

# SLAR, Phonics, Grade 3 (IMRA25)

Subject: Spanish Language Arts and Reading - Phonics

Grade: 03

Expectations: 2

Breakouts: 86

## (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, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. They are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.
2. The seven strands of the essential knowledge and skills for Spanish language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.
3. Spanish, as opposed to English, has a closer letter-sound relationship and clearly defined syllable boundaries. The syllable in Spanish is a more critical unit of phonological awareness than in English because of the consistent phoneme-grapheme correspondence. Syllables are important units for Spanish because of their strong effect in visual word recognition (Carreiras et al., 1993) and their major role in predicting Spanish reading success. In addition, Spanish presents a much higher level of orthographic transparency than English and does not rely on sight words for decoding. This orthographic transparency accelerates the decoding process, and the focus quickly moves to fluency and comprehension. However, in English sight words are used because of words that are not decodable such as "are" or "one." In Spanish, decoding issues are not as prevalent as issues of comprehension. These specific features of the Spanish language will influence reading methodology and development
4. Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, STAAR Performance Level Descriptors, 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.
5. Research consistently shows that language and literacy development in the student's native language not only facilitates learning English and English literacy, but is foundational to cognitive development and learning (Cummins, 2001; Thomas & Collier, 2002; Coelho, 2001). Emergent bilinguals (Sparrow et al., 2014; Slavin & Cheving, 2013) are students who are in the process of acquiring two or more linguistic codes, becoming bilingual, biliterate, and bicultural. Emergent bilinguals are

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

6. English language learners (ELLs) are expected to meet standards in a second language, and their proficiency in English directly impacts their ability to meet these standards. The comprehension of text throughout the stages of English language acquisition requires scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected oral and written discourse so that it is meaningful.
7. Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, & Rothenberg, 2008).
8. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and Skills Statements

- (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
  - (A) demonstrate and apply phonetic knowledge by: decoding words with a prosodic or orthographic accent; decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x; decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-; becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; decoding and differentiating meaning of a word based on a diacritical accent; and decoding words with prefixes and suffixes;
    - (i) demonstrate phonetic knowledge by decoding words with a prosodic or orthographic accent
    - (ii) demonstrate phonetic knowledge by decoding words with multiple sound spelling patterns
    - (iii) demonstrate phonetic knowledge by decoding words with silent h
    - (iv) demonstrate phonetic knowledge by decoding words that use the [syllable] que-
    - (v) demonstrate phonetic knowledge by decoding words that use the [syllable] qui-
    - (vi) demonstrate phonetic knowledge by decoding words that use the [syllable] gue-

- (vii) demonstrate phonetic knowledge by decoding words that use the [syllable] gui-
- (viii) demonstrate phonetic knowledge by decoding words that use the [syllable] güe-
- (ix) demonstrate phonetic knowledge by decoding words that use the [syllable] güi-
- (x) demonstrate phonetic knowledge by becoming very familiar with the concept of hiatus
- (xi) demonstrate phonetic knowledge by becoming very familiar with the concept of diphthongs
- (xii) demonstrate phonetic knowledge by becoming very familiar with the implications for orthographic accents
- (xiii) demonstrate phonetic knowledge by decoding a word based on a diacritical accent
- (xiv) demonstrate phonetic knowledge by differentiating meaning of a word based on a diacritical accent
- (xv) demonstrate phonetic knowledge by decoding words with prefixes
- (xvi) demonstrate phonetic knowledge by decoding words with suffixes
- (xvii) apply phonetic knowledge by decoding words with a prosodic or orthographic accent
- (xviii) apply phonetic knowledge by decoding words with multiple sound spelling patterns
- (xix) apply phonetic knowledge by decoding words with silent h
- (xx) apply phonetic knowledge by decoding words that use the [syllable] que-
- (xxi) apply phonetic knowledge by decoding words that use the [syllable] qui-
- (xxii) apply phonetic knowledge by decoding words that use the [syllable] gue-
- (xxiii) apply phonetic knowledge by decoding words that use the [syllable] gui-
- (xxiv) apply phonetic knowledge by decoding words that use the [syllable] güe-
- (xxv) apply phonetic knowledge by decoding words that use the [syllable] güi-
- (xxvi) apply phonetic knowledge by becoming very familiar with the concept of hiatus
- (xxvii) apply phonetic knowledge by becoming very familiar with the concept of diphthongs
- (xxviii) apply phonetic knowledge by becoming very familiar with the implications for orthographic accents
- (xxix) apply phonetic knowledge by decoding a word based on a diacritical accent
- (xxx) apply phonetic knowledge by differentiating meaning of a word based on a diacritical accent
- (xxxii) apply phonetic knowledge by decoding words with prefixes
- (xxxiii) apply phonetic knowledge by decoding words with suffixes

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

- (xx) demonstrate spelling knowledge by spelling words that have the same sounds represented by different letters, including soft g, j, and x
- (xxi) demonstrate spelling knowledge by spelling words with hard r
- (xxii) demonstrate spelling knowledge by spelling words with soft r
- (xxiii) demonstrate spelling knowledge by spelling words using n before v
- (xxiv) demonstrate spelling knowledge by spelling words using m before b
- (xxv) demonstrate spelling knowledge by spelling words using m before p
- (xxvi) demonstrate spelling knowledge by spelling words with sílabas trabadas
- (xxvii) demonstrate spelling knowledge by spelling the plural form of words ending in z by replacing the z with c before adding -es
- (xxviii) apply spelling knowledge by spelling palabras agudas (words with an accent on the last syllable)
- (xxix) apply spelling knowledge by spelling palabras graves (words with an accent on the penultimate syllable)
- (xxx) apply spelling knowledge by spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent
- (xxxi) apply spelling knowledge by spelling words with the concept of diphthongs and their implications for orthographic accents
- (xxxii) apply spelling knowledge by spelling words with the concept of hiatus and their implications for orthographic accents
- (xxxiii) apply spelling knowledge by using accents on words commonly used in questions
- (xxxiv) apply spelling knowledge by using accents on words commonly used in exclamations
- (xxxv) apply spelling knowledge by spelling words based on the diacritical accent
- (xxxvi) apply spelling knowledge by marking accents appropriately when conjugating verbs
- (xxxvii) apply spelling knowledge by spelling words with silent h
- (xxxviii) apply spelling knowledge by spelling words that use the [syllable] que-
- (xxxix) apply spelling knowledge by spelling words that use the [syllable] qui-
  - (xl) apply spelling knowledge by spelling words that use the [syllable] gue-
  - (xli) apply spelling knowledge by spelling words that use the [syllable] gui-
  - (xlii) apply spelling knowledge by spelling words that use the [syllable] güe-
  - (xliii) apply spelling knowledge by spelling words that use the [syllable] güi-
  - (xliv) apply spelling knowledge by spelling words that have the same sounds represented by different letters, including ll and y
  - (xlv) apply spelling knowledge by spelling words that have the same sounds represented by different letters, including c, k, and q

- (xlvi) apply spelling knowledge by spelling words that have the same sounds represented by different letters, including soft c, soft x, s, and z
- (xlvii) apply spelling knowledge by spelling words that have the same sounds represented by different letters, including soft g, j, and x
- (xlviii) apply spelling knowledge by spelling words with hard r
- (xlix) apply spelling knowledge by spelling words with soft r
  - (i) apply spelling knowledge by spelling words using n before v
  - (ii) apply spelling knowledge by spelling words using m before b
  - (iii) apply spelling knowledge by spelling words using m before p
  - (iv) apply spelling knowledge by spelling words with sílabas trabadas
- (l) apply spelling knowledge by spelling the plural form of words ending in z by replacing the z with c before adding -es