

DRAFT Proposed Revisions  
Texas Essential Knowledge and Skills (TEKS)  
Spanish Language Arts and Reading, Kindergarten - Grade 2

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Prepared by the State Board of Education TEKS Review Committees

First Draft, November 2015

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~~). Text proposed to be moved from its current student expectation is shown in purple font with strikethrough (~~moved text~~) and is shown in the proposed new location in purple font with underlines (new text location).

Comments in the right-hand column 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
- VA**—information added, changed, or deleted to increase vertical alignment

**K-2 SPANISH LANGUAGE ARTS AND READING TABLE OF CONTENTS**

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§128.11. Spanish Language Arts and Reading, Kindergarten, Beginning with School Year 2009-2010.		
TEKS with edits		Committee Comments
(a)	Introduction.	STRANDS
(1)	<p>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, not mere translations from English. The Spanish Language Arts and Reading TEKS are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the Spanish language in speaking and writing. The Reading strand is structured to reflect major topic areas of the National Reading Panel Report as well as other current and relevant research on Spanish literacy development. In Kindergarten, students engage in activities that build on their natural curiosity and prior knowledge to develop their reading, writing, and oral language skills. Students should be read to on a daily basis.</p>	
(2)	<p>Research consistently shows that literacy development in the student's native language facilitates learning in English (Collier &amp; Thomas, 1997; Cummins, 2001). Students can develop cognition, learn, and achieve best when they can understand the language of instruction (August, Calderon, &amp; Carlo, 2003). Students who have strong literacy skills in their primary language can be expected to transfer those skills to English and <i>progress rapidly</i> in learning in English. Although English and Spanish look very similar on the surface (i.e., similar alphabets; directionality; cognates) the conventions of each language presuppose the reading process in that language. Consequently, systematic instruction in the appropriate sequence of skills is critical. For this reason, the Spanish Language Arts and Reading TEKS reflect language arts standards that are authentic to the Spanish language and not mere translations from English.</p>	
(A)	<p>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</p>	

	<p>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. Spanish uses frequency words that are identified by the rate of occurrence in grade appropriate text and used to build on 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.</p>		
(B)	<p>Spanish instruction maximizes access to English content. Students with strong literacy skills in Spanish phonemic awareness, phonics, vocabulary, and reading comprehension can be expected to transfer those skills to English. The "transfer" of knowledge and skills from one language to another refers to the metalinguistic and metacognitive processes and awareness that students gain in developing literacy in two languages. Current research on bilingual instruction (e.g., August &amp; Shanahan, 2006; Genesse et al., 2006) shows how students use native literacy knowledge when learning to read and write in another language.</p>		
(C)	<p>The effective transfer of skills transpires as students develop their metalinguistic skills and as they engage in a contrastive analysis of the Spanish and English languages (Cummins, 2007). Transfer matters occur within fundamentals of language that are common to Spanish and English; within fundamentals that are similar, but not exact in both languages; and in fundamentals specific to each language and not applicable to the other language. The strength of learning through formal instruction in Spanish determines the extent of transfer in English (August, Calderon, &amp; Carlo, 2000; Slavin &amp; Calderon, 2001; Garcia, 2001). In other words, for transfer to occur, comprehension of the "rules" and the realization of their applicability to the new language specific tasks are necessary.</p>		
(D)	<p>The concept of transfer necessitates the use of some of both languages in which both (Spanish and English) <i>co-exist with flexibility</i>. 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. This is <i>reliant</i> on the type of bilingual program model being used (See Texas Education Code, §29.066).</p>		
(3)	<p>To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations at Kindergarten as described in subsection (b) of this section.</p>		

(4)	To meet Texas Education Code, §28.002(h), which states, "... each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.		
(b)	<b>Knowledge and skills.</b>		
(1)	<b>Reading/Beginning Reading Skills/Print Awareness. Students understand how Spanish is written and printed. Students are expected to:</b>		<b>1</b>
(A)	recognize that spoken words can be represented by print for communication;		<b>1</b>
(B)	identify upper- and lower-case letters;		<b>1</b>
(C)	demonstrate the one-to-one correspondence between a spoken word and a printed word in text;		<b>1</b>
(D)	recognize the difference between a letter and a printed word;		
(E)	recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries <u>such as kinesthetic (clapping) or tactile actions (manipulatives) (e.g., through kinesthetic or tactile actions such as clapping and jumping)</u> ;		<b>1</b>
(F)	hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right; and		<b>1</b>
(G)	identify different parts of a book <u>including portada, contraportada, lomo, título de la página, texto e ilustraciones (e.g., front and back covers, title page)</u> .		<b>1</b>
(2)	<b>Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:</b>		
(A)	identify a sentence made up of a group of words;	<u>H</u>	<b>1</b>
(B)	identify syllables in spoken words;	<u>I</u>	<b>1</b>
(C)	orally generate rhymes in response to spoken words <u>such as "¿Qué rima con mesa? (e.g., "¿Qué rima con mesa?")</u> ;	<u>J</u>	<b>1</b>
(D)	distinguish orally presented rhyming pairs of words from non-rhyming pairs;		<b>1</b>
(E)	recognize spoken alliteration or groups of words that begin with the same initial	<u>L</u>	<b>1</b>

	sound <u>such as "Pepe Pecas pica papas" (e.g., "Pepe Pecas pica papas");</u>		
(F)	blend spoken phonemes to form syllables and words <u>such as /m/ ... /a/ says ma, ma-pa says "mapa" (e.g., /m/ ... /a/ says ma, ma-pa says "mapa");</u>	<u>M</u>	<u>1</u>
(G)	isolate the initial syllabic sound in spoken words <u>such as /pa/ta, /la/ta, /ra/ta (e.g., /pa/ta, /la/ta, /ra/ta); and</u>	<u>N</u>	<u>1</u>
(H)	separate spoken multi-syllabic words into two to three syllables <u>such as /to/ /ma/ /te/ (e.g., /to/ /ma/ /te/).</u>	<u>O</u>	<u>1</u>
<u>(P)</u>	<u>use phonological knowledge to match sounds to individual letters or syllables such as "b" (burro) and "v" (vaca);</u>	<u>18 (A)</u>	<u>1</u>
<u>(Q)</u>	<u>use letter-sound correspondences to spell mono- and multi-syllabic words;</u>	<u>18 (B)</u>	<u>1</u>
<u>(R)</u>	<u>use knowledge of consonant/vowel sound relationships to spell syllables and words in text and independent of content (e.g. such as, CV, ma, VC, un; VCV, oso; CVC, sol; CVCV, mesa);</u>	<u>18 (C)</u>	<u>1</u>
<u>(S)</u>	<u>use "y" to represent /i/ when used as a conjunction (e.g. such as mamá y papá); and</u>	<u>18 (D)</u>	<u>1</u>
<u>(T)</u>	<u>write one's own name.</u>	<u>18 (E)</u>	<u>1</u>
<u>(3) 2</u>	<b>Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds and morphological analysis to decode written Spanish. Students are expected to:</b>		<u>1</u>
(A)	decode <u>syllables using</u> the five vowel sounds such as ma, me, mi, mo, mu ;	Combine A and B based on research by Dr. Elsa Cardenas	<u>1</u>
<del>(B)</del>	<del>decode syllables;</del>		
(C)	use phonological knowledge to match sounds to individual letters and syllables, including hard and soft consonants such as "r," "c," and "g";		<u>1</u>
(D)	decode the written "y" when used as a conjunction, as in "mamá y papá";		<u>1</u>
(E)	<del>become familiar with</del> <u>Understand</u> the concept that "h" is silent <u>such as hijo, hermano, hoy, hola ;</u>		<u>1</u>
(F)	<del>become familiar with</del> <u>Understand</u> the digraphs /ch/, /rr/ <u>such as chico, chile, perro, carro ;</u>		<u>1</u>
(G)	<del>become familiar with</del> <u>Understand</u> the concept that "ll" and "y" have the same sound <u>such as llave, lluvia, ya, yegua; (e.g., llave, ya);</u>		<u>1</u>
(H)	use knowledge of consonant/vowel sound relationships to decode syllables and		<u>1</u>

	words in text and independent of content ( <del>e.g., CV, VC, CVC, CVCV words</del> ); and i) <del>open by syllable such as mes, sol, el, ma-no, bo-ca, co-ci-na,</del> ii) <del>closed syllable (CVC) such as;</del>		
(I)	recognize that new words are created when syllables are changed, added, or deleted.		1
(4)	Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:		2
(A)	predict what might happen next in text based on the cover, title, and illustrations; and		2
(B)	<b>ask and respond to questions about texts read aloud.</b>		3
(5)	Reading/Vocabulary Development. Students understand new vocabulary and use it correctly when reading and writing. Students are expected to:		1
(A)	identify and use words that name actions, directions, positions, sequences, and locations;		1
(B)	<del>become familiar with</del> <b>Understand</b> grade appropriate vocabulary including content and function words;		1
(C)	recognize that compound words are made by putting two words together <u>such as <del>saca + puntas = sacapuntas</del> (e.g., <del>saca + puntas = sacapuntas</del>)</u> ;		1
(D)	identify and sort pictures of objects into conceptual categories <u>such as colors, shapes, textures</u> ( <del>e.g., colors, shapes, textures</del> ); and		1
(E)	<u>Recognize the purpose of a <del>use a picture</del> dictionary <del>to find words</del> is to associate words with meaning.</u>		1
(6)	Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:		2
(A)	identify elements of a story including setting, character, and key events;		6
(B)	<b>discuss the big idea (theme) of a <del>well-known</del> folktale or fable and connect it to personal experience;</b>		5
(C)	recognize sensory details <u>in language and literature as it relates to the five senses</u> ; and		6
(D)	recognize recurring phrases and characters in traditional fairy tales, lullabies, and		6

	folktales from various cultures.		
(7)	Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds.		5
(8)	Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:		
(A)	<u>identify the main character or idea and the most important thing about the main character or idea such as “Get the Gist”;</u> <del>retell a main event from a story read aloud;</del> <b>and</b>		2
(B)	<u>retell the main event of a story read aloud in three parts using transition words such as like, ‘First, then, and finally;</u> <del>describe characters in a story and the reasons for their actions.</del>		3
(C)	<u>describe characters in a story and provide reasons for using descriptors with evidence from story such as “The girl, Sally, was bossy because she kept telling others what to do, like...”;</u> <b>and</b>		3
(D)	<u>identify a reason for an action in the story such as “He stopped playing because some kids were making fun of him”.</u>		2
(9)	Reading/Comprehension of Informational Text/Culture and History. <del>Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</del> Students are expected to <del>identify the topic of an informational text heard.</del>		
(A)	<u>make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts</u>		6
(B)	<u>provide evidence from the text to support their understanding</u>		3
(C)	<u>identify the topic of an informational text heard.</u>		6
(10)	Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text, and provide evidence from text to support their understanding. Students are expected to:		2
(A)	<b>identify the topic and details in expository text heard or read, referring to the words and/or illustrations;</b>		2

(B)	<b>retell important facts in a text, heard or read;</b>		<b>2</b>
(C)	discuss the ways authors group information in text; and		<b>2</b>
(D)	use titles and illustrations to make predictions about text.		<b>2</b>
(11)	Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:		<b>2</b>
(A)	follow pictorial directions <u>such as recipes, science experiments</u> (e.g., <del>recipes, science experiments</del> ); and		<b>2</b>
(B)	<b>identify the meaning of specific signs <u>such as traffic signs, warning signs</u></b> (e.g., <del>traffic signs, warning signs</del> ).		<b>2</b>
(12)	Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students (with adult assistance) are expected to:		<b>2</b>
(A)	identify different forms of media <u>such as advertisements, newspapers, radio programs, digital media (with adult assistance)</u> (e.g., <del>advertisements, newspapers, radio programs</del> ); and		<b>2</b>
(B)	<b>identify techniques used in media <u>such as sound, movement (with adult assistance)</u></b> (e.g., <del>sound, movement</del> ).		<b>2</b>
(13)	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students (with adult assistance) are expected to:		<b>7</b>
(A)	plan a first draft by generating ideas for writing through class discussion;		<b>7</b>
(B)	develop drafts <u>when by sequencing the action or details in the story;</u>  i) <u>dictating or writing sentences to tell a story and put the sentences in chronological sequence</u> ii) <u>writing short poems</u> <u>dictating or writing information for lists, captions, or invitations</u>		<b>7</b>
(C)	revise drafts by adding details or sentences;		<b>7</b>
(D)	iii) edit drafts by leaving spaces between letters and words; and	Create romanettes	<b>7</b>
(E)	share writing with others.		<b>7</b>



(14)	Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. <del>Students are expected to:</del>		7
(A)	<del>dictate or write sentences to tell a story and put the sentences in chronological sequence; and</del>		
(B)	<del>write short poems.</del>		
(15)	<del>Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to dictate or write information for lists, captions, or invitations.</del>		
(16)	Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:		7
(A)	<b>understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):</b>		7
(i)	<b>verbs, including commands and past and future tenses when speaking;</b>		7
(ii)	nouns <u>including</u> singular <u>and</u> plural <del>(singular/plural);</del>		7
(iii)	descriptive words;		7
(iv)	prepositions and simple prepositional phrases appropriately when speaking or writing <u>such as en, de, por la tarde, en la mañana</u> <del>(e.g., en, de, por la tarde, en la mañana);</del> and		7
(v)	personal pronouns <u>such as yo, ellos</u> <del>(e.g., yo, ellos);</del>		7
(B)	speak <u>and write</u> in complete sentences to communicate; <del>and</del>		7
(C)	<del>use complete simple sentences.</del>		
(17)	Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:		7
(A)	form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression);		7
(B)	<b>capitalize the first letter in a sentence; and</b>		7
(C)	use punctuation <u>marks</u> at the beginning <u>and end of interrogative and exclamatory sentences</u> <del>(when appropriate)</del> and at the end of a <u>declarative</u> sentence.		7

(18)	Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:		<b>7</b>
(A)	<del>use phonological knowledge to match sounds to individual letters or syllables;</del>		
(B)	<b>use letter-sound correspondences to spell mono- and multi-syllabic words;</b>		
(C)	<del>use knowledge of consonant/vowel sound relationships to spell syllables and words in text and independent of content (e.g., CV, ma; VC, un; VCV, oso; CVC, sol; CVCV, mesa);</del>	Moved under strand one for reading	
(D)	<del>use "y" to represent /i/ when used as a conjunction such as mamá y papá (e.g. mamá y papá); and</del>	Moved under strand one for reading	
(E)	<del>write one's own name.</del>	Moved under strand one for reading	
(19)	Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students (with adult assistance) are expected to:	Moved under strand one for reading	<b>8</b>
(A)	ask questions about topics of class-wide interest; and	Moved under strand one for reading	<b>8</b>
(B)	<b>decide what sources or people in the classroom, school, library, or home can answer these questions.</b>		<b>8</b>
(20)	Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students (with adult assistance) are expected to:		<b>8</b>
(A)	gather evidence from provided text sources; and		<b>8</b>
(B)	<b>use pictures in conjunction with writing when documenting research.</b>		<b>8</b>
<del>(21)</del>	Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:		<b>4</b>
(A)	listen attentively by facing speakers and asking questions to clarify information; and		<b>4</b>
(B)	<b>follow oral directions that involve a short related sequence of actions.</b>		<b>3</b>
<del>(3)</del> <del>(22)</del>	Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas by speaking audibly and clearly using the conventions of language.		<b>7</b>
<del>(23)</del>	Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity.		<b>4</b>

	Students are expected to follow agreed-upon rules for discussion, including taking turns and speaking one at a time.		

DRAFT

**§128.12. Spanish Language Arts and Reading, Grade 1, Beginning with School Year 2009-2010.**

TEKS with edits		Committee Comments	Strands
(a)	<b>Introduction.</b>		
(1)	<p>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, not mere translations from English. The Spanish Language Arts and Reading TEKS are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the Spanish language in speaking and writing. The Reading strand is structured to reflect major topic areas of the National Reading Panel Report as well as other current and relevant research on Spanish literacy development. In first grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should write, read, and be read to on a daily basis.</p>		
(2)	<p>Research consistently shows that literacy development in the student's native language facilitates learning in English (Collier &amp; Thomas, 1997; Cummins, 2001). Students can develop cognition, learn, and achieve best when they can understand the language of instruction (August, Calderon, &amp; Carlo, 2003). Students who have strong literacy skills in their primary language can be expected to transfer those skills to English and <i>progress rapidly</i> in learning in English. Although English and Spanish look very similar on the surface (i.e., similar alphabets; directionality; cognates) the conventions of each language presuppose the reading process in that language. Consequently, systematic instruction in the appropriate sequence of skills is critical. For this reason, the Spanish Language Arts and Reading TEKS reflect language arts standards that are authentic to the Spanish language and not mere translations from English.</p>		
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	<p>occurrence in grade appropriate text and used to build on 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.</p>		
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(4)	<p>To meet Texas Education Code, §28.002(h), which states, "... each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.</p>		

(b)	<b>Knowledge and skills.</b>		
(1)	<b>Reading/Beginning Reading Skills/Print Awareness. Students understand how Spanish is written and printed. Students are expected to:</b>		1
(A)	recognize that spoken words are represented in written Spanish by specific sequences of letters;		1
(B)	identify upper- and lower-case letters;		1
(C)	sequence the letters of the alphabet;		1
(D)	recognize the distinguishing features of a sentence <del>(e.g. such as</del> capitalization of first word, beginning and ending punctuation, the <del>em-</del> dash (guión) to indicate dialogue);		
(E)	read texts by moving from top to bottom of the page and tracking words from left to right with return sweep; and		1
(F)	<del>Identify the information that different parts of a book provide</del> <u>Identify the use of the different components of a book (e.g. including título, autor, ilustrador, traductor, tabla de contenido, índice. Title, author, illustrator, table of contents).</u>	The translator is an important role in books publications.	1
(2)	<b>Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:</b>		1
(A)	orally generate a series of original rhyming words using a variety of endings <del>(e.g., such as</del> -ita, -osa, -ión);		
(B)	recognize the change in a spoken word when a specified syllable or phoneme is added, changed, or removed <del>(e.g. such as</del> "ma-lo" to "ma-sa"; "to-mo" to "co-mo");		1
(C)	blend spoken phonemes to form syllables and words <del>(e.g. such as</del> sol, pato);		1
(D)	distinguish orally presented rhyming pairs of words from non-rhyming pairs;		1
(E)	identify syllables in spoken words, including diphthongs and <i>hiatus</i> <del>such as</del> le-er, rí-o, quie-ro, na-die, ra-dio, sa-po); and		1
(F)	Separate spoken multi-syllabic words into two to four syllables <del>(e.g. such as</del> ra-na, má-qui-na, te-lé-fo-no).		1
(3)	<b>Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</b>		1
(A)	Decode <u>syllables using</u> the five vowel sounds <u>such as ma, me, mi, mo, mu</u>	Combine 3 A and 3 B	1
<del>(B)</del>	<del>decode syllables;</del>		1

(C)	use phonological knowledge to match sounds to individual letters and syllables including hard and soft consonants such as "r," "c," and "g";		1
(D)	decode the written "y" when used as a conjunction <del>(e.g.,</del> <u>such as</u> "mamá y papá");		1
(E)	decode words in context and in isolation by applying the knowledge of letter-sound relationships in different structures including:		1
(i)	<u>open</u> <u>by syllable</u> <del>(e.g.,</del> <u>such as</u> <u>CV</u> , la; <u>con</u> <u>VCV</u> , a-la; <u>ca-sa</u> , <u>tam-bién</u> <u>CVCV</u> , <u>toma</u> <u>to-ma-te</u> , <u>pa-pi-ta</u> , <u>cho-co-la-te</u> , <u>te-lé-fo-no</u> );		1
(ii)	<u>closed syllable</u> , <del>(e.g.,</del> <u>such as</u> <u>VC</u> , un; <u>CVC</u> , mes);		1
(iii)	consonant blends <u>,</u> <u>such as</u> <del>(e.g.,</del> bra/bra-zo; glo/glo-bo); and		1
(iv)	consonant <u>diagraphs</u> (e.g., ch/chi-le; ll/lla-ve; rr/pe-rro);		1
(F)	decode words with the silent "h";		1
(G)	decode words that use syllables que-, qui-, as in queso and quito; gue-, gui-, as in guiso and juguete; and <u>the use of the dieresis</u> , <u>such as</u> güe-, güi-, as in pingüino and agüita;		1
(H)	decode words that have the same sounds represented by different letters <u>,</u> <del>(e.g.,</del> <u>including</u> "r" and "rr," as in ratón and perro; "ll" and "y," as in llave and yate; "g" and "j," as in gigante and jirafa; "c," "k," and "q," as in casa, kilo, "c," "s," and "z," as in cereal, semilla, and zapato; "j" and "x," as in cojín and México; "i" and "y," as in imán and doy; <del>"b" and "v," as in burro and vela</del> );	Making sure each of these skills are taught. ER "b" and "v" are taught as different phonemes (sounds)	1
(I)	identify the stressed syllable ( <i>sílaba tónica</i> );		1
(J)	decode words with an orthographic accent <u>,</u> <u>such as</u> <del>(e.g.,</del> "papá," "mamá"); and		1
(K)	use knowledge of the meaning of base words to identify and read common compound words <u>,</u> <u>such as</u> <del>(e.g.,</del> sacapuntas, abrelata, salvavida);		1
(4)	<b>Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:</b>		2
(A)	<u>predict</u> <del>confirm predictions about</del> what will happen next in text by "reading the part that <del>tells</del> <u>confirms your predictions</u> " <u>such as</u> <u>title, cover, and illustration</u> ;		2
(B)	ask relevant questions, seek clarification, and locate facts and details about stories and other texts; and		3
(C)	establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down <del>(e.g.</del> <u>such as</u> , identifying clues, using background knowledge, generating questions, re-reading a portion aloud).		2

(5)	<b>Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing, and comprehension.</b>		1
(6)	<b>Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b>		1
(A)	identify words that name actions (verbs) and words that name persons, places, <del>or</del> things, <u>or ideas</u> (nouns);		1
(B)	determine the meaning of compound words using knowledge of the meaning of their individual component words, <u>such as</u> ( <del>e.g.</del> ; paraguas);		1
(C)	determine what words mean from how they are used in a sentence, <u>using clues from the text</u> , either heard or read;		1
(D)	identify and sort words into conceptual categories <u>such as</u> ( <del>e.g.</del> ; opposites, living things); and		1
(E)	alphabetize a series of words to the first or second letter and use a dictionary to find words.		1
(7)	<b>Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</b>		2
(A)	<del>connect</del> <u>identify</u> the meaning ( <u>theme</u> ) of a <del>well-known</del> story <del>or</del> <u>and</u> fable, <u>and connect</u> to personal experiences; and	Expert Review	5
(B)	explain the function of recurring phrases <u>such as</u> ( <del>e.g.</del> ; " Había una vez" or " Colorín Colorado, este cuento se ha acabado") in traditional folk- and fairy tales.		6
(C)	<u>Describe characters, setting, and plot in traditional folk and fairy tales</u>		5
(8)	<b>Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to respond to and use rhythm, rhyme, and alliteration in poetry.</b>		2
(9)	<b>Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</b>		2
(A)	describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events; and		2
(B)	describe characters in a story and the reasons for their actions and feelings.		2



(10)	<b>Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to determine whether a story is <del>true</del> realistic or a fantasy and explain why.</b>		5
(11)	<b>Reading/Comprehension of Literary Text/Sensory Language. Students understand <u>and use background knowledge to</u>, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to recognize sensory details in literary text.</b>	Needs to be split see Cindy's paper A,b,C 6,2,2	6,2,2
(12)	<b>Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time <u>to build stamina</u> and produce evidence of their reading. <del>Students are expected to read independently for a sustained period of time.</del></b>	Need to split A,B redundant	1,2
(13)	<b>Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and explain the author's purpose in writing the text.</b>	Need to split A,B, C	6,3,6
(14)	<b>Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</b>		2
(A)	restate the main idea <u>and/or topic</u> <del>and</del> , <del>heard or read</del> to identify important facts or details in text, heard or read		2
(B)	<del>identify important facts or details in text, heard or read;</del>	Move to 14 A to consolidate skill	2
(C)	retell the order of events in a text by referring to the words and/or illustrations; and		2
(D)	use text features ( <del>e.g.,</del> <u>such as</u> title, tables of contents, illustrations) to locate specific information in text.		2
(15)	<b>Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</b>		2
(A)	follow written multi-step directions with picture cues to assist with understanding; and		2
(B)	explain the meaning of specific signs and symbols ( <del>e.g.</del> <u>such as</u> , map features).		2
(16)	<b>Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning.</b>	Revisit	2

	<b>Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</b>		
(A)	recognize different purposes of media (e.g. <u>such as</u> , informational, entertainment) (with adult assistance); and	Revisit	2
(B)	identify techniques used in media (e.g. <u>such as</u> , sound, movement).	Revisit	2
(17)	<b>Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b>		7
(A)	plan a first draft by generating ideas for writing (e.g., <u>such as</u> drawing, sharing ideas, listing key ideas);		7
(B)	develop drafts by sequencing ideas through writing sentences;		7
(C)	revise drafts by adding or deleting a word, phrase, or sentence;		7
(D)	edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; and		7
(E)	publish and share writing with others.		7
(18)	<b>Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</b>		7
(A)	write brief stories that include a beginning, middle, and end; and		7
(B)	write short poems that convey sensory details.		7
(19)	<b>Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>		7
(A)	write brief compositions about topics of interest to the student;		7
(B)	write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., <u>such as</u> date, salutation, closing); and		7
(C)	write brief comments on literary or informational texts.		7
(20)	<b>Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</b>		7
(A)	understand and use the following parts of speech in the context of reading, writing, and speaking:		7
(i)	verbs in the past, present, and future in the indicative mode (canto, canté);		7
(ii)	nouns (singular/plural, common/proper);		7

(iii)	adjectives (e.g., <u>such as</u> descriptive: verde, alto);		7
(iv)	adverbs (e.g., <u>such as</u> time: <del>before, next</del> ; <u>antes, después</u> )		7
(v)	prepositions and prepositional phrases <u>such as</u> ("por la mañana");		7
(vi)	personal pronouns (e.g., <u>such as</u> yo, ellos); and		7
(vii)	time-order transition words (e.g., <u>such as</u> primero, luego, después);		7
(B)	speak in complete sentences with correct article-noun agreement (e.g., <u>such as</u> la pelota, el mapa, el agua, la mano, el águila); and		7
(C)	identify and read abbreviations (e.g., <u>such as</u> Sr., Sra.).		7
(21)	<b>Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</b>		7
(A)	form upper- and lower-case letters legibly in text, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences;		7
(B)	recognize and use basic capitalization for <u>the beginning of sentences</u> ; <u>and names of people</u> ; <del>and</del>		7
(i)	<u>the beginning of sentences</u> ; <u>and</u>	21 B i and ii consolidated	7
(ii)	<u>names of people</u> ; <u>and</u>		7
(C)	recognize and use punctuation marks at the beginning and end of exclamatory and interrogative sentences and at the end of declarative sentences.		7
(22)	<b>Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</b>		1
(A)	use phonological knowledge to match sounds to letters and syllables to construct words <u>such as "b" (burro) and "v" (vaca)</u> ;		1
(B)	use syllable-sound patterns to generate a series of original rhyming words using a variety of ending patterns (e.g. <u>such as</u> <u>asción, -illa, -ita, -ito</u> );		1
(C)	blend phonemes to form syllables and words (e.g., <u>such as</u> mismo, tarde);		1
(D)	become familiar with words using orthographic patterns including:		7
(i)	words that use syllables with hard /r/ spelled as "r" or "rr," as in ratón and carro;		7
(ii)	words that use syllables with soft /r/ spelled as "r" and always between two vowels, as in pero and <del>perro</del> <u>cara</u> ;	Better example	7

(iii)	words that use syllables with silent "h, " as in hora and ahora;		7
(iv)	words that use syllables que-, qui-, as in queso and quito; gue-, gui-, as in juguete and guiso; and güe-, güi-, as in paragüero and agüita;		7
(v)	words that have the same sound represented by different letters (e.g., such as "r" and "rr," as in ratón and perro; "ll" and "y," as in llave and yate; "g" and "j," as in gigante and jirafa; "c," "k," and "q," as in casa, kilo, and quince; "c," "s," and "z," as in cereal, semilla, and zapato; "j" and "x," as in cojín and México; "i" and "y," as in imán and doy; "b" and "v," as in burro and vela); and	ER – “b” and “v” should be taught in their original form due to dialectical variations	7
(vi)	words using "n" before "v" (e.g., such as invitar), "m" before "b" (e.g., such as cambiar), and "m" before "p" (e.g., such as importante);		7
(E)	become familiar with words with consonant blends (e.g., such as bra/bra-zo-, glo/glo-bo-);		7
(F)	use knowledge of syllabic sounds, word parts such as affixes, root and base words, word segmentation, and syllabication to spell;	Clarification	7
(G)	become familiar with words that have a prosodic or orthographic accent on the last syllable (palabras agudas) (e.g., such as calor, ratón);		7
(H)	become familiar with the appropriate use of accents on words commonly used in questions and exclamations (e.g., such as cuál, dónde, cómo);		7
(I)	become familiar with creating the plural form of words ending in "z" by replacing the "z" with "c" before adding -es (e.g., such as lápiz, lápices, feliz, felices); and		7
(J)	use resources to find correct spellings.		7
(23)	<b>Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students (with adult assistance) are expected to:</b>		8
(A)	generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics; and		8
(B)	decide what sources of information might be relevant to answer these questions.		8
(24)	<b>Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students (with adult assistance) are expected to:</b>		8
(A)	gather evidence from available sources (natural and personal) as well as from interviews with local experts;		8
(B)	use text features (e.g., such as table of contents, alphabetized index) in age-appropriate reference works (e.g., such as picture dictionaries) to locate information; and		8

(C)	record basic information in simple visual formats ( <del>e.g.,</del> <u>such as</u> notes, charts, picture graphs, diagrams).		8
(25)	<b>Research/Synthesizing Information.</b> <del>Students</del> clarify research questions <del>and</del> evaluate <del>and</del> synthesize collected information. Students (with adult assistance) are expected to <u>collaboratively</u> : revise the topic as a result of answers to initial research questions.	VA; gradual release	7
(A)	<u>clarify research questions,</u>		7
(B)	<u>evaluate information,</u>		7
(C)	<u>synthesize collected information,</u>		7
(D)	<del>and</del> <u>revise the topic as a result of answers to initial research questions.</u>		7
(26)	<b>Research/Organizing and Presenting Ideas.</b> <del>Students organize and present their ideas and information according to the purpose of the research and their audience. Students (with adult assistance) are expected to</del> <u>collaboratively</u> : <del>create a visual display or dramatization to convey the results of the research.</del>		7
(A)	<u>organize and present their ideas and information according to the purpose of the research and their audience; and</u>	Progression from Kindergarten	7
(B)	<u>create a visual display, written explanation, <del>or</del> and dramatization to convey the results of the research.</u>	Progression from Kindergarten	7
(27)	<b>Listening and Speaking/Listening.</b> Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:		7
(A)	listen attentively to speakers and ask relevant questions to clarify information; and		7
(B)	follow, restate, and give oral instructions that involve a short related sequence of actions.		7
(28)	<b>Listening and Speaking/Speaking.</b> <del>Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to: share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.</del>	Making it clear for teachers creating A, B, and C.	7
(A)	<u>speak clearly and to the point, using the conventions of language;</u>		7
(B)	<u>share information and ideas about the topic under discussion; and</u>		7
(C)	<u>speaking clearly at an appropriate pace, using the conventions of language.</u>		7

(29)	<b>Listening and Speaking/Teamwork. <del>Students work productively with others in teams.</del> Students continue to apply earlier standards with greater complexity. Students are expected to <u>collaboratively: follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.</u></b>	Making it clear for teachers creating A and B.	4
(A)	<u>work productively with others in teams; and</u>		4
(B)	<u>follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.</u>		4

DRAFT

§128.13. Spanish Language Arts and Reading, Grade 2, Beginning with School Year 2009-2010.			
	TEKS with edits	Committee Comments	Strand
(a)	<b>Introduction.</b>		
(1)	<p>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, not mere translations from English. The Spanish Language Arts and Reading TEKS are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the Spanish language in speaking and writing. The Reading strand is structured to reflect major topic areas of the National Reading Panel Report as well as other current and relevant research on Spanish literacy development. In second grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should write, read, and be read to on a daily basis.</p>		
(2)	<p>Research consistently shows that literacy development in the student's native language facilitates learning in English (Collier &amp; Thomas, 1997; Cummins, 2001). Students can develop cognition, learn, and achieve best when they can understand the language of instruction (August, Calderon, &amp; Carlo, 2003). Students who have strong literacy skills in their primary language can be expected to transfer those skills to English and <i>progress rapidly</i> in learning in English. Although English and Spanish look very similar on the surface (i.e., similar alphabets; directionality; cognates) the conventions of each language presuppose the reading process in that language. Consequently, systematic instruction in the appropriate sequence of skills is critical. For this reason, the Spanish Language Arts and Reading TEKS reflect language arts standards that are authentic to the Spanish language and not mere translations from English.</p>		
(A)	<p>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. Spanish uses frequency words that are identified by the rate of occurrence in grade appropriate text and used to build on 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</p>		

	development.		
(B)	Spanish instruction maximizes access to English content. Students with strong literacy skills in Spanish phonemic awareness, phonics, vocabulary, and reading comprehension can be expected to transfer those skills to English. The "transfer" of knowledge and skills from one language to another refers to the metalinguistic and metacognitive processes and awareness that students gain in developing literacy in two languages. Current research on bilingual instruction (e.g., August & Shanahan, 2006; Genesse et al., 2006) shows how students use native literacy knowledge when learning to read and write in another language.		
(C)	The effective transfer of skills transpires as students develop their metalinguistic skills and as they engage in a contrastive analysis of the Spanish and English languages (Cummins, 2007). Transfer matters occur within fundamentals of language that are common to Spanish and English; within fundamentals that are similar, but not exact in both languages; and in fundamentals specific to each language and not applicable to the other language. The strength of learning through formal instruction in Spanish determines the extent of transfer in English (August, Calderon, & Carlo, 2000; Slavin & Calderon, 2001; Garcia, 2001). In other words, for transfer to occur, comprehension of the "rules" and the realization of their applicability to the new language specific tasks are necessary.		
(D)	The concept of transfer necessitates the use of some of both languages in which both (Spanish and English) <i>co-exist with flexibility</i> . 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. This is <i>reliant</i> on the type of bilingual program model being used (See Texas Education Code, §29.066).		
(3)	To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations at Grade 2 as described in subsection (b) of this section.		
(4)	To meet Texas Education Code, §28.002(h), which states, "... each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.		
(b)	<b>Knowledge and skills.</b>		
(1)	<b>Reading/Beginning Reading Skills/Print Awareness. Students understand how Spanish is written and printed. Students are expected to: distinguish features of a sentence (e.g., capitalization of first word, beginning and ending punctuation, commas, quotation marks, and em dash to indicate dialogue).</b>		1



(A)	<u>distinguish features of a sentence including capitalization of first word, beginning and ending punctuation, commas, quotation marks, and em dash to indicate dialogue</u>		1
(2)	<b>Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds and spelling based on orthographic rules to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</b>		1
(A)	decode words in context and in isolation by applying the knowledge of letter-sound relationships in different syllabic structures. including:		1
(i)	<del>open</del> syllable <u>patterns (CV)</u> such as <u>mes, sol, la-ta; to-ma</u> (e.g., <u>la/la-ta; to/to-ma</u> );		1
(ii)	<del>closed</del> syllable (CVC) (e.g., <u>mes, sol</u> );		
(iii)	diphthongs <u>such as vier-nes, pie, fui</u> (e.g., <u>viernes, pie, fui</u> );		1
(iv)	Hiatus <u>such as fi-de-o, po-e-ta</u> (e.g., <u>fideo, poeta</u> );		1
(v)	consonant blends <u>such bra/bra-zo; glo/glo-bo</u> (e.g., <u>bra/bra-zo; glo/glo-bo</u> ); and		1
(vi)	consonant digraphs <u>such as ch/chi-le; ll/lla-ve; rr/pe-rro</u> (e.g., <u>ch/chi-le; ll/lla-ve; rr/pe-rro</u> );		
(B)	use orthographic rules to segment and combine syllables including vowel diphthongs <u>such as pue-de, sien-te, va-ca</u> (e.g., <u>pue-de, sien-te, va-ca</u> );		1
(C)	decode words with silent "h" with increasing accuracy;		1
(D)	<del>become familiar with</del> <u>decode</u> words that use syllables que-, qui-, as in queso and quito; gue-, gui-, as in guiso and juguete; and güe-, güi-, as in pingüino and agüita;		1
(E)	decode words that have same sounds represented by different letters with increased accuracy <u>including</u> (e.g., "r" and "rr," as in ratón and perro; "ll" and "y," as in llave and yate; "g" and "j," as in gigante and jirafa; "c," "k," and "q," as in casa, kilo, and quince; "c," "s," and "z," as in cereal, semilla, and zapato; "j" and "x," as in cojín and México; "t" and "y," as in imán and doy; <del>"b" and "v," as in burro and vela</del> );	Making sure each of these skills are taught. ER 'b' and 'v' are taught as different phonemes (sounds).	1
(F)	read words with common prefixes <u>including in-re-, des-</u> (e.g., <u>in-, des-</u> ) and suffixes <u>including -mente, -dad, -oso</u> (e.g., <u>mente, dad, oso</u> );		1
(G)	identify and read abbreviations <u>including Sr., Sra., Srta., Dr., Dra., Ud.,</u> (e.g., <u>Sr., Dra.</u> );		1
(H)	identify <u>and read</u> the stressed syllable ( <i>sílaba tónica</i> );		1
(I)	decode words with an orthographic accent <u>such as papá, día, avión</u> (e.g., <u>papá, avión</u> ); and		1
(J)	use knowledge of the meaning of base words to identify and read common compound words <u>such as sacapuntas, abrelatas, sobrecama</u> (e.g., <u>sacapuntas, abrelatas, sobrecama</u> ).		1

(3)	<b>Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:</b>		2
(A)	use ideas <u>such as illustrations, titles, topic sentences, key words, and foreshadowing</u> ( <del>e.g., illustrations, titles, topic sentences, key words, and foreshadowing</del> ) to make and confirm predictions;		2
(B)	ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; and		3
(C)	establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down <u>such as identifying clues, using background knowledge, generating questions, re-reading a portion aloud</u> ( <del>e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud</del> ).		2
(4)	<b>Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to: <del>read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing, and comprehension.</del></b>		
(A)	<u>read aloud grade-level appropriate text with fluency (accuracy, expression, appropriate phrasing), and comprehension.</u>		1
(5)	<b>Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b>		
(A)	use prefixes and suffixes to determine the meaning of words <u>such as componer/descomponer; obedecer/desobedecer, rápido/rapidamente, lento/lentamente</u> ( <del>e.g., componer/descomponer; obedecer/desobedecer</del> );		1
(B)	use context to determine the relevant meaning of unfamiliar words <del>and</del> <del>or</del> multiple-meaning words;		1
(C)	identify and use common words that are <del>opposite</del> (antonyms) or <del>similar</del> (synonyms) in meaning; and		1
(D)	alphabetize a series of words <u>to the second or third letter</u> and use a dictionary or a glossary to find <u>the meaning of</u> words.		1
(6)	<b>Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</b>		2
(A)	identify moral lessons as themes in <del>well-known</del> fables, legends, myths, <del>and</del> <del>or</del> stories; and		5
(B)	compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot.		6

(7)	<p><b>Reading/Comprehension of Literary Text/Poetry.</b> Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to <del>describe how rhyme, rhythm, and repetition interact to create images in poetry</del></p> <p>A) <u>Identify the number of stanzas and lines in poems;</u>  B) <u>describe how rhyme, rhythm, and repetition interact to create images in poetry.</u></p>		5
(8)	<p><b>Reading/Comprehension of Literary Text/Drama.</b> Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to identify the elements of dialogue and use them in informal plays.</p>		5
(9)	<p><b>Reading/Comprehension of Literary Text/Fiction.</b> Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p>		2
(A)	<p><del>describe similarities and differences in the plots and settings of several works by the same author</del>  <u>sequence and summarize the plot's main events and explain their influence on future events;</u> and</p>		2
(B)	<p>describe main characters in works of fiction, including their traits, motivations, and feelings.</p>		3
(10)	<p><b>Reading/Comprehension of Literary Text/Literary Nonfiction.</b> <del>Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding.</del> Students are expected to: <del>distinguish between fiction and nonfiction.</del></p>		
(A)	<p><u>understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction;</u></p>		5
(B)	<p><u>respond by providing evidence from text to support their understanding; and</u></p>		3
(C)	<p><u>distinguish between fiction such as mystery, science fiction, fairy tales, realistic fiction and nonfiction such as biographies, literary non-fiction, autobiographies, informational.</u></p>		5
(11)	<p><b>Reading/Comprehension of Literary Text/Sensory Language.</b> <del>Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.</del> Students are expected to: <del>recognize that some words and phrases have literal and non-literal meanings (e.g., take steps).</del></p>		
(A)	<p><u>understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text;</u></p>		6
(B)	<p><u>provide evidence from text to support their understanding; and</u></p>		2
(C)	<p><u>recognize that some words and phrases have literal and non-literal meanings such as take</u></p>		2

	<u>steps/tomar medidas.</u>		
(12)	<b>Reading/Comprehension of Text/Independent Reading.</b> Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning.		1/3
(13)	<b>Reading/Comprehension of Informational Text/Culture and History.</b> <del>Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</del> Students are expected to: <del>identify the topic and explain the author's purpose in writing the text.</del>		
(A)	<u>inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts;</u>		6
(B)	<u>provide evidence from the text to support their understanding; and</u>		3
(C)	<u>identify the topic and explain the author's purpose in writing the text.</u>		6
(14)	<b>Reading/Comprehension of Informational Text/Expository Text.</b> Students analyze, make inferences and draw conclusions about and understand expository text and provide evidence from text to support their understanding. Students are expected to:		
(A)	identify the main idea in a text and distinguish it from the topic;		2
(B)	locate the facts that are clearly stated in a text <u>and explain their importance;</u>	VA; Blooms	2
(C)	<del>describe</del> <u>summarize</u> the order of events or ideas in a text; and	VA; Blooms	2
(D)	use text features <u>such as table of contents, index, headings</u> (e.g., <del>table of contents, index, headings</del> ) to locate specific information in text.		2
(15)	<b>Reading/Comprehension of Informational Text/Procedural Text.</b> Students understand how to glean and use information in procedural texts and documents. Students are expected to:		
(A)	follow written multi-step directions; and		2
(B)	use common graphic features to assist in the interpretation of text <u>such as captions, illustrations</u> (e.g., <del>captions, illustrations</del> ).		2
(16)	<b>Reading/Media Literacy.</b> Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:		
(A)	recognize different purposes of media <u>such as informational, entertainment</u> (e.g., <del>informational, entertainment</del> );		2

(B)	describe techniques used to create media messages <u>such as sound, graphics</u> (e.g., <del>sound, graphics</del> ); and		2
(C)	identify various written conventions for using digital media <u>such as e-mail, website, video game</u> (e.g., <del>e-mail, website, video game</del> ).		2
(17)	<b>Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b>		
(A)	plan a first draft by generating ideas for writing <u>such as drawing, sharing ideas, listing key ideas</u> (e.g., <del>drawing, sharing ideas, listing key ideas</del> );		7
(B)	develop drafts by sequencing ideas through writing sentences;		7
(C)	revise drafts by adding or deleting words, phrases, or sentences;		7
(D)	edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; and		7
(E)	publish and share writing with others.		7
(18)	<b>Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</b>		
(A)	write brief stories that include a beginning, middle, and end; and		7
(B)	write short poems that convey sensory details.		7
(19)	<b>Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>		
(A)	write brief compositions about topics of interest to the student;		7
(B)	write short letters that put ideas in a chronological or logical sequence and use appropriate conventions <u>such as date, salutation, closing</u> (e.g., <del>date, salutation, closing</del> ); and		7
(C)	write brief comments on literary or informational texts.		7
(20)	<b>Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive statements about issues that are important to the student for the appropriate audience in the school, home, or local community.</b>		7
(21)	<b>Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</b>		
(A)	understand and use the following parts of speech in the context of reading, writing, and speaking:		7
(i)	regular and irregular verbs (past, present, and future in the indicative mode);		7

(ii)	nouns (singular/plural, common/proper);		7
(iii)	Adjectives <u>such as descriptive: viejo, maravilloso</u> (e.g., <del>descriptive: viejo, maravilloso</del> );		7
(iv)	Articles <u>such as un, una, la, el</u> (e.g., <del>un, una, la, el</del> );		7
(v)	adverbs <u>such as time: antes, después; manner: cuidadosamente</u> (e.g., <del>time: antes, después; manner: cuidadosamente</del> );		7
(vi)	prepositions and prepositional phrases <u>such as: por la mañana;</u>		7
(vii)	Pronouns <u>such as él, su</u> (e.g., <del>él, su</del> ); and		7
(viii)	time-order transition words <u>such as primero, luego, después;</u> and		7
(B)	distinguish among declarative, interrogative, exclamatory, and imperative sentences.		7
(22)	<b>Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</b>		
(A)	write legibly leaving appropriate margins for readability;		7
<u>(B)</u>	<u>recognize different types of font including cursive</u>	VA;	7
<del>(B)</del> <u>(C)</u>	use capitalization for:		7
(i)	proper nouns; and		7
(ii)	the salutation and closing of a letter;		7
(C)	understand that months and days of the week are not capitalized;		7
(D)	recognize and use punctuation marks, including beginning and ending punctuation in sentences; and		7
(E)	identify, read, and write abbreviations <u>such as Srta., Dr.</u> (e.g., <del>Srta., Dr.</del> ).		7
(23)	<b>Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</b>		
(A)	become familiar with words using orthographic patterns including:		7
<u>(i)</u>	<u>use phonological knowledge to match sounds to letters and syllables to construct words such as "b" (burro) and "v" (vaca);</u>		7
<del>(i)</del> <u>(ii)</u>	words that use syllables with hard /r/ spelled as "r" or "rr," as in ratón and carro;		7
<del>(ii)</del> <u>(iii)</u>	words that use syllables with soft /r/ spelled as "r" and always between two vowels, as in loro and cara;		7
<del>(iii)</del> <u>(iv)</u>	words that use syllables with silent "h," as in hora and hoy;		7

(iv) (v)	words that use syllables que-, qui-, as in queso and quito; gue-, gui-, as in guiso and juguete; and güe-, güi-, as in paragüero and agüita;	7
(v) (vi)	words that have the same sound represented by different letters <u>such as "r" and "rr," as in ratón and perro; "ll" and "y," as in llave and yate; "g" and "j," as in gigante and jirafa; "c," "k," and "q," as in casa, kilo, and quince; "c," "s," and "z," as in cereal, semilla, and zapato; "j" and "x," as in cojín and México; "i" and "y," as in imán and doy; "b" and "v" as in burro and vela (e.g., "r" and "rr," as in ratón and perro; "ll" and "y," as in llave and yate; "g" and "j," as in gigante and jirafa; "c," "k," and "q," as in casa, kilo, and quince; "c," "s," and "z," as in cereal, semilla, and zapato; "j" and "x," as in cojín and México; "i" and "y," as in imán and doy; "b" and "v," as in burro and vela);</u> and	7
(vi) (i)	words using "n" before "v" <u>such as invitación (e.g., invitación),</u> "m" before "b" <u>such as cambiar (e.g., cambiar),</u> and "m" before "p" <u>such as comprar (e.g., comprar);</u>	7
(B)	spell words with consonant blends <u>such as bra/bra-zo-, glo/glo-bo- (e.g., bra/bra-zo-, glo/glo-bo-);</u>	7
(C)	spell the plural form of words ending in "z" by replacing the "z" with "c" before adding -es <u>such as lápiz, lápices, feliz, felices (e.g., lápiz, lápices, feliz, felices);</u>	7
(D)	use knowledge of syllabic sounds, word parts, word segmentation, and syllabication to spell;	7
(E)	spell words that have a prosodic or orthographic accent on the last syllable (palabras agudas) <u>such as feliz, canción (e.g., feliz, canción);</u>	7
(F)	become familiar with words that have a prosodic or orthographic accent on the second-to-last syllable (palabras graves) <u>such as casa, árbol (e.g., casa, árbol);</u>	7
(G)	use accents appropriately on words commonly used in questions and exclamations <u>such as cuál, dónde, cómo (e.g., cuál, dónde, cómo);</u>	7
(H)	mark accents appropriately when conjugating verbs in the simple past in the indicative mode <u>such as corrió, jugó (e.g., corrió, jugó);</u>	7
(I)	identify, read, and write abbreviations <u>such as Sr., Dra. (e.g., Sr., Dra.);</u> and	7
(J)	use resources to find correct spellings.	7
(24)	<b>Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</b>	
(A)	generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics; and	8
(B)	decide what sources of information might be relevant to answer these questions.	8
(25)	<b>Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information</b>	

	<b>they gather. Students are expected to:</b>		
(A)	gather evidence from available sources (natural and personal) as well as from interviews with local experts;		8
(B)	use text features <u>such as table of contents, alphabetized index, headings</u> (e.g., <del>table of contents, alphabetized index, headings</del> ) in age-appropriate reference works <u>such as picture dictionaries</u> (e.g., <del>picture dictionaries</del> ) to locate information; and		8
(C)	record basic information in simple visual formats <u>such as notes, charts, picture graphs, diagrams</u> (e.g., <del>notes, charts, picture graphs, diagrams</del> ).		8
(26)	<b>Research/Synthesizing Information. Students <del>clarify research questions and evaluate and synthesize collected information.</del> Students are expected to <u>collaboratively</u> revise the topic as a result of answers to initial research questions.</b>	VA; gradual release	
(A)	<u>clarify research questions,</u>		8
(B)	<u>evaluate information,</u>		8
(C)	<u>synthesize collected information,</u>		8
(D)	<del>and</del> <u>revise the topic as a result of answers to initial research questions.</u>		8
(27)	<b>Research/Organizing and Presenting Ideas. Students <del>organize and present their ideas and information according to the purpose of the research and their audience.</del> Students (<del>with adult assistance</del>) are expected to <u>collaboratively</u> create a visual display or dramatization to convey the results of the research.</b>		
(A)	<u>organize and present their ideas and information according to the purpose of the research and their audience</u>	Progression from 1 <sup>st</sup> grade	7
(B)	<u>create a visual display, <del>written explanation, or</del> and dramatization to convey the results of the research.</u>	Progression from 1 <sup>st</sup> grade	7
(28)	<b>Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:</b>		
(A)	listen attentively to speakers and ask relevant questions to clarify information; and		5
(B)	follow, restate, and give oral instructions that involve a short related sequence of actions.		5
(29)	<b>Listening and Speaking/Speaking. Students <del>speak clearly and to the point, using the conventions of language.</del> Students continue to apply earlier standards with greater complexity. Students are expected to <u>share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.</u></b>	Making it clear for teachers creating A, B, and C.	



(A)	<u>speaking clearly and to the point, using the conventions of language;</u>		7
(B)	<u>share information and ideas that focus on the topic under discussion; and</u>		7
(C)	<u>speaking clearly at an appropriate pace, using the conventions of language.</u>		7
(30)	<b>Listening and Speaking/Teamwork. <del>Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to</del> <u>collaboratively: follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.</u></b>		
(A)	<u>work productively with others in teams; and</u>		4
(B)	<u>follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.</u>		4

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