

## **Prepared Comments for Review of the Spanish Language Arts TEKS**

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The SLAR TEKS in general appear to follow a logical development and sequence. It is now evident that the introduction for each grade level has been updated and includes more current research. In addition, it is evident that the writing section has been updated and also includes more current research on the writing process utilizing a collaborative approach with self-regulation/self evaluation included in the process as previously recommended. The 8 strands as recommended are integrated and include the components of listening, speaking, reading and writing.

The SLAR TEKS appear to follow a logical development. I have some specific examples in how to enhance the alignment in some cases that are described under the particular grade level expectations.

It also appears that the correct vocabulary and terminology has been used throughout the TEKS. I understand that the term English learner, although used in the scientific community was not adopted due to legislative references using the term English language learner.

The level of rigor in some grades appears appropriate and in some grades a few items need to elevate the rigor as will be described below in the specific grade level expectations.

The student expectations are clear and specific. However, I have some recommendations for the sequence in which some of the skills are presented.

The TEKS are aligned horizontally and vertically with some minor adjustments.

When the standards are implemented in a cohesive manner and inter-related across the content areas, they can be met in one school year.

I do not recommend eliminating some of the standards at this time.

Although a few more current studies were included in the updated draft, it is still my recommendation that more updated studies should be included in the introduction sections of the document as I suggested in my previous review.

## **SLAR Kindergarten**

1. The introduction of the SLAR for Kindergarten now includes language regarding the transfer of skills from the native language to the second language.
2. Under Knowledge and Skills on page 2, it appears that items 1- J, K, and L are out of sequence. You recognize rhyming words before you can generate them. This will align with the current revisions of the Pre-Kindergarten Guidelines. Item M should only include phonemes as prescribed since you are not speaking of syllables. In fact, items 1- M and N are out of sequence.
3. Under Knowledge and Skills on page 2 for item-2A, leave out example of ma,me,mi,mo,mu. Instead you should describe this as decoding one and 2 syllable words so the example should include one and two syllable words. (te,de, la, su, papa, mano, etc... ) It is helpful for students to read one and two syllable words that have meaning.
4. Under Knowledge and Skills on page 3 for item 2B consider this statement to be placed before 2A. That is, we typically process sounds and understand letter and sound correspondences before we decode syllables and words.
5. Also under this section and the category of phonological awareness, it is important to sequence correctly the ability to rhyme. Students first must be able to identify a rhyme before they are able to generate a rhyme. Therefore the sequence should be changed in this section. It will also align with the Pre-Kindergarten Guidelines.
6. This section has improved by not focusing solely on vowel sounds which cannot form words.
7. The SLAR TEKS for Kindergarten now include electronic media as recommended.

## **SLAR- First Grade**

1. The introduction section has been updated with current research.
2. The introduction of the SLAR for First Grade now includes language regarding the transfer of skills from the native language to the second language.
3. In the section for Knowledge and Skills the ideas of teaching open and closed syllables in Spanish was omitted as recommended.
4. In reading strategies text structure techniques were added as recommended.
5. Under the writing process collaborative writing and an explicit process are now included.
6. Under Research and Inquiry, the inclusion of electronic resources was added.
7. Under Knowledge and Skills page 2, item-1G please not note that reading independently is not for the purpose of building stamina but to practice reading accurately and fluently in order to gain comprehension. This should be reflected in this section of the standards.
8. Under Knowledge and Skills page 2, item-2A the endings are not as common for creating words, so please consider using endings such as –asa, -ala, so students can generate more words. We want the student to be able to add a phoneme and make more words with these endings

## SLAR- First Grade (continued)

9. Under Knowledge and Skills page 2, item 2B consider changing this to phoneme manipulation as syllable manipulation is not as strong as an indicator for reading. Phoneme manipulation is a very strong indicator for future Spanish and English reading skills. Consider examples: Change /m/ in masa to /p/ = pasa Change /t/ in tomo to /k/ como.
10. Under Knowledge and Skills page 2, item 2C consider blend spoken phonemes to form words and not syllables. That is, recognize the change in a word when the phoneme is changed, added or removed. The examples of changing syllables are not indicated as the most strong predictors in research for the future development of literacy in Spanish. Blending syllables is more indicative and natural for reading if you want to include syllable tasks. Do remember that the phoneme once again, predicts reading skills in alphabetic languages.
11. The sequence to consider under this section is as follows: D,A,B,C,E,F as the new order. It follows a continuum.
12. On page 3, item 3A the same advice shared with kindergarten standards apply for first grade. That is, leave out example of ma,me,mi,mo,mu. Instead you should describe this as decoding one and 2 syllable words so the example should include one and two syllable words. (te,de, la, su, papa, mano, etc... ) It is helpful for students to read one and two syllable words that have meaning.
13. On page 3, item 3G is a bad example for the letters I and Y. Oy is a diphthong and makes one new sound not the /y/ sound. If you have questions about this look up the International Phonetic Alphabet. This is an international agreement on what makes a sound.
14. Also under the same item, the examples should include the fact that G,J, and X have the same sound in Spanish. The C,S,X,Z, also have the same sound. Include this in the examples.
15. Page 3 Item #4 needs more work for word structure. It is not explicit enough.
16. Page 3 item-5 B I have the same feedback regarding the endings used as examples. They are not as common for creating words, so please consider using endings such as –asa, -ala, so student can generate more words
17. Under item 10 under author’s purpose you can consider adding question generation.
18. Item N is included in SLAR for kindergarten so may need to refine for first grade for alignment purposes. Or is this included since many children may not attend kindergarten? Handwriting is important.
19. On page 6 under Item Q please use my extra examples of the multiple spelling of sounds in Spanish. For item 35 on page 6 you do not need syllabic sounds. You need sounds as they serve as the foundation for spelling in alphabetic languages. Students can break words into syllables and sounds. We do not use the knowledge of syllabic sounds as presented here.

### **SLAR-Second Grade**

1. The introduction section has been updated with current research.
2. The introduction of the SLAR for Second Grade now includes language regarding the transfer of skills from the native language to the second language.
3. The introduction of open and closed syllables in Spanish was deleted as recommended.
4. Reading strategies were updated in the SLAR TEKS to include text structure techniques.
5. The writing process is more comprehensive and collaborative as previously recommended.
6. Under the Research section the inclusion of electronic resources was incorporated.

### **SLAR Third Grade**

1. The introduction section was updated with current research.
2. The introduction of the SLAR for Third Grade includes language regarding the transfer of skills from the native language to the second language.
3. Reading strategies section includes text structure techniques. These would include identifying signal words which indicate the text type and help to build meta-cognitive skills for reading comprehension.
4. The writing process was updated as recommended.
5. Under the section for vocabulary development the multiple meanings of words is now incorporated into the document. However, we need more reference to the multiple opportunities for use in order to gain mastery. Also you may want to add roots such; as fono, kilo and port as examples of roots that can be considered for teaching word meanings and thus setting the foundation for learning many other related words. This could be added on page 3.
6. Item L on page 3 need s to have identify, read, understand and use words.
7. Item S on page 3 needs spelling of regular words and words with spelling patterns such as ce, ci
8. For writing it is recommended that you consider incorporating the ability to write legibly in lowercase and upper case cursive.
9. Item 2B appears out of place under the section for comprehension. It is recommended that you consider the following sequence: A,C,B,D,E.
10. Is the writing process explicit enough in describing the self-regulation process for writing?

### **SLAR Fourth Grade**

1. The introduction section has been updated with current research.
2. The introduction of the SLAR for Fourth Grade now includes language regarding the transfer of skills from the native language to the second language.
3. Grade 4 Section 1 B should consider the following language: read, define, spell and use words derived from Latin/Greek or other linguistic roots.

4. Grade 4 Section 1 C should consider the following language; read, define, spell and use words derived from Greek and Latin affixes.

#### **SLAR Fourth Grade (continued)**

5. Grade 4 Section 1 E should include that analogies can also work in sequence. For example, *chico, mediano, largo*. Relationships such as *whole to part* and *part to whole* can also be considered. Analogies provide an in depth opportunity for understanding words. It is also a method on standardized tests whereby we measure verbal ability. (WJIV, SAT, GRE)
6. Grade 4 Section 1 **K, L, and M** can consider the following; read, define, spell and use words.
7. Reading strategies have been incorporated into the SLAR TEKS and incorporates text structure techniques.
8. For comprehension consider the sequences of A,C,B, as B seemed out of sequence.
9. The writing process includes collaborative writing but could expand upon the self-regulation process by adding some examples.
10. The SLAR TEKS now incorporates within the writing process the importance of working with a partner or in small groups with much purpose and understanding.
11. The SLAR TEKS now includes the standard for teaching multiple meanings of words but needs to elaborate upon the opportunities for multiple uses.
12. The SLAR TEKS now include the use of electronic devices for determining the meanings of words as previously recommended.

#### **SLAR Fifth Grade**

1. The introduction section has been updated with current research.
2. The introduction of the SLAR for Fifth Grade now includes language regarding the transfer of skills from the native language to the second language.
3. Reading strategies are now incorporated into SLAR TEKS and include text structure techniques.
4. The writing process has been updated.
5. The writing process now incorporates the practice of students having the opportunity to actively engage in reading and writing process. Working with a partner or in small groups with much purpose and understanding has now been included.
6. Vocabulary development now incorporates the multiple meanings of words. However, it must also address the multiple opportunities for use as described in current research.
7. The use electronic devices for exploring the meanings of words, has now been incorporated.
8. The committee accepted the recommendation regarding less emphasis on sustained silent reading.

## **SLAR Grade 6**

1. The introduction section has been updated with current research.
2. The introduction now includes language regarding the transfer of skills from the native language to the second language.
3. Reading strategies section has been updated in the SLAR TEKS to include text structure techniques.
4. The writing process now includes collaborative writing and can be more explicit in regards to self-regulation.
5. The standards now reflect active engage in reading and writing process. This means working with a partner or in small groups with much purpose and understanding.
6. Under Knowledge and Skills item 1B please include the language: read, define, spell and use correctly. We want students to apply what they have learned.
7. Under item 1E can this also be included in the prior year? It seems like students should be able to complete analogies that represent the concepts of *whole to part* and *part to whole*.

## **ESOL I and II**

The introduction sections can include more recent research. In addition, the use of the native language for second language and literacy development is not highlighted in ESOL standards.

For example, Spanish speaking students can take advantage of their knowledge of words and word parts to understand academic English. This will only occur when the cross-linguistic connections are explicitly taught.