

DRAFT Proposed Revisions
Texas Essential Knowledge and Skills
Spanish Language Arts and Reading

Prepared by the State Board of Education TEKS Review Committees

Final Recommendations, April 2016

These draft proposed revisions reflect the changes to the Spanish language arts and reading Texas Essential Knowledge and Skills (TEKS) that have been recommended by State Board of Education-appointed TEKS review committees for **Kindergarten - Grade 2**. Proposed additions are shown in green font with underlines ([additions](#)) and proposed deletions are shown in red font with strikethroughs (~~deletions~~).

Comments provide explanations for the proposed changes. The following notations were used as part of the explanations:

CRS—information added or changed to align with the Texas College and Career Readiness Standards (CCRS)

ER—information added, changed, or deleted based on expert reviewer feedback

MV—multiple viewpoints from within the committee

SBOE—information added, changed, or deleted to align with SBOE feedback

VA—information added, changed, or deleted to increase vertical alignment

Streamline—language added, changed, or deleted for streamlining

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Spanish Language Arts and Reading, Kindergarten

(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 embody the interconnected nature of listening, speaking, reading, and writing through the integrated strands of developing and sustaining foundational language skills; comprehension; response; collaboration; multiple genres; author's purpose and craft; composition and presentation; 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 eight 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. Each strand is of equal value and may be presented in any order throughout the year. All 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, and 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) 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 eight 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.
- (4) Research consistently shows that language and literacy development in the students' 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 where 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 in English-base on—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 ESL-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).

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- (5.4) English language learners (ELLs) are expected to meet standards in a second language, and ~~however,~~ their proficiency in English ~~directly impacts influences~~ their ability to meet these standards. ~~The comprehension of text demonstrate this knowledge~~ throughout the stages of English language acquisition, ~~comprehension of text~~ requires additional 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. ~~Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.~~
- (6.5) 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 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 English Language Proficiency Standards and proficiency-level descriptors located in Chapter 74, Subchapter ~~A B~~.
- (7.6) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Dr. Kate Kinsella, NCLB, 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. Students need practice with academic language if they are to become proficient in that language; they must learn to speak the language of science, history, mathematics, art, literature, and technical subjects if they are to become thinkers in those disciplines~~ (Fisher, Frey, & Rothenberg, 2008).
- (8.7) 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, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics and morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:
- (A) develop oral language through listening and speaking by:
- (i) following, restating, and giving oral instructions that involve a short related sequence of actions;
 - (ii) employing eye contact, speaking rate, volume, enunciation, and the conventions of language;
 - ~~(iii) giving a descriptive presentation;~~
 - ~~(iv) identifying sounds in school and surrounding environment;~~
 - ~~(iii)~~ participating in discussion by alternating between listening and speaking and taking turns;
 - ~~(iv)~~ developing social communication, such as introducing self, common greetings, and expressing needs and wants; and
 - ~~(v)~~ answering open-ended questions;
- (B) demonstrate phonological awareness by:

- (i) identifying and producing rhyming words in response to spoken words; distinguishing orally presented rhyming pairs of words from non-rhyming pairs;
 - ~~(ii) orally generating rhymes in response to spoken words such as "¿Qué rima con mesa?";~~
 - (ii) identifying the individual words in a spoken sentence;
 - (iii) recognizing spoken alliteration or groups of words that begin with the same initial sound or syllable such as big blue ball: "Pepe Pecas pica papas";
 - (iv) blending phonemes to generate syllables and words such as /m/ ... /a/ says ma, /p/ ... /a/ says pa;
 - (v) identifying syllables in spoken words; and
 - (vi) orally blending syllables to form and spell words such as ma no ... mano, pa to ... pato;
 - (vii) recognizing that different new words are created when a syllable is added, changed, or removed; such as "pa lo" to "pa sa";
 - ~~(ix) isolate the initial syllabic sound in spoken words such as pa ta, la ta, ra ta;~~
 - ~~(xviii) orally separating multi-syllabic words up to three syllables such as to ma te;~~
 - ~~(xix) using letter-sound correspondences to spell mono-syllabic words;~~
 - ~~(xix) decoding two syllable using the five vowel sounds to create words; and~~
 - (Exii) understanding the digraphs /ch/, /rr/, /ll/ such as chico, chile, perro, carro; calle
- (C) demonstrate and apply phonetic knowledge by:
- (i) identifying and matching the common sounds that letters represent beginning with the five vowel sounds;
 - ~~(iii) identifying and reading at least 25–100 high-frequency words with automaticity from a research-based list; and~~
 - (ii) decode one to two-syllable words that have meaning such as te, de, el, papa, mano; and
 - ~~(iviii) recognizing that new words are created when letters or syllables are changed, added, or deleted;~~
- (D) demonstrate print awareness by:
- (i) identifying the parts of a book front cover, back cover, and title page of a book;
 - (ii) recognizing that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries;
 - (iii) holding a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right with return sweep;
 - (iv) read texts by moving from top to bottom of the page and tracking words from left to right with return sweep;
 - (v) recognizing environmental print;
 - (vi) recognizing that spoken words can be represented by print for communication;
 - (vii) recognizing the difference between a letter and a printed word;
 - (viii) identifying all upper and lowercase letters with automaticity;
 - (ix) sequencing the letters of the alphabet; and

- (x) ~~demonstrate the one-to-one correspondence between a spoken word and a printed word in text;~~
- (E) develop vocabulary ~~to~~ by:
- (i) using a variety of resources such as a picture dictionary, environmental print, or digital and web-based resources to find words;
 - (iii) identifying and sort pictures of objects into conceptual categories such as colors and shapes;
 - (viii) understanding that compound words are made of two shorter words such as saca + puntas = sacapuntas;
 - (v) ~~demonstrate the one-to-one correspondence between a spoken word and a printed word in text; and~~
 - (vii) identify understanding and use words that name actions, directions, positions, sequences, and locations; and
 - (v) understand grade appropriate vocabulary including content and function words;
- (F) self-select text and read independently for a sustained period of time; and
- (G) develop handwriting by accurately forming all upper and lowercase letters using appropriate directionality.
- (ii) ~~write one's own name.~~
- (2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:
- (A)(H) 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)(A) make and confirm predictions using text features, characteristics of genre elements, and structures with adult assistance;
 - (D)(C) create mental images to deepen understanding with adult assistance;
 - (E)(D) make connections to personal experiences, to ideas in other texts, and to the larger community with adult assistance; ~~to activate prior knowledge~~;
 - (F)(E) make inferences and use evidence to support understanding with adult assistance;
 - (G)(F) evaluate ~~prioritize~~ information and read to determine what is most important with adult assistance;
 - (H)(G) synthesize information to create new understanding with adult assistance; and
 - (I) monitor comprehension and make ~~corrections and~~ adjustments when understanding breaks down with adult assistance.
- (3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:
- (A) describe the personal and emotional ~~impact of and personal~~ connections to a variety of sources including such as self-selected or teacher-selected texts;
 - (B) use text evidence to support an appropriate response; ~~explain multiple viewpoints, such as personal and character, and support with text evidence~~;
 - (C) retell texts in ways that maintain meaning and logical order;
 - (D) interact with sources ~~react to a variety of read, heard, or viewed~~ in meaningful ways such as illustrating or writing; and

- (E) respond using newly to various sources embedding acquired vocabulary as appropriate.
- (4) Collaboration: Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments using the four domains of language as appropriate. The student is expected to:
- (A) listen actively by facing speakers and ask questions to understand information;
- (B) work productively with others by following agreed-upon rules for discussion, including taking turns and speaking one at a time;
- (C) share ideas by speaking audibly and clearly; and
- (D) understand his/her own responsibility in collaboration.
- (5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts.–The student is expected to:
- (A) develop an understanding of how recognize forms and structures are the same and different within and across genres including fiction, informational, nonfiction, traditional, and poetry;
- (B) recognize characteristics and structures of literary text including:
- (i) identifying the main events, problem, and solution in the plot for texts read aloud;
- (ii) identifying the setting of a story, including where and when the story takes place;
- (iii) identifying and describing the main character(s);
- (iv) identifying the basic theme with adult assistance such as people need a place to belong; and
- (v) identify the rhyme, rhythm, repetition and meaning in nursery rhymes and familiar and traditional poems; and
- (C) recognize characteristics and structures of informational text including:
- (i) using features, including titles and simple graphics photographs, to gain information locate, explain, or use information; and
- (ii) discussing the ways information is grouped in a text such as sequence, description, and repeated patterns with adult assistance; and
- (D) recognize characteristics and structures of persuasive or argumentative text including what the author is trying to persuade the reader to think or do with adult assistance.
- (i) discussing what the author is trying to persuade the reader to think or do;
- (E) explore the characteristics of multimodal texts for a variety of purposes;
- (6) Author’s Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors’ choices and how they influence and communicate meaning within a text. Students will analyze and apply author’s craft purposefully in order to develop their own products and performances. The student is expected to:
- (A) identify and discuss, with adult assistance, an author’s purpose for writing text;
- (B) identify and discuss, with adult assistance, how the ways authors structure text structure contributes to an author’s purpose; and

Commented [A3]: CREST recommendation.

Commented [A4]: Removed nonfiction as it is redundant. Informational text is the appropriate term.

Commented [A5]: Streamline and clarify

Commented [A6]: Changed to ensure appropriate formatting.

Commented [A7]: VA

- (C) identify and discuss, with adult assistance, the author's use of print and graphic features to achieve specific purposes.
- (7) **Composition and Presentation:** Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:
- (A) plan by generating ideas for writing through class discussion;
 - (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, ~~independently and collaboratively~~ using standard Spanish conventions ~~of grammar, spelling, capitalization, and punctuation~~, including:
 - (i) ~~speak and dictate in~~ complete sentences;
 - (ii) ~~use~~ past, present, and future verbs;
 - (iii) ~~use~~ singular and plural nouns including articles;
 - (iv) ~~use~~ descriptive adjectives;
 - (v) ~~use prepositions and prepositional phrases when speaking or writing such as en or de~~
 - (v) ~~use subject~~ pronouns; ~~including yo and ellos~~;
 - (vi) capitalization of ~~capitalize~~ the first letter in a sentence; and
 - (vii) ~~use~~ punctuation marks at the end of a declarative sentence;
 - (E) share writing with others;
 - (F) ~~use the elements of craft to advance the writer's purpose when dictating and composing by:~~
 - (i) ~~developing an idea with specific details and relevance;~~
 - (ii) ~~organizing with structure;~~
 - (iii) ~~using intentional word choice; and~~
 - (iv) ~~developing voice;~~
 - (G) dictate or compose literary texts including personal narratives using genre characteristics and ~~author's~~ craft;
 - (H) dictate or compose informational texts using genre characteristics and ~~author's~~ craft; and
 - (I) dictate or compose persuasive-argumentative texts that states a personal opinion using genre characteristics and ~~author's~~ craft.
- (8) **Inquiry and Research:** Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
- (A) generate questions ~~based on teacher-guided topics~~ for formal and informal inquiry with adult assistance;
 - (B) gather information from a variety of sources with adult assistance; and
 - (C) demonstrate understanding of information gathered with adult assistance. and
 - (D) ~~incorporate digital technology, when appropriate~~

Spanish Language Arts and Reading, Grade 1

(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 embody the interconnected nature of listening, speaking, reading, and writing through the integrated strands of developing and sustaining foundational language skills; comprehension; response; collaboration; multiple genres; author's purpose and craft; composition and presentation; 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.
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- (6.5) 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 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 English Language Proficiency Standards and proficiency-level descriptors located in Chapter 74, Subchapter A B.
- (7.6) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Dr. Kate Kinsella, NCLB, 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. Students need practice with academic language if they are to become proficient in that language; they must learn to speak the language of science, history, mathematics, art, literature, and technical subjects if they are to become thinkers in those disciplines (Fisher, Frey, & Rothenberg, 2008).
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- (b) Knowledge and skills.
- (1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics and, morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:
- (A) develop oral language through listening and speaking by:
- (i) following, restating, and giving oral instructions that involve a short related sequence of actions;
 - (ii) employing eye contact, speaking rate, volume, enunciation, and the conventions of language;
 - ~~(iii) giving a descriptive presentation;~~
 - (iiiiv) actively listening for a variety of reasons ~~such as; enjoyment, learning, and following directions;~~
 - (ivv) listening to others and responding courteously to ideas and opinions;
 - (vi) developing social communication such as, introducing self and others, relating experiences to a classmate, expressing needs and feelings, and ~~and describing self positively; and~~
 - (vii) answering open-ended questions;
- (B) demonstrate phonological awareness by:

- (i) distinguishing orally presented rhyming pairs of words from non-rhyming pairs;
- ~~(ii)~~ orally generating a series of rhyming words;
- (iii) identifying the individual words in a spoken sentence;
- (iv) recognizing spoken alliteration;
- (v) blending phonemes to generate multi-syllabic words;
- (vi) identify syllables in spoken words, including diphthongs and hiatus such as le-er, rí-o, quie-ro, na-die, ra-dio, sa-po;
- (vii) orally blending syllables to form and spell four syllable words;
- (viii) creating new words when a syllable is added, changed, or removed;
- (ix) orally separate multi-syllabic words up to four syllables;
- (x) using letter-sound correspondences to spell multi-syllabic words;
- (xi) decoding three to four syllable words;
- (xii) decoding and encoding consonant digraphs /ch/, /rr/, /ll/ including in isolation and in context; and
- (xiii) identify and apply playful familiar uses of language in Spanish dichos;
- ~~(C)~~ demonstrate and apply phonetic knowledge by:
 - (i) use phonological knowledge to match sounds to individual letters and syllables;
 - ~~(ii)~~ decode three to four-syllable words that have meaning such as zapato and mariposa; including hard and soft consonants such as "r," "c," and "g";
 - ~~(iii)~~ decoding and encoding consonant digraphs including in isolation and in context;
 - ~~(x)~~ using knowledge of base words to read compound words such as
 - ~~(iii)~~ recognizing and generating words that are created when letters or syllables are changed, added, or deleted;
 - ~~(iv)~~ decoding and encoding contractions such as -al, del;
 - ~~(v)~~ decoding consonant blends; and
 - ~~(xii)~~ identifying and reading at least 100-300 high-frequency words from a research-based list; and
 - ~~(xiii)~~ vi) monitoring accuracy of decoding and encoding;
- ~~(C)~~ use appropriate rate, accuracy, and prosody when reading grade-level text;
- ~~(D)~~ demonstrate print awareness by:
 - ~~(i)~~ identifying the information that different parts of a book provides;
 - ~~(i)~~ sequencing the letters of the alphabet;
 - (ii) alphabetizing to the first letter; and
 - ~~(iii)~~ identifying the information that different parts of a book provides such as título, autor, ilustrador, traductor, tabla de contenido, índice; and
 - ~~(iii)~~ iv) recognizing the distinguishing features of a sentence such as capitalization of first word beginning and ending punctuation, and the dash (guión) to indicate dialogue;
- ~~(E)~~ develop vocabulary byte:
 - ~~(i)~~ use environmental print and digital and web-based resources to find words;

- (i) using a variety of resources such as a picture dictionary, environmental print, digital and web-based resources to find words;
 - (ii) ~~iv~~ identifying and sort words into conceptual categories such as opposites or living things;
 - (iii) ~~f~~ using knowledge of the meaning of base words to identify and read common compound words; such as sacapuntas, abrelatas, salvavidas;
 - (iv) applying words that name actions, directions, positions, sequences, and locations; and
 - (v) ~~ii~~ determining what words mean based on ~~from~~ how they are used in grade level text;
- (F) ~~G~~ using the appropriate rate, accuracy, and prosody when reading grade level text;
- (G) ~~H~~ self-select text and read independently for a sustained period of time; and
- (H) develop handwriting by printing complete words, thoughts, and answers legibly leaving appropriate spaces between words.
- (2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:
- (A) ~~H~~ 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) ~~A~~ make and confirm predictions using text features, characteristics of genre elements, and structures;
 - (D) ~~C~~ create mental images to deepen understanding;
 - (E) ~~D~~ make connections to personal experiences, to ideas in other texts, and to the larger community to activate prior knowledge;
 - (F) ~~E~~ make inferences and use evidence to support understanding;
 - (G) ~~F~~ evaluate prioritize information read to determine what is most important;
 - (H) ~~G~~ synthesize information to create new understanding; and
 - (I) monitor comprehension and make ~~corrections and~~ adjustments when understanding breaks down.
- (3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:
- A) describe the personal and emotional ~~impact of and personal~~ connections to a variety of sources including; such as self-selected or teacher selected texts;
 - (B) use text evidence to support an appropriate response; explain multiple viewpoints, such as personal and character, and support with text evidence;
 - (C) retell texts in ways that maintain meaning and logical order;
 - (D) interact with ~~react to a variety of sources read, heard, or viewed~~ in meaningful ways such as writing or illustrating; and
 - (E) respond using newly to various sources embedding acquired vocabulary as appropriate.
- (4) Collaboration: Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments using the four domains of language as appropriate. The student is expected to:
- (A) listen actively and ask relevant questions to clarify information;

- (B) work productively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions;
 - (C) share ideas about the topic under discussion, speak clearly at an appropriate pace, and build on the ideas of others; and
 - (D) recognize effective collaboration.
- (5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:
- (A) ~~develop an understanding of~~ recognize how forms and structures are the same and different within and across genres including fiction ~~versus nonfiction~~, traditional, informational ~~text~~, persuasive ~~text~~, procedural ~~text~~, and poetry;
 - (B) recognize characteristics and structures of literary text including:
 - (i) identifying and understanding the main events, ~~including~~ problem, and solution in the plot for texts read aloud and independently;
 - (ii) describing the setting ~~with where and when~~;
 - (iii) describing the main character(s) ~~and the reasons for their~~ ~~how their feelings change~~ and actions; ~~and~~
 - (iv) identifying the basic theme ~~such as working together as a community~~; ~~and~~
 - (v) identify the rhyme, rhythm, repetition, imagery and meaning in a variety of poems; ~~and~~
 - (C) recognize characteristics and structures of informational text including:
 - (i) using features, ~~including headings, table of contents, index, glossary, and simple graphics to labels~~, locate ~~or gain information, explain, or use information~~; and
 - (ii) discuss how different organizational structures such as description, temporal sequence, and categorical support the main ideas;
 - (D) recognize characteristics and structures of persuasive ~~or argumentative~~ text ~~including what the author is trying to persuade the reader to think or do with adult assistance~~; and
 - (i) ~~discussing what the author is trying to persuade the reader to think or do~~;
 - (E) explore the characteristics of multimodal texts for a variety of purposes.
- (6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students ~~will analyze and apply~~ author's craft purposefully in order to develop their own products and performances. The student is expected to:
- (A) identify and discuss the author's purpose for writing text;
 - (B) identify and discuss ~~how the ways authors structure~~ text ~~structure contributes to an author's purpose~~; and
 - (C) identify and discuss ~~the~~ author's use of print and graphic features to achieve specific purposes ~~with adult assistance~~.
- (7) Composition ~~and Presentation~~: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and 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 in oral, pictorial, or written form by organizing ideas;

Commented [A10]: Removed nonfiction as it is redundant. Informational text is the appropriate term.

Commented [A11]: Streamline and clarify

Commented [A12]: Changed to ensure appropriate formatting.

- (C) revise drafts by adding or deleting words, phrases, or sentences;
 - (D) edit drafts ~~independently and collaboratively~~ using standard Spanish conventions of ~~grammar, spelling, capitalization, and punctuation~~, including:
 - (i) ~~speak in~~ complete sentences ~~and ask questions~~ with ~~correct~~ subject-verb agreement;
 - (ii) ~~use~~ past, present, and future verbs;
 - (iii) ~~use~~ singular, plural, common, proper nouns, including articles;
 - (iv) ~~use~~ descriptive adjectives;
 - (v) ~~use~~ adverbs that convey time;
 - (vi) ~~use~~ prepositions; ~~and prepositional phrases when speaking and writing such as en, de, por la tarde, en la mañana;~~
 - (vii) ~~use subject~~ pronouns; ~~including I and me yo and ellos;~~
 - (viii) ~~use~~ capitalization of the beginning of sentences ~~and names of people~~; and
 - (ix) ~~use~~ punctuation marks at the end of declarative sentences, and the beginning and end of exclamatory, and interrogative sentences.
 - (E) publish and share writing with others;
 - (F) use the elements of craft to advance the writer's purpose when dictating and composing by:
 - (i) developing an idea with specific details and relevance;
 - (ii) organizing with structure; and
 - (iii) using intentional word choice; ~~and~~
 - ~~(iv) —developing voice; and~~
 - (G) dictate or compose literary texts including personal narratives and poetry using genre characteristics and ~~author's~~ craft;
 - (H) dictate or compose informational texts using genre characteristics and ~~author's~~ craft, including procedural;
 - (I) dictate or compose ~~persuasive argumentative~~ texts that ~~explain states~~ a personal opinion and reasons using genre characteristics and ~~author's~~ craft; and
 - (J) dictate or compose correspondence ~~such as friendly letters.~~
- (8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
- (A) generate questions ~~based on teacher-guided topics~~ for formal and informal inquiry ~~with adult assistance~~;
 - (B) identify sources and gather relevant information to answer the questions with adult assistance understand the research plan with teacher support; and
 - ~~(C) identify possible sources and gather information;~~
 - (C) demonstrate understanding of information gathered ~~with adult assistance~~; ~~and~~
 - ~~(D) incorporate digital technology, when appropriate.~~

Commented [A13]: Streamline and address age-appropriateness.

Commented [A14]: Streamline. Eliminate redundancy. See (B).

Spanish Language Arts and Reading, Grade 2

(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 embody the interconnected nature of listening, speaking, reading, and writing through the integrated strands of developing and sustaining foundational language skills; comprehension; response; collaboration; multiple genres; author's purpose and craft; composition and presentation; 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 eight 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. Each strand is of equal value and may be presented in any order throughout the year. All 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, and 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) 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 eight 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.
- (4) Research consistently shows that language and literacy development in the students' 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 where 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 in English-base on—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 ESL-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).

Commented [A15]: These sentences need to be added to any grade level that has student expectations related to encoding/decoding.

Commented [A16]: Recommended by Dr. Hill to leave the skills together because they are reciprocal. *Unlocking Literacy, Effective Decoding and Spelling Instruction*, by Marcia K. Henry

- (5.4) English language learners (ELLs) are expected to meet standards in a second language, and ~~however,~~ their proficiency in English ~~directly impacts~~ ~~influences~~ their ability to meet these standards. ~~The comprehension of text demonstrate this knowledge~~ throughout the stages of English language acquisition, ~~comprehension of text~~ requires additional 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. ~~Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.~~
- (6.5) 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 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 English Language Proficiency Standards and proficiency-level descriptors located in Chapter 74, Subchapter ~~A B~~.
- (7.6) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Dr. Kate Kinsella, NCLB, 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. Students need practice with academic language if they are to become proficient in that language; they must learn to speak the language of science, history, mathematics, art, literature, and technical subjects if they are to become thinkers in those disciplines~~ (Fisher, Frey, & Rothenberg, 2008).
- (8.7) 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.

Knowledge and skills.

- (1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics and morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:
- (A) develop oral language through listening and speaking by:
- (i) following, restating, and giving oral instructions that involve a short related sequence of actions;
 - (ii) employing eye contact, speaking rate, volume, enunciation, and the conventions of language;
 - (iii) giving ~~descriptive and~~ informative presentations;
 - ~~(iv) —actively listening using appropriate body language;~~
 - ~~(v) —listening to and distinguishing between relevant and irrelevant information;~~
 - (iv) developing social communication distinguishing between asking and telling, and ~~and identifying strengths in self and others; and~~
 - (v) asking and ~~answering open ended questions;~~ ~~responding to;~~
- (B) demonstrate and apply phonetic knowledge by:
- (i) decoding and encoding ~~multi-syllabic words; with different syllable patterns such as mes-, sol-, la-ta; to-ma;~~

- (ii) decoding and encoding diphthongs and hiatus; ~~such as vier-nes, pie, fui;~~
 - ~~(iii) decoding and encoding hiatus such as fi-de-o, po-e-ta;~~
 - (iii) decoding and encoding consonant blends and digraphs; ~~such bra/bra-zo; glo/glo-bo; and~~
 - ~~(v) decoding and encoding consonant digraphs such as ch/chi-le; ll/lla-ve; rr/pe-rra;~~
 - ~~(vi) using orthographic rules to segment and combine syllables including vowel diphthongs such as pue-de, sien-te, va-ea;~~
 - ~~(C-D)~~ demonstrate print awareness to:
 - (i) alphabetize to the second letter;
 - (ii) ~~use common graphic features to assist in the interpretation of text such as labels, captions, photographs and illustrations; and~~
 - ~~(iii) distinguish features of a sentence including capitalization of first word, beginning and ending punctuation, commas, quotation marks, and em dash to indicate dialogue;~~
 - ~~(D-E)~~ develop vocabulary by ~~to~~:
 - (i) using a variety of resources such as a picture dictionary, environmental print, digital and web-based resources to find words; use print, digital, and web-based resources to find words, check spelling, and determine meanings, syllabication and pronunciation to validate understanding of unknown words;
 - (ii) using context to determine the meaning of unfamiliar ~~words or~~ and multiple meaning words in grade level text;
 - (iii) using knowledge of the meaning of base words to identify and read common compound words; such as sacapuntas, abrelatas, sobrecama;
 - (iv) using affixes prefixes and suffixes to determine the meaning of words; ~~and such as componer/descomponer; obedecer/desobedecer, rápido/rapidamente, lento/lentamente;~~
 - (v) identifying and using antonyms and synonyms;
 - ~~(v) using knowledge of the meaning of base words to identify and read common compound words such as sacapuntas, abrelatas, sobrecama;~~
 - ~~(C)~~ use appropriate rate, accuracy, and prosody when reading grade level text
 - ~~(E-F)~~ self-select text and read independently for a sustained period of time using the appropriate rate, accuracy, and prosody when reading grade level text; and
 - ~~(F-G)~~ develop handwriting by printing complete words, thoughts, and answers legibly leaving appropriate spaces between words, accurately form all upper and lowercase cursive letters using appropriate strokes when connecting letters;
- (2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:
- ~~(A)(H)~~ 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)(A)~~ make and confirm predictions using text features, characteristics of genre, elements, and structures;
 - ~~(D)(E)~~ create mental images to deepen understanding;

- (E)(D) make connections to personal experiences, to ideas in other texts, and to the larger community ~~to activate prior knowledge~~;
- (F)(E) make inferences and use evidence to support understanding;
- (G)(F) ~~evaluate~~ ~~prioritize~~ information read to determine what is most important;
- (H)(G) synthesize information to create new understanding; ~~and~~
- (I) monitor comprehension and make ~~corrections and~~ adjustments when understanding breaks down.
- (3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:
- (A) describe the ~~personal and~~ emotional ~~impact of and personal~~ connections to a variety of sources ~~including such as self-selected or teacher-selected texts~~;
- (B) ~~use text evidence to support an appropriate response~~; ~~explain multiple viewpoints, such as personal and character, and support with text evidence~~;
- (C) paraphrase texts in ways that maintain meaning and logical order;
- (D) ~~interact with~~ ~~react to a variety of~~ sources ~~read, heard, or viewed~~ in meaningful ways such as writing or illustrating; and
- (E) respond ~~using newly to various sources embedding~~ acquired ~~vocabulary~~ as appropriate.
- (4) Collaboration: Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments ~~using the four domains of language as appropriate~~. The student is expected to:
- (A) listen actively and ask relevant questions to clarify information;
- (B) work productively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others;
- (C) share ideas about the topic under discussion, speak clearly and to the point, and build on the ideas of others; and
- (D) distinguish between effective and ineffective collaboration.
- (5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:
- (A) ~~develop an understanding of~~ ~~recognize~~ how forms and structures are the same and different within and across genres including ~~fiction versus nonfiction~~, realistic fiction, traditional, animal fantasy, informational ~~text~~, persuasive ~~text~~, procedural ~~text~~, and poetry;
- (B) recognize characteristics and structures of literary text including:
- (i) identifying and understanding the main events, ~~including~~ ~~problem~~, and solution in the plot for texts read aloud and independently;
 - (ii) describing the importance of the setting or multiple settings;
 - (iii) describing the main character(s) and how their feeling and actions change; ~~and~~
 - (iv) identifying the basic theme ~~such as treating people fairly~~; ~~and~~
 - (v) identify and explain the elements of poetry, including rhyme, rhythm, repetition, imagery, and theme in narrative and lyrical poems;
- (C) recognize characteristics and structures of informational text including:

Commented [A17]: Removed nonfiction as it is redundant. Informational text is the appropriate term.

- (i) using features ~~and graphics including subheadings, paragraphs, types, styles, and columns to locate and gain information explain, or use information~~; and
 - (ii) discuss how different organizational structures such as temporal sequence, categorical, and questions/answers support the main ideas;
- (D) recognize characteristics and structures of persuasive ~~or argumentative~~ text including ~~what the author is trying to persuade the reader to think or do; and~~
- (i) ~~discussing what the author is trying to persuade the reader to think or do;~~
- (E) recognize the characteristics of multimodal texts for a variety of purposes.
- (6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to:
- (A) identify and discuss the author's purpose for writing text;
 - (B) identify and discuss ~~how, with adult assistance, the ways authors structure~~ text ~~structure contributes to an author's purpose~~; and
 - (C) identify and discuss ~~the, with support,~~ author's use of print and graphic features to achieve specific purposes.
- (7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and 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 of varying lengths by organizing ideas into a focused piece of writing;
 - (C) revise drafts by adding or deleting words, phrases, or sentences;
 - (D) edit drafts ~~independently and collaboratively~~ using standard Spanish conventions of ~~grammar, spelling, capitalization, and punctuation~~; including:
 - (i) ~~use~~ complete sentences with ~~correct~~ subject-verb agreement;
 - (ii) ~~use~~ past, present, and future verbs;
 - (iii) ~~use~~ singular, plural, common, and proper nouns, including articles;
 - (iv) ~~use~~ descriptive adjectives;
 - (v) ~~use~~ adverbs that convey time and manner;
 - (vi) ~~use~~ prepositions and prepositional phrases; ~~when speaking and writing such as con, por, para, abajo de, adentro de;~~
 - (vii) ~~use~~ subject and object pronouns; ~~including mi, él, le, and nos~~
 - (viii) ~~distinguish between declarative and interrogative sentences;~~
 - (vii) ~~use~~ capitalization for proper nouns, and the salutation and closing of a letter; and
 - (viii) ~~use~~ punctuation marks, at the end of declarative sentences, and the beginning and end of exclamatory, and interrogative sentences;
 - (xi) ~~use resources to find correct spellings;~~
 - (E) publish and share writing with others;
 - (F) use the elements of craft to advance the writer's purpose when composing by:
 - (i) developing an idea with specific details and relevance;

Commented [A18]: Streamline and clarify

Commented [A19]: Changed to ensure appropriate formatting.

- (ii) organizing with structure;
 - (iii) using intentional word choice;
 - (iv) constructing a variety of sentence lengths; and
 - (v) developing voice;
- (G) compose literary texts including personal narratives and poetry; using genre characteristics and ~~author's~~ craft;
- (H) compose informational texts using genre characteristics and ~~author's~~ craft ~~including such as~~ procedural and reports;
- (I) compose ~~persuasive argumentative~~ texts that ~~explains-states~~ a personal opinion ~~and reasons~~ using genre characteristics and ~~author's~~ craft; and
- (J) compose correspondence. ~~such as friendly letters.~~
- (8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
- (A) generate questions ~~based on teacher-guided topics~~ for formal and informal inquiry with adult assistance;
 - ~~(B) identify sources and gather relevant information to answer the questions; understand the research plan with teacher support;~~
 - ~~(C) gather information from a variety of sources;~~
 - (C) recognize primary and secondary sources; and
 - (D) demonstrate understanding of information gathered.; ~~and~~
 - ~~(E) incorporate digital technology, when appropriate.~~

Commented [A20]: Streamline, VA

Commented [A21]: Streamline. Eliminate redundancy. See (B).