercase letters; and
 - (E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.
- (3) Developing and sustaining foundational language skills: listening, speaking, reading, ~~[and]~~ writing, and thinking --vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
 - (A) use a resource such as a picture dictionary or digital resource to find words;
 - (B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and
 - (C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.
- (4) Developing and sustaining foundational language skills: listening, speaking, reading, ~~[and]~~ writing, and thinking --self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.
- (5) Comprehension skills: listening, speaking, reading, ~~[and]~~ writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts ~~[comprehend text with increasing depth and complexity]~~. The student is expected to:
 - (A) establish purpose for reading assigned and self-selected texts with adult assistance;
 - (B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;
 - (C) make and confirm predictions using text features and structures with adult assistance;
 - (D) create mental images to deepen understanding with adult assistance;
 - (E) make connections to personal experiences, ideas in other texts, and society with adult assistance;

- (F) make inferences and use evidence to support understanding with adult assistance;
 - (G) evaluate details to determine what is most important with adult assistance;
 - (H) synthesize information to create new understanding with adult assistance; and
 - (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance.
- (6) Response skills: listening, speaking, reading, ~~[and]~~ writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
- (A) describe personal connections to a variety of sources;
 - (B) provide an oral, ~~[or]~~ pictorial, or written response to a text;
 - (C) use text evidence to support an appropriate response;
 - (D) retell texts in ways that maintain meaning;
 - (E) interact with sources in meaningful ways such as illustrating or writing; and
 - (F) respond using newly acquired vocabulary as appropriate.
- (7) Multiple genres: listening, speaking, reading, ~~[and]~~ writing, and thinking using multiple texts-- literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
- (A) discuss topics and determine the basic theme using text evidence with adult assistance;
 - (B) identify and describe the main character(s);
 - (C) describe the elements of plot development, including the main events, the problem, and the resolution, for texts read aloud with adult assistance; and
 - (D) describe the setting.
- (8) Multiple genres: listening, speaking, reading, ~~[and]~~ writing, and thinking using multiple texts-- genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
- (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as ~~[including]~~ folktales, fables, fairy tales, and nursery rhymes;
 - (B) discuss rhyme and rhythm in nursery rhymes and a variety of poems;
 - ~~(C) discuss main characters in drama;~~
 - ~~[(C) participate in and identify main characters in a play;]~~
 - (D) recognize characteristics and structures of informational text, including:
 - (i) the central ~~[or main]~~ idea and supporting evidence with adult assistance;
 - (ii) titles and simple graphics to gain information; and
 - (iii) the steps in a sequence with adult assistance; ~~[and]~~
 - (E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do : and []
 - ~~(F) recognize characteristics of multimodal and digital texts.~~
- (9) Author's purpose and craft: listening, speaking, reading, ~~[and]~~ writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they

influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

- (A) discuss with adult assistance the author's purpose for writing texts;
- (B) discuss with adult assistance how the use of text structure contributes to the author's purpose;
- (C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;
- (D) discuss with adult assistance how the author uses words that help the reader visualize; and
- (E) listen to and experience first- and third-person texts.

(10) Composition: listening, speaking, reading, [~~and~~] writing ,and thinking using multiple texts-- writing process. The student uses the writing process recursively to compose multiple texts that are legible and ~~uses~~ [~~use~~] appropriate conventions. The student is expected to:

- (A) plan by generating ideas for writing through class discussions and drawings;
- (B) develop drafts in oral, pictorial, or written form by organizing ideas;
- (C) revise drafts by adding details in pictures or words;
- (D) edit drafts with adult assistance using standard Spanish conventions, including:
 - (i) complete sentences;
 - (ii) verbs ,including the difference between ser and estar ;
 - (iii) singular and plural nouns, including gender-specific articles;
 - (iv) [~~descriptive~~] adjectives ,including articles ;
 - (v) prepositions;
 - (vi) [~~(v)~~] pronouns ,including personal, and the difference in the use of formal pronoun usted and informal pronoun tú ;
 - (vii) [~~(vi)~~] capitalization of the first letter in a sentence and names; [~~and~~]
 - (viii) [~~(vii)~~] punctuation marks at the end of declarative sentences; and
 - (ix) correct spelling of words with grade-appropriate orthographic patterns and rules; and
- (E) share writing.

(11) Composition: listening, speaking, reading, [~~and~~] writing ,and thinking using multiple texts-- genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

- (A) dictate or compose literary texts, including personal narratives; and
- (B) dictate or compose informational texts.

(12) Inquiry and research: listening, speaking, reading, [~~and~~] writing ,and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

- (A) generate questions for formal and informal inquiry with adult assistance;
- (B) develop and follow a research plan with adult assistance;
- (C) gather information from a variety of sources with adult assistance;

- (D) demonstrate understanding of information gathered with adult assistance; and
- (E) use an appropriate mode of delivery, whether written, oral, or ~~multimodal~~ ~~[multi-modal]~~ , to present results.

§128.3. Spanish Language Arts and Reading, Grade 1, Adopted 2017.

(a) Introduction.

- (1) The Spanish language arts and reading Texas Essential Knowledge and Skills (TEKS) reflect language arts standards that are authentic to the Spanish language and Spanish literacy; they are neither translations nor modifications of the English language arts TEKS. The Spanish language arts and reading ~~TEKS~~ ~~[Texas Essential Knowledge and Skills (TEKS)]~~ embody the interconnected nature of listening, speaking, reading, ~~[and]~~ writing ,and thinking through the seven integrated strands of developing and sustaining foundational language skills: comprehension; response; multiple genres; author's ~~purpose and~~ craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. They are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.
- (2) The seven strands of the essential knowledge and skills for Spanish language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.
- (3) Spanish, as opposed to English, has a closer letter-sound relationship and clearly defined syllable boundaries. The syllable in Spanish is a more critical unit of phonological awareness than in English because of the consistent phoneme-grapheme correspondence. Syllables are important units for Spanish because of their strong effect in visual word recognition (Carreiras et al., 1993) and their major role in predicting Spanish reading success. In addition, Spanish presents a much higher level of orthographic transparency than English and does not rely on sight words for decoding. This orthographic transparency accelerates the decoding process, and the focus quickly moves to fluency and comprehension. However, in English sight words are used because of words that are not decodable such as "are" or "one." In Spanish, decoding issues are not as prevalent as issues of comprehension. These specific features of the Spanish language will influence reading methodology and development.
- (4) ~~[(3)]~~ Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, *STAAR Performance Level Descriptors*, 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.
- (5) ~~[(4)]~~ Research consistently shows that language and literacy development in the student's native language not only facilitates learning English and English literacy, but is foundational to cognitive development and learning (Cummins, 2001; Thomas & Collier, 2002; Coelho, 2001). Emergent bilinguals (Sparrow et al., 2014; Slavin & Cheving, 2013) are students who are in the process of acquiring two or more linguistic codes, becoming bilingual, biliterate, and bicultural. Emergent bilinguals are often defined by their perceived deficits (semilinguals) (Escamilla, 2012). However, research has shown that bilinguals develop a unique interdependent system (Escamilla et al. 2007;

Grosjean, 1989; Valdes and Figueroa, 1994) in which languages interconnect to increase linguistic functionality. This linguistic interdependence of language acquisition facilitates a transfer of literacy skills from the primary language (L1) to the second language (L2) (August & Shanahan, 2006; Bialystok, 2007; Miramontes, et al., 1997). The strength of learning through formal instruction in Spanish determines the extent of transfer to English (August, Calderon, & Carlo, 2002; Slavin & Calderon, 2001; Garcia, 2001). For transfer to be maximized, cross-linguistic connections between the two languages must be explicitly taught while students engage in a contrastive analysis of the Spanish and English languages (Cummins, 2007). Continued strong literacy development in Spanish provides the foundation and scaffold for literacy development given that a Common Underlying Proficiency (CUP) exists between the two languages (Cummins, 1991). Consequently, direct and systematic instruction (Genesee et al., 2005) in the appropriate sequence of Spanish skills with early English as a second language-based literacy instruction is critical to student success. As a result of working within two language systems, students' metalinguistic and metacognitive skills are enhanced when they learn about the similarities and differences between languages (Escamilla et. al., 2014). The extent to which English and Spanish are used is reliant on the type of bilingual program model being used (see Texas Education Code, §29.066).

- (6) ~~(5)~~ English language learners (ELLs) are expected to meet standards in a second language, and their proficiency in English directly impacts their ability to meet these standards. The comprehension of text throughout the stages of English language acquisition requires scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected oral and written discourse so that it is meaningful.
- (7) ~~(6)~~ Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).
- (8) ~~(7)~~ Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, & Rothenberg, 2008).
- (9) ~~(8)~~ Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and skills.

- (1) Developing and sustaining foundational language skills: listening, speaking, ~~and~~ discussion, ~~and~~ thinking --oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
 - (A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;
 - (B) follow, restate, and give oral instructions that involve a short, related sequence of actions;
 - (C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;

- (D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; and
- (E) develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.
- (2) Developing and sustaining foundational language skills: listening, speaking, ~~and~~ reading, ~~and discussion~~ writing, and thinking --beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
 - (A) demonstrate phonological awareness by:
 - (i) producing a series of rhyming words;
 - (ii) recognizing spoken alliteration or groups of words that begin with the same simple syllable ~~[spoken-onset]~~ or initial sound;
 - (iii) recognizing the change in spoken word when a specified syllable ~~[phoneme]~~ is added, changed, or removed;
 - (iv) segmenting spoken ~~[one-syllable]~~ words into individual syllables ~~[phonemes]~~ ;
 - (v) blending spoken complex syllables ~~[phonemes to form one-syllable words]~~ , including sílabas trabadas, to form multisyllabic words ~~[consonant blends]~~ ;
 - (vi) segmenting spoken ~~[one-syllable]~~ words ~~[of three to five phonemes]~~ into syllables ~~[individual phonemes]~~ , including words with sílabas trabadas ~~[consonant blends]~~ ; and
 - (vii) manipulating syllables ~~[phonemes]~~ within ~~[base]~~ words;
 - (B) demonstrate and apply phonetic knowledge by:
 - (i) identifying and matching sounds to individual letters;
 - (ii) decoding words with sílabas trabadas such as /bla/, /bra/, and /gla/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x ~~[in isolation and in context with all vowel and consonant sounds]~~ ;
 - (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- ~~[consonant digraphs such as /ch/, /rr/, and /ll/ and consonant blends such as /bl/, /br/, /gl/, and /gr/]~~ ;
 - (iv) decoding words with diphthongs such as /ai/, /au/, and /ei/;
 - (v) decoding contractions such as al and del;
 - (vi) decoding three- to four-syllable words;
 - (vii) using knowledge of base words to decode common compound words; and
 - (viii) decoding words with common prefixes and suffixes;
 - (C) demonstrate and apply spelling knowledge by:
 - (i) spelling common letter and sound correlations;
 - (ii) spelling words with common patterns such as CV, VC, CCV, CVC, VCV, ~~and~~ CVCV, CCVCV, and CVCCV ;
 - (iii) spelling words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/ ; and sílabas trabadas ~~[consonant blends]~~ such as /bla/, /bra/, /gla/, and /gra/ ~~[bl/, br/, gl/, and gr/]~~ ;
 - (iv) spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi- ~~[three to four syllable words]~~ ;

- (v) spelling contractions such as al and del;
- (vi) spelling words with diphthongs such as /ai/, /au/, and /ie/ [ei/] as in quie-ro, na-die, and ra-dio and hiatus such as le-er and [ɪ] rí-o [ɪ, quie-ro, na-die, and ra-die] ; and
- (vii) spelling words with common prefixes and suffixes;
- (D) demonstrate print awareness by identifying the information that different parts of a book provide;
- (E) alphabetize a series of words to the first or second letter and use a dictionary to find words; and
- (F) develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.
- (3) Developing and sustaining foundational language skills: listening, speaking, reading, [and] writing, and thinking --vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
 - (A) use a resource such as a picture dictionary or digital resource to find words;
 - (B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings;
 - ~~[(C) identify and use words that name actions, directions, positions, sequences, categories, and locations; and]~~
 - ~~(C) [(D)]~~ identify the meaning of words with affixes, including [ɪ] -s, -es, and -or ; and [ɪ]
 - ~~(D) identify and use words that name actions, directions, positions, sequences, categories, and locations.~~
- (4) Developing and sustaining foundational language skills: listening, speaking, reading, [and] writing, and thinking --fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
- (5) Developing and sustaining foundational language skills: listening, speaking, reading, [and] writing, and thinking --self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.
- (6) Comprehension skills: listening, speaking, reading, [and] writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts [comprehend text with increasing depth and complexity] . The student is expected to:
 - (A) establish purpose for reading assigned and self-selected texts with adult assistance;
 - (B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;
 - (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance;
 - (D) create mental images to deepen understanding with adult assistance;
 - (E) make connections to personal experiences, ideas in other texts, and society with adult assistance;
 - (F) make inferences and use evidence to support understanding with adult assistance;
 - (G) evaluate details to determine what is most important with adult assistance;

- (H) synthesize information to create new understanding with adult assistance; and
- (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.
- (7) Response skills: listening, speaking, reading, ~~[and]~~ writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
- (A) describe personal connections to a variety of sources;
- (B) write brief comments on literary or informational texts;
- (C) use text evidence to support an appropriate response;
- (D) retell texts in ways that maintain meaning;
- (E) interact with sources in meaningful ways such as illustrating or writing; and
- (F) respond using newly acquired vocabulary as appropriate.
- (8) Multiple genres: listening, speaking, reading, ~~[and]~~ writing, and thinking using multiple texts-- literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
- (A) discuss topics and determine theme using text evidence with adult assistance;
- (B) describe the main character(s) and the reason(s) for their actions ~~[how their feelings and actions change]~~ ;
- (C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently; and
- (D) describe the setting.
- (9) Multiple genres: listening, speaking, reading, ~~[and]~~ writing, and thinking using multiple texts-- genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
- (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;
- (B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems;
- (C) discuss ~~[identify the]~~ elements of drama ~~[a play]~~ such as characters and setting;
- (D) recognize characteristics and structures of informational text, including:
- (i) the central ~~[or main]~~ idea and supporting evidence with adult assistance;
- (ii) features and simple graphics to locate or gain information; and
- (iii) organizational patterns such as chronological order and description with adult assistance;
- ~~[(iii) — temporal sequence and description; and]~~
- (E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do : and [.]
- (F) recognize characteristics of multimodal and digital texts.
- (10) Author's purpose and craft: listening, speaking, reading, ~~[and]~~ writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies

author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

- (A) discuss the author's purpose for writing text;
 - (B) discuss how the use of text structure contributes to the author's purpose;
 - (C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;
 - (D) discuss how the author uses words that help the reader visualize; and
 - (E) listen to and experience first- and third-person texts.
- (11) Composition: listening, speaking, reading, [and] writing , and thinking using multiple texts-- writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses [use] appropriate conventions. The student is expected to:
- (A) plan a first draft by generating ideas for writing such as by drawing and brainstorming;
 - (B) develop drafts in oral, pictorial, or written form by:
 - (i) organizing with structure; and
 - (ii) developing an idea with specific and relevant details;
 - (C) revise drafts by adding details in pictures or words;
 - (D) edit drafts using standard Spanish conventions, including:
 - (i) complete sentences with subject-verb agreement;
 - (ii) past and present verb tense [verbs] , including the difference between ser and estar ;
 - (iii) singular, plural, common, and proper nouns, including gender-specific articles;
 - (iv) [descriptive] adjectives , including articles ;
 - (v) adverbs that convey time;
 - (vi) prepositions;
 - (vii) pronouns , including the use of personal and possessive pronouns, and the difference in the use of formal pronoun usted and informal pronoun tú ;
 - (viii) capitalization for the beginning of sentences; [and]
 - (ix) punctuation marks at the end of declarative sentences and at the beginning and end of exclamatory and interrogative sentences; and
 - (x) correct spelling of words with grade-appropriate orthographic patterns and rules with adult assistance; and
 - (E) publish and share writing.
- (12) Composition: listening, speaking, reading, [and] writing , and thinking using multiple texts-- genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
- (A) dictate or compose literary texts, including personal narratives and poetry;
 - (B) dictate or compose informational texts, including procedural texts; and
 - (C) dictate or compose correspondence such as thank you notes or letters .
- (13) Inquiry and research: listening, speaking, reading, [and] writing , and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

- (A) generate questions for formal and informal inquiry with adult assistance;
- (B) develop and follow a research plan with adult assistance;
- (C) identify and gather relevant sources and information to answer the questions with adult assistance;
- (D) demonstrate understanding of information gathered with adult assistance; and
- (E) use an appropriate mode of delivery, whether written, oral, or ~~multimodal~~ ~~[multi-modal]~~ , to present results.

§128.4. Spanish Language Arts and Reading, Grade 2, Adopted 2017.

(a) Introduction.

- (1) The Spanish language arts and reading Texas Essential Knowledge and Skills (TEKS) reflect language arts standards that are authentic to the Spanish language and Spanish literacy; they are neither translations nor modifications of the English language arts TEKS. The Spanish language arts and reading ~~TEKS~~ ~~[Texas Essential Knowledge and Skills (TEKS)]~~ embody the interconnected nature of listening, speaking, reading, ~~[and]~~ writing, ~~, and thinking~~ through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's ~~purpose and~~ craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. They are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.
- (2) The seven strands of the essential knowledge and skills for Spanish language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.
- (3) Spanish, as opposed to English, has a closer letter-sound relationship and clearly defined syllable boundaries. The syllable in Spanish is a more critical unit of phonological awareness than in English because of the consistent phoneme-grapheme correspondence. Syllables are important units for Spanish because of their strong effect in visual word recognition (Carreiras et al., 1993) and their major role in predicting Spanish reading success. In addition, Spanish presents a much higher level of orthographic transparency than English and does not rely on sight words for decoding. This orthographic transparency accelerates the decoding process, and the focus quickly moves to fluency and comprehension. However, in English sight words are used because of words that are not decodable such as "are" or "one." In Spanish, decoding issues are not as prevalent as issues of comprehension. These specific features of the Spanish language will influence reading methodology and development.
- (4) ~~(3)~~ Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, *STAAR Performance Level Descriptors*, 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.
- (5) ~~(4)~~ Research consistently shows that language and literacy development in the student's native language not only facilitates learning English and English literacy, but is foundational to cognitive

development and learning (Cummins, 2001; Thomas & Collier, 2002; Coelho, 2001). Emergent bilinguals (Sparrow et al., 2014; Slavin & Cheving, 2013) are students who are in the process of acquiring two or more linguistic codes, becoming bilingual, biliterate, and bicultural. Emergent bilinguals are often defined by their perceived deficits (semilinguals) (Escamilla, 2012). However, research has shown that bilinguals develop a unique interdependent system (Escamilla et al. 2007; Grosjean, 1989; Valdes and Figueroa, 1994) in which languages interconnect to increase linguistic functionality. This linguistic interdependence of language acquisition facilitates a transfer of literacy skills from the primary language (L1) to the second language (L2) (August & Shanahan, 2006; Bialystok, 2007; Miramontes, et al., 1997). The strength of learning through formal instruction in Spanish determines the extent of transfer to English (August, Calderon, & Carlo, 2002; Slavin & Calderon, 2001; Garcia, 2001). For transfer to be maximized, cross-linguistic connections between the two languages must be explicitly taught while students engage in a contrastive analysis of the Spanish and English languages (Cummins, 2007). Continued strong literacy development in Spanish provides the foundation and scaffold for literacy development given that a Common Underlying Proficiency (CUP) exists between the two languages (Cummins, 1991). Consequently, direct and systematic instruction (Genesee et al., 2005) in the appropriate sequence of Spanish skills with early English as a second language-based literacy instruction is critical to student success. As a result of working within two language systems, students' metalinguistic and metacognitive skills are enhanced when they learn about the similarities and differences between languages (Escamilla et. al., 2014). The extent to which English and Spanish are used is reliant on the type of bilingual program model being used (see Texas Education Code, §29.066).

- (6) ~~(5)~~ English language learners (ELLs) are expected to meet standards in a second language, and their proficiency in English directly impacts their ability to meet these standards. The comprehension of text throughout the stages of English language acquisition requires scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected oral and written discourse so that it is meaningful.
- (7) ~~(6)~~ Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).
- (8) ~~(7)~~ Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, & Rothenberg, 2008).
- (9) ~~(8)~~ Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and skills.

- (1) Developing and sustaining foundational language skills: listening, speaking, ~~and~~ discussion, ~~and~~ thinking --oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
 - (A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;

- (B) follow, restate, and give oral instructions that involve a short, related sequence of actions;
 - (C) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;
 - (D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and
 - (E) develop social communication such as distinguishing between asking and telling.
- (2) Developing and sustaining foundational language skills: listening, speaking, ~~reading~~, ~~and discussion~~ writing, ~~and thinking~~ --beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
- (A) demonstrate and apply phonetic knowledge by:
 - (i) decoding multisyllabic ~~[multi-syllabic]~~ words;
 - (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x ~~[with consonant blends and digraphs]~~ ;
 - (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-;
 - (iv) ~~[(iii)]~~ decoding words with diphthongs and hiatus;
 - (v) ~~[(iv)]~~ decoding common abbreviations; and
 - (vi) ~~[(v)]~~ decoding words with prefixes and suffixes;
 - (B) demonstrate and apply spelling knowledge by:
 - (i) spelling multisyllabic ~~[multi-syllabic]~~ words;
 - ~~[(ii)]~~ spelling words with consonant blends and digraphs;
 - (ii) ~~[(iii)]~~ spelling words with diphthongs and hiatus;
 - (iii) ~~[(iv)]~~ spelling common abbreviations; ~~and~~
 - (iv) ~~[(v)]~~ spelling words with prefixes and suffixes; and
 - (v) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-;
 - (C) alphabetize a series of words and use a dictionary or glossary to find words; and
 - (D) develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.
- (3) Developing and sustaining foundational language skills: listening, speaking, reading, ~~and~~ writing, ~~and thinking~~ --vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
- (A) use print or digital resources to determine meaning and pronunciation of unknown words;
 - (B) use context within and beyond a sentence to determine the meaning of unfamiliar words;
 - (C) use affixes, including re-, pre-, -ción, and ísimo/ísima, to determine the meaning of words and subsequently use the newly acquired words; ~~and~~
 - (D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context ; ~~and~~ [:]
 - (E) differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.

- (4) Developing and sustaining foundational language skills: listening, speaking, reading, ~~[and]~~ writing, and thinking --fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
- (5) Developing and sustaining foundational language skills: listening, speaking, reading, ~~[and]~~ writing, and thinking --self-sustained reading. The student reads grade appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
- (6) Comprehension skills: listening, speaking, reading, ~~[and]~~ writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts ~~[comprehend text with increasing depth and complexity]~~. The student is expected to:
- (A) establish purpose for reading assigned and self-selected texts;
 - (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
 - (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;
 - (D) create mental images to deepen understanding;
 - (E) make connections to personal experiences, ideas in other texts, and society;
 - (F) make inferences and use evidence to support understanding;
 - (G) evaluate details read to determine key ideas;
 - (H) synthesize information to create new understanding; and
 - (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.
- (7) Response skills: listening, speaking, reading, ~~[and]~~ writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
- (A) describe personal connections to a variety of sources;
 - (B) write brief comments on literary or informational texts that demonstrate an understanding of the text ;
 - (C) use text evidence to support an appropriate response;
 - (D) retell and paraphrase texts in ways that maintain meaning and logical order;
 - (E) interact with sources in meaningful ways such as illustrating or writing; and
 - (F) respond using newly acquired vocabulary as appropriate.
- (8) Multiple genres: listening, speaking, reading, ~~[and]~~ writing, and thinking using multiple texts-- literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
- (A) discuss topics and determine theme using text evidence with adult assistance;
 - (B) describe the main character's (characters') internal and external traits ~~[of the main character(s)]~~ ;
 - (C) describe and understand plot elements, including the main events, the conflict ~~[problem]~~ , and the resolution, for texts read aloud and independently; and
 - (D) describe the importance of the setting.

- (9) Multiple genres: listening, speaking, reading, ~~[and]~~ writing, ~~. and thinking~~ using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
- (A) demonstrate knowledge ~~of distinguishing characteristics~~ of well-known children's literature such as folktales, fables, and fairy tales;
 - ~~(B) explain visual patterns and structures in a variety of poems;~~
 - ~~[(B) describe the internal and external traits of the main character(s);]~~
 - (C) discuss ~~[identify the]~~ elements of ~~drama~~ ~~[a play]~~ such as characters, dialogue, and setting;
 - (D) recognize characteristics and structures of informational text, including:
 - (i) the central ~~[or main]~~ idea ~~and supporting evidence~~ with adult assistance;
 - (ii) features and graphics to locate and gain information; and
 - (iii) organizational patterns such as chronological order and cause and effect stated explicitly; ~~[and]~~
 - (E) recognize characteristics of persuasive text, including : ~~[what the author is trying to persuade the reader to think or do.]~~
 - (i) stating what the author is trying to persuade the reader to think or do; and
 - (ii) distinguishing facts from opinion; and
 - ~~(F) recognize characteristics of multimodal and digital texts.~~
- (10) Author's ~~purpose and~~ craft: listening, speaking, reading, ~~[and]~~ writing, ~~. and thinking~~ using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
- (A) discuss the author's purpose for writing text;
 - (B) discuss how the use of text structure contributes to the author's purpose;
 - (C) discuss the author's use of print and graphic features to achieve specific purposes;
 - (D) discuss the use of descriptive, literal, and figurative language;
 - (E) identify the use of first or third person in a text; and
 - (F) ~~identify and~~ explain the use of repetition.
- (11) Composition: listening, speaking, reading, ~~[and]~~ writing, ~~. and thinking~~ using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and ~~uses~~ ~~[use]~~ appropriate conventions. The student is expected to:
- (A) plan a first draft by generating ideas for writing such as drawing and brainstorming;
 - (B) develop drafts into a focused piece of writing by:
 - (i) organizing with structure; and
 - (ii) developing an idea with specific and relevant details;
 - (C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences;
 - (D) edit drafts using standard Spanish conventions, including:
 - (i) complete sentences with subject-verb agreement;

- (ii) past, present, and future **verb tense** [~~verbs~~] ,including the difference between **ser** and **estar** :
 - (iii) singular, plural, common, and proper nouns, including **gender-specific** articles;
 - (iv) [**descriptive**] adjectives ,including [~~and~~] articles;
 - (v) adverbs that convey time and adverbs that convey place :
 - (vi) prepositions and prepositional phrases;
 - (vii) pronouns ,including personal, possessive, and objective, and the difference in the use of formal pronoun **usted** and informal pronoun **tú** :
 - (viii) coordinating conjunctions to form compound subjects and predicates;
 - (ix) [~~viii~~] capitalization of [~~for~~] proper nouns and the salutation and closing of a letter; [~~and~~]
 - (x) [~~ix~~] punctuation marks at the end of declarative sentences and the beginning and end of exclamatory and interrogative sentences; and
 - (xi) correct spelling of words with grade-appropriate orthographic patterns and rules; and
- (E) publish and share writing.
- (12) Composition: listening, speaking, reading, [~~and~~] writing ,and **thinking** using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
- (A) compose literary texts, including personal narratives and poetry;
 - (B) compose informational texts, including procedural texts and reports; and
 - (C) compose correspondence **such as thank you notes or letters** .
- (13) Inquiry and research: listening, speaking, reading, [~~and~~] writing ,and **thinking** using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
- (A) generate questions for formal and informal inquiry with adult assistance;
 - (B) develop and follow a research plan with adult assistance;
 - (C) identify and gather relevant sources and information to answer the questions;
 - (D) identify primary and secondary sources;
 - (E) demonstrate understanding of information gathered;
 - (F) cite sources appropriately; and
 - (G) use an appropriate mode of delivery, whether written, oral, or **multimodal** [~~multi-modal~~] , to present results.

§128.5. Spanish Language Arts and Reading, Grade 3, Adopted 2017.

(a) Introduction.

- (1) The Spanish language arts and reading Texas Essential Knowledge and Skills (TEKS) reflect language arts standards that are authentic to the Spanish language and Spanish literacy; they are neither translations nor modifications of the English language arts TEKS. The Spanish language arts and reading **TEKS** [~~Texas Essential Knowledge and Skills (TEKS)~~] embody the interconnected nature of listening, speaking, reading, [~~and~~] writing ,and **thinking** through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's **purpose and** craft; composition; and inquiry

and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. They are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.

- (2) The seven strands of the essential knowledge and skills for Spanish language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.
- (3) Spanish, as opposed to English, has a closer letter-sound relationship and clearly defined syllable boundaries. The syllable in Spanish is a more critical unit of phonological awareness than in English because of the consistent phoneme-grapheme correspondence. Syllables are important units for Spanish because of their strong effect in visual word recognition (Carreiras et al., 1993) and their major role in predicting Spanish reading success. In addition, Spanish presents a much higher level of orthographic transparency than English and does not rely on sight words for decoding. This orthographic transparency accelerates the decoding process, and the focus quickly moves to fluency and comprehension. However, in English sight words are used because of words that are not decodable such as "are" or "one." In Spanish, decoding issues are not as prevalent as issues of comprehension. These specific features of the Spanish language will influence reading methodology and development.
- (4) (3) Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, *STAAR Performance Level Descriptors*, 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.
- (5) (4) Research consistently shows that language and literacy development in the student's native language not only facilitates learning English and English literacy, but is foundational to cognitive development and learning (Cummins, 2001; Thomas & Collier, 2002; Coelho, 2001). Emergent bilinguals (Sparrow et al., 2014; Slavin & Cheving, 2013) are students who are in the process of acquiring two or more linguistic codes, becoming bilingual, biliterate, and bicultural. Emergent bilinguals are often defined by their perceived deficits (semilinguals) (Escamilla, 2012). However, research has shown that bilinguals develop a unique interdependent system (Escamilla et al. 2007; Grosjean, 1989; Valdes and Figueroa, 1994) in which languages interconnect to increase linguistic functionality. This linguistic interdependence of language acquisition facilitates a transfer of literacy skills from the primary language (L1) to the second language (L2) (August & Shanahan, 2006; Bialystok, 2007; Miramontes, et al., 1997). The strength of learning through formal instruction in Spanish determines the extent of transfer to English (August, Calderon, & Carlo, 2002; Slavin & Calderon, 2001; Garcia, 2001). For transfer to be maximized, cross-linguistic connections between the two languages must be explicitly taught while students engage in a contrastive analysis of the Spanish and English languages (Cummins, 2007). Continued strong literacy development in Spanish provides the foundation and scaffold for literacy development given that a Common Underlying Proficiency (CUP) exists between the two languages (Cummins, 1991). Consequently, direct and systematic instruction (Genesee et al., 2005) in the appropriate sequence of Spanish skills with early English as a second language-based literacy instruction is critical to student success. As a result of working within two language systems, students' metalinguistic and metacognitive skills are enhanced when they learn about the similarities and differences between languages (Escamilla et. al., 2014). The extent to which English and Spanish

are used is reliant on the type of bilingual program model being used (see Texas Education Code, §29.066).

(6) ~~(5)~~ English language learners (ELLs) are expected to meet standards in a second language, and their proficiency in English directly impacts their ability to meet these standards. The comprehension of text throughout the stages of English language acquisition requires scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected oral and written discourse so that it is meaningful.

(7) ~~(6)~~ Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).

(8) ~~(7)~~ Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, & Rothenberg, 2008).

(9) ~~(8)~~ Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and skills.

(1) Developing and sustaining foundational language skills: listening, speaking, ~~and~~ discussion, ~~and~~ thinking --oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

- (A) listen actively, ask relevant questions to clarify information, and make pertinent comments;
- (B) follow, restate, and give oral instructions that involve a series of related sequences of action;
- (C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;
- (D) work collaboratively with others by following agreed-upon rules, norms, and protocols; and
- (E) develop social communication such as conversing politely in all situations.

(2) Developing and sustaining foundational language skills: listening, speaking, reading, ~~and~~ writing, ~~and~~ thinking --beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

- (A) demonstrate and apply phonetic knowledge by:
 - (i) decoding words with a prosodic or orthographic accent;
 - (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x;

- (iii) decoding words with silent [] h [] and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- [güi] ;
- (iv) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents;
- (v) decoding and differentiating meaning of a word based on a diacritical accent; and
- (vi) decoding words with prefixes and suffixes;

(B) demonstrate and apply spelling knowledge by:

- (i) spelling palabras agudas and graves (words with an accent on the last and penultimate [penultimate/last] syllable);
- (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent;
- (iii) spelling words with the concept of [hiatus and] diphthongs and hiatus and their implications for orthographic accents;
- (iv) using accents on words commonly used in questions and exclamations;
- (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más;
- (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses;
- (vii) spelling words with silent [] h [] and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-;
- (viii) spelling words that have the same sounds represented by different letters, including [] ll [] and [] y []; [] c, [] [] k, [] and [] q [] ; soft c, soft x, s, and z; and soft g, j, and x;
- (ix) spelling words with hard and soft [] r [] ;
- (x) spelling words using [] n [] before [] v [] ; [] m [] before [] b [] ; and [] m [] before [] p [] ;
- (xi) spelling words with sílabas trabadas [consonant blends] ; and
- (xii) spelling the plural form of words ending in [] z [] by replacing the [] z [] with [] c [] before adding -es; [and]

(C) alphabetize a series of words to the third letter; and

(D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.

(3) Developing and sustaining foundational language skills: listening, speaking, reading, [and] writing, and thinking --vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

- (A) use print or digital resources to determine meaning, syllabication, and pronunciation;
- (B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;
- (C) [use and] identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word; [and]
- (D) identify, use, and explain the meaning of antonyms, synonyms, idioms, [and] homophones, and homographs in a text ; and []

- (E) differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.
- (4) Developing and sustaining foundational language skills: listening, speaking, reading, [and] writing, and thinking --fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
- (5) Developing and sustaining foundational language skills: listening, speaking, reading, [and] writing, and thinking --self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
- (6) Comprehension skills: listening, speaking, reading, [and] writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts [comprehend text with increasing depth and complexity]. The student is expected to:
- (A) establish purpose for reading assigned and self-selected texts;
 - (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
 - (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;
 - (D) create mental images to deepen understanding;
 - (E) make connections to personal experiences, ideas in other texts, and society;
 - (F) make inferences and use evidence to support understanding;
 - (G) evaluate details read to determine key ideas;
 - (H) synthesize information to create new understanding; and
 - (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
- (7) Response skills: listening, speaking, reading, [and] writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
- (A) describe personal connections to a variety of sources, including self-selected texts;
 - (B) write a response to a literary or informational text that demonstrates an understanding of a text;
 - (C) use text evidence to support an appropriate response;
 - (D) retell and paraphrase texts in ways that maintain meaning and logical order;
 - (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
 - (F) respond using newly acquired vocabulary as appropriate; and
 - (G) discuss specific ideas in the text that are important to the meaning.
- (8) Multiple genres: listening, speaking, reading, [and] writing, and thinking using multiple texts-- literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
- (A) infer the theme of a work, distinguishing theme from topic;
 - (B) explain the relationships [relationship] among the major and minor characters;

- (C) analyze plot elements, including the sequence of events, the ~~conflict~~ [problem] , and the resolution; and
- (D) explain the influence of the setting on the plot.
- (9) Multiple genres: listening, speaking, reading, [~~and~~] writing , ~~and thinking~~ using multiple texts-- genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
- (A) demonstrate knowledge ~~of distinguishing characteristics~~ of well-known children's literature such as folktales, fables, fairy tales, legends, and myths;
- (B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems;
- (C) ~~discuss~~ [~~identify~~] the elements of ~~drama~~ [~~a play~~] such as characters, dialogue, setting, and acts;
- (D) recognize characteristics and structures of informational text, including:
- (i) the central idea ~~with supporting evidence~~ ;
- (ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding [~~of the text~~] ; and
- (iii) ~~organizational patterns such as~~ cause and effect and problem and solution; [~~and~~]
- (E) recognize characteristics and structures of argumentative text by:
- (i) identifying the claim;
- (ii) distinguishing facts from opinion; and
- (iii) identifying the intended audience or reader ; ~~and~~ [;]
- (F) ~~recognize characteristics of multimodal and digital texts.~~
- (10) Author's ~~purpose and~~ craft: listening, speaking, reading, [~~and~~] writing , ~~and thinking~~ using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
- (A) explain the author's purpose and message within a text;
- (B) explain how the use of text structure contributes to the author's purpose;
- (C) explain the author's use of print and graphic features to achieve specific purposes;
- (D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes;
- (E) identify the use of literary devices, including first- or third-person point of view;
- (F) discuss how the author's use of language contributes to voice; and
- (G) ~~identify and~~ explain the use of ~~hyperbole~~ [~~repetition~~] .
- (11) Composition: listening, speaking, reading, [~~and~~] writing , ~~and thinking~~ using multiple texts-- writing process. The student uses the writing process recursively to compose multiple texts that are legible and ~~uses~~ [~~use~~] appropriate conventions. The student is expected to:
- (A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;
- (B) develop drafts into a focused, structured, and coherent piece of writing by:

- (i) organizing with purposeful structure, including an introduction and a conclusion; and
 - (ii) developing an engaging idea with relevant details;
 - (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;
 - (D) edit drafts using standard Spanish conventions, including:
 - (i) complete simple and compound sentences with subject-verb agreement;
 - (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar [verbs] ;
 - (iii) singular, plural, common, and proper nouns ,including gender-specific articles ;
 - (iv) [descriptive and limiting] adjectives, including their comparative and superlative forms [artículos] ;
 - (v) adverbs that convey time and adverbs that convey manner;
 - (vi) prepositions and prepositional phrases;
 - (vii) [possessive] pronouns ,including personal, possessive, objective, and reflexive pronouns ;
 - (viii) coordinating conjunctions to form compound subjects, predicates, [subjects,] and sentences;
 - (ix) capitalization of [for] proper nouns, geographical names and places, historical periods, and official titles of people; [and]
 - (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and
 - (xi) correct spelling of words with grade-appropriate orthographic patterns and rules; and
 - (E) publish written work for appropriate audiences.
- (12) Composition: listening, speaking, reading, [and] writing ,and thinking using multiple texts-- genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
- (A) compose literary texts, including personal narratives [~~,fiction,~~] and poetry ,using genre characteristics and craft ;
 - (B) compose informational texts ,including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;
 - (C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and
 - (D) compose correspondence such as thank you notes or letters.
- (13) Inquiry and research: listening, speaking, reading, [and] writing ,and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
- (A) generate questions on a topic for formal and informal inquiry;
 - (B) develop and follow a research plan with adult assistance;
 - (C) identify and gather relevant information from a variety of sources;
 - (D) identify primary and secondary sources;

- (E) demonstrate understanding of information gathered;
- (F) recognize the difference between paraphrasing and plagiarism when using source materials;
- (G) create a works cited page; and
- (H) use an appropriate mode of delivery, whether written, oral, or ~~multimodal~~ ~~[multi-modal]~~ , to present results.

§128.6. Spanish Language Arts and Reading, Grade 4, Adopted 2017.

(a) Introduction.

- (1) The Spanish language arts and reading Texas Essential Knowledge and Skills (TEKS) reflect language arts standards that are authentic to the Spanish language and Spanish literacy; they are neither translations nor modifications of the English language arts TEKS. The Spanish language arts and reading ~~TEKS~~ ~~[Texas Essential Knowledge and Skills (TEKS)]~~ embody the interconnected nature of listening, speaking, reading, ~~[and]~~ writing ~~, and thinking~~ through the seven integrated strands of developing and sustaining foundational language skills: comprehension; response; multiple genres; author's ~~purpose and~~ craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. They are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.
- (2) The seven strands of the essential knowledge and skills for Spanish language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.
- (3) Spanish, as opposed to English, has a closer letter-sound relationship and clearly defined syllable boundaries. The syllable in Spanish is a more critical unit of phonological awareness than in English because of the consistent phoneme-grapheme correspondence. Syllables are important units for Spanish because of their strong effect in visual word recognition (Carreiras et al., 1993) and their major role in predicting Spanish reading success. In addition, Spanish presents a much higher level of orthographic transparency than English and does not rely on sight words for decoding. This orthographic transparency accelerates the decoding process, and the focus quickly moves to fluency and comprehension. However, in English sight words are used because of words that are not decodable such as "are" or "one." In Spanish, decoding issues are not as prevalent as issues of comprehension. These specific features of the Spanish language will influence reading methodology and development.
- (4) ~~[(3)]~~ Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, *STAAR Performance Level Descriptors*, 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.
- (5) ~~[(4)]~~ Research consistently shows that language and literacy development in the student's native language not only facilitates learning English and English literacy, but is foundational to cognitive development and learning (Cummins, 2001; Thomas & Collier, 2002; Coelho, 2001). Emergent

bilinguals (Sparrow et al., 2014; Slavin & Cheving, 2013) are students who are in the process of acquiring two or more linguistic codes, becoming bilingual, biliterate, and bicultural. Emergent bilinguals are often defined by their perceived deficits (semilinguals) (Escamilla, 2012). However, research has shown that bilinguals develop a unique interdependent system (Escamilla et al. 2007; Grosjean, 1989; Valdes and Figueroa, 1994) in which languages interconnect to increase linguistic functionality. This linguistic interdependence of language acquisition facilitates a transfer of literacy skills from the primary language (L1) to the second language (L2) (August & Shanahan, 2006; Bialystok, 2007; Miramontes, et al., 1997). The strength of learning through formal instruction in Spanish determines the extent of transfer to English (August, Calderon, & Carlo, 2002; Slavin & Calderon, 2001; Garcia, 2001). For transfer to be maximized, cross-linguistic connections between the two languages must be explicitly taught while students engage in a contrastive analysis of the Spanish and English languages (Cummins, 2007). Continued strong literacy development in Spanish provides the foundation and scaffold for literacy development given that a Common Underlying Proficiency (CUP) exists between the two languages (Cummins, 1991). Consequently, direct and systematic instruction (Genesee et al., 2005) in the appropriate sequence of Spanish skills with early English as a second language-based literacy instruction is critical to student success. As a result of working within two language systems, students' metalinguistic and metacognitive skills are enhanced when they learn about the similarities and differences between languages (Escamilla et. al., 2014). The extent to which English and Spanish are used is reliant on the type of bilingual program model being used (see Texas Education Code, §29.066).

~~(6)~~ ~~(5)~~ English language learners (ELLs) are expected to meet standards in a second language, and their proficiency in English directly impacts their ability to meet these standards. The comprehension of text throughout the stages of English language acquisition requires scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected oral and written discourse so that it is meaningful.

~~(7)~~ ~~(6)~~ Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).

~~(8)~~ ~~(7)~~ Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, & Rothenberg, 2008).

~~(9)~~ ~~(8)~~ Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and skills.

(1) Developing and sustaining foundational language skills: listening, speaking, ~~and~~ discussion, ~~and~~ thinking --oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

(A) listen actively, ask relevant questions to clarify information, and make pertinent comments;

- (B) follow, restate, and give oral instructions that involve a series of related sequences of action;
 - (C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; and
 - (D) work collaboratively with others to develop a plan of shared responsibilities.
- (2) Developing and sustaining foundational language skills: listening, speaking, reading, ~~[and]~~ writing, ~~, and thinking~~ --beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
- (A) demonstrate and apply phonetic knowledge by:
 - (i) decoding palabras agudas, graves, ~~[and]~~ esdrújulas, ~~, and sobreesdrújulas~~ (words with the stress on the ~~last, penultimate, and~~ antepenultimate ~~syllable~~ ~~[~~ ~~penultimate, and last syllable~~ ~~]~~ and words with the stress on the syllable before the antepenultimate);
 - (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;
 - (iii) decoding and differentiating ~~the~~ meaning of a word based on the diacritical accent; and
 - (iv) decoding words with prefixes and suffixes;
 - (B) demonstrate and apply spelling knowledge by:
 - (i) spelling palabras agudas ~~and~~ ~~[y]~~ graves (words with the stress on the ~~last and~~ penultimate ~~syllable~~ ~~[and last syllable]~~) with an orthographic accent;
 - (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent;
 - (iii) spelling words with diphthongs and hiatus; and
 - (iv) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses; and
 - (C) write legibly in cursive to complete assignments.
- (3) Developing and sustaining foundational language skills: listening, speaking, reading, ~~[and]~~ writing, ~~, and thinking~~ --vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
- (A) use print or digital resources to determine meaning, syllabication, and pronunciation;
 - (B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;
 - (C) identify the meaning of and use base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, graffa, metro, fono, and tele;
 - (D) identify, use, and explain the meaning of idioms, homographs, and homophones such as abrasar/abrazar; and
 - (E) ~~differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.~~
 - (E) ~~complete analogies using knowledge of antonyms and synonyms.]~~

- (4) Developing and sustaining foundational language skills: listening, speaking, reading, ~~[and]~~ writing, ~~, and thinking~~ --fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
- (5) Developing and sustaining foundational language skills: listening, speaking, reading, ~~[and]~~ writing, ~~, and thinking~~ --self-sustained reading. The student reads grade appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
- (6) Comprehension skills: listening, speaking, reading, ~~[and]~~ writing, ~~, and thinking~~ using multiple texts. The student uses metacognitive skills to ~~both develop and deepen comprehension of increasingly complex texts~~ ~~[comprehend text with increasing depth and complexity]~~ . The student is expected to:
- (A) establish purpose for reading assigned and self-selected texts;
 - (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
 - (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;
 - (D) create mental images to deepen understanding;
 - (E) make connections to personal experiences, ideas in other texts, and society;
 - (F) make inferences and use evidence to support understanding;
 - (G) evaluate details read to determine key ideas;
 - (H) synthesize information to create new understanding; and
 - (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
- (7) Response skills: listening, speaking, reading, ~~[and]~~ writing, ~~, and thinking~~ using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
- (A) describe personal connections to a variety of sources, including self-selected texts;
 - (B) write ~~responses that demonstrate understanding of texts, including comparing and contrasting~~ ~~[a response to compare and contrast]~~ ideas across a variety of sources;
 - (C) use text evidence to support an appropriate response;
 - (D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;
 - (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
 - (F) respond using newly acquired vocabulary as appropriate; and
 - (G) discuss specific ideas in the text that are important to the meaning.
- (8) Multiple genres: listening, speaking, reading, ~~[and]~~ writing, ~~, and thinking~~ using multiple texts-- literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
- (A) infer basic themes supported by text evidence;
 - (B) explain the interactions of the characters and the changes they undergo;
 - (C) analyze plot elements, including the rising action, climax, falling action, and resolution; and

- (D) explain the influence of the setting, including historical and cultural settings, on the plot.
- (9) Multiple genres: listening, speaking, reading, [~~and~~] writing, ~~and thinking~~ using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
- (A) demonstrate knowledge ~~of distinguishing characteristics~~ of well-known children's literature such as folktales, fables, legends, myths, and tall tales;
- (B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images;
- ~~(C) explain structure in drama such as character tags, acts, scenes, and stage directions;~~
- ~~[(C) identify the elements of a play such as characters, dialogue, setting, acts, and scenes;]~~
- (D) recognize characteristics and structures of informational text, including:
- (i) the central idea ~~with supporting evidence~~ ;
- (ii) features such as pronunciation guides and diagrams to support understanding [~~of the text~~] ; and
- (iii) ~~organizational patterns such as~~ compare and contrast; [~~and~~]
- (E) recognize characteristics and structures of argumentative text by:
- (i) identifying the claim;
- (ii) explaining how the author has used facts for an argument; and
- (iii) identifying the intended audience or reader ; ~~and~~ [~~z~~]
- ~~(F) recognize characteristics of multimodal and digital texts.~~
- (10) Author's ~~purpose and~~ craft: listening, speaking, reading, [~~and~~] writing, ~~and thinking~~ using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
- (A) explain the author's purpose and message within a text;
- (B) explain how the use of text structure contributes to the author's purpose;
- (C) analyze the author's use of print and graphic features to achieve specific purposes;
- (D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes;
- (E) identify and understand the use of literary devices, including first- or third-person point of view;
- (F) discuss how the author's use of language contributes to voice; and
- (G) identify ~~and explain~~ the use of ~~anecdote~~ [~~hyperbole~~] .
- (11) Composition: listening, speaking, reading, [~~and~~] writing, ~~and thinking~~ using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and ~~uses~~ [~~use~~] appropriate conventions. The student is expected to:
- (A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;
- (B) develop drafts into a focused, structured, and coherent piece of writing by:

- (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and
 - (ii) developing an engaging idea with relevant details;
 - (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;
 - (D) edit drafts using standard Spanish conventions, including:
 - (i) complete simple and compound sentences with subject-verb agreement ~~and~~ avoidance of splices, run-ons, and fragments ;
 - (ii) irregular verbs;
 - (iii) singular, plural, common, and proper nouns , including gender-specific articles [and correlating articles when applicable] ;
 - (iv) [~~descriptive~~] adjectives, including their comparative and superlative forms;
 - (v) adverbs that convey frequency and adverbs that convey degree [intensity] ;
 - (vi) prepositions and prepositional phrases;
 - (vii) [~~reflexive~~] pronouns , including personal, possessive, objective, reflexive, and prepositional ;
 - (viii) coordinating conjunctions to form compound subjects, predicates, [~~subjects~~], and sentences;
 - (ix) capitalization of [~~for~~] historical events and documents, titles of books, stories, and essays; [~~and~~]
 - (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and
 - (xi) correct spelling of words with grade-appropriate orthographic patterns and rules; and
 - (E) publish written work for appropriate audiences.
- (12) Composition: listening, speaking, reading, [~~and~~] writing , and thinking using multiple texts-- genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
- (A) compose literary texts such as [~~, including~~] personal narratives [~~, fiction,~~] and poetry using genre characteristics and craft ;
 - (B) compose informational texts , including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;
 - (C) compose argumentative texts, including opinion essays using genre characteristics and craft; and
 - (D) compose correspondence that requests information.
- (13) Inquiry and research: listening, speaking, reading, [~~and~~] writing , and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
- (A) generate and clarify questions on a topic for formal and informal inquiry;
 - (B) develop and follow a research plan with adult assistance;
 - (C) identify and gather relevant information from a variety of sources;
 - (D) identify primary and secondary sources;

- (E) demonstrate understanding of information gathered;
- (F) recognize the difference between paraphrasing and plagiarism when using source materials;
- (G) develop a bibliography; and
- (H) use an appropriate mode of delivery, whether written, oral, or ~~multimodal~~ ~~[multi-modal]~~ , to present results.

§128.7. Spanish Language Arts and Reading, Grade 5, Adopted 2017.

(a) Introduction.

- (1) The Spanish language arts and reading Texas Essential Knowledge and Skills (TEKS) reflect language arts standards that are authentic to the Spanish language and Spanish literacy; they are neither translations nor modifications of the English language arts TEKS. The Spanish language arts and reading ~~TEKS~~ ~~[Texas Essential Knowledge and Skills (TEKS)]~~ embody the interconnected nature of listening, speaking, reading, ~~[and]~~ writing ~~, and thinking~~ through the seven integrated strands of developing and sustaining foundational language skills: comprehension; response; multiple genres; author's ~~purpose and~~ craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. They are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.
- (2) The seven strands of the essential knowledge and skills for Spanish language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.
- (3) Spanish, as opposed to English, has a closer letter-sound relationship and clearly defined syllable boundaries. The syllable in Spanish is a more critical unit of phonological awareness than in English because of the consistent phoneme-grapheme correspondence. Syllables are important units for Spanish because of their strong effect in visual word recognition (Carreiras et al., 1993) and their major role in predicting Spanish reading success. In addition, Spanish presents a much higher level of orthographic transparency than English and does not rely on sight words for decoding. This orthographic transparency accelerates the decoding process, and the focus quickly moves to fluency and comprehension. However, in English sight words are used because of words that are not decodable such as "are" or "one." In Spanish, decoding issues are not as prevalent as issues of comprehension. These specific features of the Spanish language will influence reading methodology and development.
- (4) ~~[(3)]~~ Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, *STAAR Performance Level Descriptors*, 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.
- (5) ~~[(4)]~~ Research consistently shows that language and literacy development in the student's native language not only facilitates learning English and English literacy, but is foundational to cognitive development and learning (Cummins, 2001; Thomas & Collier, 2002; Coelho, 2001). Emergent

bilinguals (Sparrow et al., 2014; Slavin & Cheving, 2013) are students who are in the process of acquiring two or more linguistic codes, becoming bilingual, biliterate, and bicultural. Emergent bilinguals are often defined by their perceived deficits (semilinguals) (Escamilla, 2012). However, research has shown that bilinguals develop a unique interdependent system (Escamilla et al. 2007; Grosjean, 1989; Valdes and Figueroa, 1994) in which languages interconnect to increase linguistic functionality. This linguistic interdependence of language acquisition facilitates a transfer of literacy skills from the primary language (L1) to the second language (L2) (August & Shanahan, 2006; Bialystok, 2007; Miramontes, et al., 1997). The strength of learning through formal instruction in Spanish determines the extent of transfer to English (August, Calderon, & Carlo, 2002; Slavin & Calderon, 2001; Garcia, 2001). For transfer to be maximized, cross-linguistic connections between the two languages must be explicitly taught while students engage in a contrastive analysis of the Spanish and English languages (Cummins, 2007). Continued strong literacy development in Spanish provides the foundation and scaffold for literacy development given that a Common Underlying Proficiency (CUP) exists between the two languages (Cummins, 1991). Consequently, direct and systematic instruction (Genesee et al., 2005) in the appropriate sequence of Spanish skills with early English as a second language-based literacy instruction is critical to student success. As a result of working within two language systems, students' metalinguistic and metacognitive skills are enhanced when they learn about the similarities and differences between languages (Escamilla et. al., 2014). The extent to which English and Spanish are used is reliant on the type of bilingual program model being used (see Texas Education Code, §29.066).

~~(6)~~ ~~(5)~~ English language learners (ELLs) are expected to meet standards in a second language, and their proficiency in English directly impacts their ability to meet these standards. The comprehension of text throughout the stages of English language acquisition requires scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected oral and written discourse so that it is meaningful.

~~(7)~~ ~~(6)~~ Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).

~~(8)~~ ~~(7)~~ Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, & Rothenberg, 2008).

~~(9)~~ ~~(8)~~ Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and skills.

(1) Developing and sustaining foundational language skills: listening, speaking, ~~and~~ discussion, ~~and~~ thinking --oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

(A) listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments;

(B) follow, restate, and give oral instructions that include multiple action steps;

- (C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and
- (D) work collaboratively with others to develop a plan of shared responsibilities.
- (2) Developing and sustaining foundational language skills: listening, speaking, reading, ~~[and]~~ writing, and thinking --beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
 - (A) demonstrate and apply phonetic knowledge by:
 - (i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate);
 - (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;
 - (iii) decoding and differentiating meaning of word based on the diacritical accent; and
 - (iv) decoding words with prefixes and suffixes;
 - (B) demonstrate and apply spelling knowledge by:
 - (i) spelling words with more advanced orthographic patterns and rules;
 - (ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent;
 - (iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent;
 - (iv) spelling words with ~~[hiatus and]~~ diphthongs and hiatus ; and
 - (v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses; and
 - (C) write legibly in cursive.
- (3) Developing and sustaining foundational language skills: listening, speaking, reading, ~~[and]~~ writing, and thinking --vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
 - (A) use print or digital resources to determine meaning, syllabication, pronunciation, and word origin;
 - (B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;
 - (C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr;
 - (D) identify, use, and explain the meaning of idioms, adages, and puns; and
 - (E) differentiate between and use homographs, homophones, and commonly confused terms such as ~~porque/porqué/por qué/por que, sino/si no, and también/tan bien. [porque, porqué, por qué, and por que; sino and si no; and también and tan bien; and]~~
 - ~~[(F) produce analogies with known antonyms and synonyms.]~~
- (4) Developing and sustaining foundational language skills: listening, speaking, reading, ~~[and]~~ writing, and thinking --fluency. The student reads grade-level text with fluency and comprehension. The

student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

- (5) Developing and sustaining foundational language skills: listening, speaking, reading, [and] writing, and thinking --self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
- (6) Comprehension skills: listening, speaking, reading, [and] writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts [comprehend text with increasing depth and complexity]. The student is expected to:
 - (A) establish purpose for reading assigned and self-selected texts;
 - (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
 - (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;
 - (D) create mental images to deepen understanding;
 - (E) make connections to personal experiences, ideas in other texts, and society;
 - (F) make inferences and use evidence to support understanding;
 - (G) evaluate details read to determine key ideas;
 - (H) synthesize information to create new understanding; and
 - (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
- (7) Response skills: listening, speaking, reading [and] writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
 - (A) describe personal connections to a variety of sources, including self-selected texts;
 - (B) write responses that demonstrate understanding of texts, including comparing and contrasting [a response to compare and contrast] ideas across a variety of sources;
 - (C) use text evidence to support an appropriate response;
 - (D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;
 - (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
 - (F) respond using newly acquired vocabulary as appropriate; and
 - (G) discuss specific ideas in the text that are important to the meaning.
- (8) Multiple genres: listening, speaking, reading, [and] writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
 - (A) infer multiple themes within a text using text evidence;
 - (B) analyze the relationships of and conflicts among the characters;
 - (C) analyze plot elements, including rising action, climax, falling action, and resolution; and
 - (D) analyze the influence of the setting, including historical and cultural settings, on the plot.
- (9) Multiple genres: listening, speaking, reading, [and] writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and

purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

- (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;
- (B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms;
- ~~(C) explain structure in drama such as character tags, acts, scenes, and stage directions;~~
- ~~[(C) identify the elements of a play such as characters, dialogue, setting, acts, and scenes;]~~
- (D) recognize characteristics and structures of informational text, including:
 - (i) the central idea with supporting evidence ;
 - (ii) features such as insets, timelines, and sidebars to support understanding [of text] ; and
 - (iii) organizational patterns such as logical order and order of importance; [and]
- (E) recognize characteristics and structures of argumentative text by:
 - (i) identifying the claim;
 - (ii) explaining how the author has used facts for or against an argument; and
 - (iii) identifying the intended audience or reader ; and [-]

(F) recognize characteristics of multimodal and digital texts.

- (10) Author's purpose and craft: listening, speaking, reading, [and] writing , and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

- (A) explain the author's purpose and message within a text;
- (B) analyze how the use of text structure contributes to the author's purpose;
- (C) analyze the author's use of print and graphic features to achieve specific purposes;
- (D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes;
- (E) identify and understand the use of literary devices, including first- or third-person point of view;
- (F) examine how the author's use of language contributes to voice; and
- (G) explain the purpose of hyperbole , [and] stereotyping , and anecdote .

- (11) Composition: listening, speaking, reading, [and] writing , and thinking using multiple texts-- writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses [use] appropriate conventions. The student is expected to:

- (A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;
- (B) develop drafts into a focused, structured, and coherent piece of writing by:
 - (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and
 - (ii) developing an engaging idea reflecting depth of thought with specific facts and details;

- (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;
- (D) edit drafts using standard Spanish conventions, including:
- (i) complete simple and compound sentences with subject-verb agreement ~~and~~ avoidance of splices, run-ons, and fragments ;
 - (ii) irregular verbs;
 - (iii) collective nouns;
 - (iv) [~~descriptive~~] adjectives, including those indicating origin, and their comparative and superlative forms;
 - ~~[(v) — adverbs that convey frequency and intensity;]~~
 - ~~(v) [(vi)] conjunctive adverbs;~~
 - ~~(vi) [(v)] prepositions and prepositional phrases and their influence on subject-verb agreement;~~
 - ~~(vii) [(viii)] [~~indefinite~~] pronouns , including personal, possessive, objective, reflexive, prepositional, and indefinite ;~~
 - ~~(viii) [(ix)] subordinating [~~correlative~~] conjunctions to form complex sentences ;~~
 - ~~(ix) [(x)] capitalization of [~~for~~] initials, acronyms, and organizations;~~
 - ~~(x) [(xi)] punctuation marks, including commas in compound and complex sentences , [~~and~~] em dash for dialogue , italics and underlining for titles and emphasis, and quotation marks for titles ; and~~
 - ~~[(xii) — proper mechanics, including italics and underlining for titles and emphasis and quotation marks for titles; and]~~
 - ~~(xi) — correct spelling of words with grade-appropriate orthographic patterns and rules; and~~
- (E) publish written work for appropriate audiences.
- (12) Composition: listening, speaking, reading, [~~and~~] writing , and thinking using multiple texts-- genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
- (A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft ;
 - (B) compose informational texts , including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;
 - (C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and
 - (D) compose correspondence that requests information.
- (13) Inquiry and research: listening, speaking, reading, [~~and~~] writing , and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
- (A) generate and clarify questions on a topic for formal and informal inquiry;
 - (B) develop and follow a research plan with adult assistance;
 - (C) identify and gather relevant information from a variety of sources;
 - (D) understand credibility of primary and secondary sources;

- (E) demonstrate understanding of information gathered;
- (F) differentiate between paraphrasing and plagiarism when using source materials;
- (G) develop a bibliography; and
- (H) use an appropriate mode of delivery, whether written, oral, or ~~multimodal~~ ~~[multi-modal]~~ ,
to present results.