

## DRAFT 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 authentic reading and writing to ensure a literate Texas and 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. 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. 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) 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 & Cheung, 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) 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 a Common Underlying Proficiency 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).
- (4) English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To 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. 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 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.

- (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 B.
  - (6) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Dr. Kate Kinsella, NCLB, 2010). 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).
  - (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 word structure knowledge through phonological awareness, print concepts, and phonics to decode and encode texts. Students apply knowledge and relationships found when studying the structures, origins, and contextual meanings of words. The student is expected to:
    - (A) distinguish features of a sentence including capitalization of first word, beginning and ending punctuation, commas, quotation marks, and em dash to indicate dialogue;
    - (B) decode words in context and in isolation by applying the knowledge of letter-sound relationships in different syllabic structures including:
      - (i) syllable patterns such as mes, sol, la-ta; to-ma;
      - (ii) diphthongs such as vier-nes, pie, fui;
      - (iii) Hiatus such as fi-de-o, po-e-ta;
      - (iv) consonant blends such bra/bra-zo; glo/glo-bo; and
      - (v) consonant digraphs such as ch/chi-le; ll/lla-ve; rr/pe-rro;
    - (C) use orthographic rules to segment and combine syllables including vowel diphthongs such as pue-de, sien-te, va-ca;
    - (D) decode words with silent "h" with increasing accuracy;
    - (E) decode 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;
    - (F) decode words that have same sounds represented by different letters with increased accuracy including "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;
    - (G) read words with common prefixes including in-re-, des- and suffixes including -mente, -dad, -oso;
    - (H) identify and read abbreviations including Sr., Sra., Srta., Dr., Dra., Ud.;

- (I) identify and read the stressed syllable (*sílaba tónica*):
- (J) decode words with an orthographic accent such as *papá, día, avión*:
- (K) use knowledge of the meaning of base words to identify and read common compound words such as *sacapuntas, abrelatas, sobrecama*:
- (L) read aloud grade-level appropriate text with fluency including accuracy, expression, and appropriate phrasing and comprehension:
- (M) use prefixes and suffixes to determine the meaning of words such as *componer/descomponer; obedecer/desobedecer, rápido/rapidamente, lento/lentamente*:
- (N) use context to determine the relevant meaning of unfamiliar words and multiple-meaning words:
- (O) identify and use common words that are antonyms or synonyms in meaning; and
- (P) alphabetize a series of words to the second or third letter and use a dictionary or a glossary to find the meaning of words.
- (2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend increasingly complex texts. The student is expected to:
  - (A) use ideas such as illustrations, titles, topic sentences, key words, and foreshadowing to make and confirm predictions:
  - (B) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when understanding breaks down such as identifying clues, using background knowledge, generating questions, and re-reading a portion aloud:
  - (C) sequence and summarize the plot's main events and explain their influence on future events:
  - (D) provide evidence from text to support understanding:
  - (E) recognize that some words and phrases have literal and non-literal meanings such as take steps/tomar medidas:
  - (F) identify the main idea in a text and distinguish it from the topic:
  - (G) locate the facts that are clearly stated in a text and explain their importance:
  - (H) summarize the order of events or ideas in a text:
  - (I) use text features such as table of contents, index, and headings to locate specific information in text:
  - (J) follow written multi-step directions:
  - (K) use common graphic features to assist in the interpretation of text such as captions and illustrations:
  - (L) recognize different purposes of media such as informational and entertainment:
  - (M) describe techniques used to create media messages such as sound and graphics; and
  - (N) identify various written conventions for using digital media such as e-mail, website, and video game.
- (3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students speak and write to effectively convey viewpoints and analysis of texts which are read or heard for a variety of audiences and purposes. The student is expected to:
  - (A) provide evidence from the text to support understanding:

- (B) describe main characters in works of fiction, including their traits, motivations, and feelings;
  - (C) respond by providing evidence from text to support understanding; and
  - (D) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text.
- (4) Collaboration: Listening, Speaking, Reading and Writing using Multiple Texts. Students prepare for and participate productively in diverse interactions, building on others' ideas and expressing their own viewpoints clearly in a variety of contexts. The student is expected to:
- (A) work productively with others in teams; and
  - (B) follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.
- (5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize genre-specific characteristics, structures, and purposes in order to analyze, respond to, and compose a variety of texts. The student is expected to:
- (A) identify moral lessons as themes in fables, legends, myths, and stories;
  - (B) identify the number of stanzas and lines in poems;
  - (C) describe how rhyme, rhythm, and repetition interact to create images in poetry;
  - (D) identify the elements of dialogue and use them in informal plays;
  - (E) understand, make inferences, and draw conclusions about the varied structural patterns and features of literary nonfiction;
  - (F) distinguish between fiction such as mystery, science fiction, fairy tales, realistic fiction and nonfiction such as biographies, literary non-fiction, autobiographies, informational;
  - (G) listen attentively to speakers and ask relevant questions to clarify information; and
  - (H) follow, restate, and give oral instructions that involve a short related sequence of actions.
- (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 emulate author's craft purposefully in order to develop their own products and performances. The student is expected to:
- (A) compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot;
  - (B) understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text;
  - (C) make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts; and
  - (D) identify the topic and explain the author's purpose in writing the text.
- (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, sharing ideas, and listing key ideas;
  - (B) develop drafts by sequencing ideas through writing sentences;
  - (C) revise drafts by adding or deleting words, phrases, or sentences;

- (D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric;
- (E) publish and share writing with others;
- (F) write brief stories that include a beginning, middle, and end;
- (G) write short poems that convey sensory details;
- (H) write brief compositions about topics of interest to the student;
- (I) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions such as date, salutation, and closing;
- (J) write brief comments on literary or informational texts;
- (K) write persuasive statements about issues that are important to the student for the appropriate audience in the school, home, or local community;
- (L) understand and use the following parts of speech in the context of reading, writing, and speaking:
- (i) regular and irregular verbs (past, present, and future in the indicative mode);
  - (ii) nouns (singular/plural, common/proper);
  - (iii) adjectives such as descriptive: viejo, maravilloso;
  - (iv) articles such as un, una, la, el;
  - (v) adverbs such as time: antes, después; manner: cuidadosamente;
  - (vi) prepositions and prepositional phrases such as: por la mañana;
  - (vii) pronouns such as él, su; and
  - (viii) time-order transition words such as primero, luego, después;
- (M) distinguish among declarative, interrogative, exclamatory, and imperative sentences;
- (N) write legibly leaving appropriate margins for readability;
- (O) recognize different types of font including cursive;
- (P) use capitalization for:
- (i) proper nouns; and
  - (ii) the salutation and closing of a letter;
- (Q) understand that months and days of the week are not capitalized;
- (R) recognize and use punctuation marks, including beginning and ending punctuation in sentences;
- (S) identify, read, and write abbreviations such as Srta., Dr.;
- (T) become familiar with words using orthographic patterns including:
- (i) using phonological knowledge to match sounds to letters and syllables to construct words such as "b" (burro) and "v" (vaca);
  - (ii) words that use syllables with hard /r/ spelled as "r" or "rr," as in ratón and carro;
  - (iii) words that use syllables with soft /r/ spelled as "r" and always between two vowels, as in loro and cara;
  - (iv) words that use syllables with silent "h," as in hora and hoy;
  - (v) words that use syllables que-, qui-, as in queso and quito; gue-, gui-, as in guiso and juguete; and güe-, güi-, as in paraguero and güita;

- (vi) words that have the same sound represented by different letters such as "r" and "rr," as in ratón and perro; "l" 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
- (vii) words using "n" before "v" such as invitación, "m" before "b" such as cambiar, and "m" before "p" such as comprar;
- (U) spell words with consonant blends such as bra/bra-zo- and glo/glo-bo-;
- (V) spell the plural form of words ending in "z" by replacing the "z" with "c" before adding -es such as lápiz, lápices, feliz, and felices;
- (W) use knowledge of syllabic sounds, word parts, word segmentation, and syllabication to spell;
- (X) spell words that have a prosodic or orthographic accent on the last syllable (palabras agudas) such as feliz and canción;
- (Y) become familiar with words that have a prosodic or orthographic accent on the second-to-last syllable (palabras graves) such as casa and árbol;
- (Z) use accents appropriately on words commonly used in questions and exclamations such as cuál, dónde, and cómo;
- (AA) mark accents appropriately when conjugating verbs in the simple past in the indicative mode such as corrió and jugó;
- (BB) identify, read, and write abbreviations such as Sr. and Dra;
- (CC) use resources to find correct spellings;
- (DD) speak clearly and to the point, using the conventions of language;
- (EE) share information and ideas that focus on the topic under discussion; and
- (FF) speak clearly at an appropriate pace, using the conventions of language.
- (8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for self-selected and assigned purposes. The student is expected to:
  - (A) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics;
  - (B) decide what sources of information might be relevant to answer these questions;
  - (C) gather evidence from available sources (natural and personal) as well as from interviews with local experts;
  - (D) use text features such as table of contents, alphabetized index, and headings in age-appropriate reference works such as picture dictionaries to locate information;
  - (E) record basic information in simple visual formats such as notes, charts, picture graphs, and diagrams;
  - (F) clarify research questions;
  - (G) evaluate information;
  - (H) synthesize collected information; and
  - (I) revise the topic as a result of answers to initial research questions.
  - (J) organize and present ideas and information according to the purpose of the research and the audience;

(K) create a visual display, written explanation, and dramatization to convey the results of the research:

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