

### Draft Spanish Language Arts and Reading, Grade 3

#### (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 & 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) 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 based 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) use orthographic rules to segment and combine syllables including diphthongs such as na-die, ra-dio;
  - (B) decode words with an orthographic accent such as día, también, después;
  - (C) become familiar with words that have an orthographic accent on the third-to-last syllable (palabras esdrújulas) such as último, cómico, mecánico;
  - (D) become familiar with the concept of hiatus and diphthongs and the implications for orthographic accents such as le-er, rí-o; quie-ro, vio;
  - (E) use with increased accuracy accents on words commonly used in questions and exclamations such as cuál, dónde, cómo;
  - (F) write words that have a prosodic or orthographic accent, palabras agudas, such as feliz and canción, y graves such as casa and árbol;
  - (G) differentiate the meaning or function of a word based on the diacritical accent such as se/sé, el/él, mas/más;
  - (H) mark accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses such as corrió, jugó, tenía, gustaría, vendrá;
  - (I) decode and spell, to mastery, words with silent "h" such as ahora, hermano; and words that use the syllables que-, qui-, as in queso and quito; gue-, gui-, as in guiso and juguete; and güe-, güi-, as in pingüino and güita;
  - (J) develop automatic recognition, monitor accuracy, and spell to mastery words that have the same sounds represented by different letters 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; "b" and "v," as in burro and vela);

- (K) identify the meaning of prefixes including in-, des-, re-, pre-, ex- and suffixes including -mente, -dad, -oso, -able, -eza, and know how they change the meaning of roots;
  - (L) use knowledge of the meaning of base words to identify and read compound words such as sacapuntas, abrelatas, salvavidas;
  - (M) use context or distinguish among multiple meaning words and homographs to determine the relevant meaning of unfamiliar words such as banco- el lugar ; banco-para sentarse;
  - (N) identify and use antonyms, synonyms, and homophones;
  - (O) identify and apply playful uses of language such as tongue twisters, palindromes, and riddles;
  - (P) alphabetize a series of words to the third letter to use a dictionary or a glossary including hardcopy and online versions to determine the meanings and syllabication of unknown words;
  - (Q) use guide words to find words in a dictionary;
  - (R) use print and electronic resources to find and check correct spellings;
  - (S) spell words that use soft and hard /r/ such as cara and perro;
  - (T) spell words using "n" before "v" such as invitación, "m" before "b" such as cambiar, and "m" before "p" such as comprar;
  - (U) spell, to mastery, words with consonant blends such as bra/bra-zo-, glo/glo-bo-;
  - (V) spell, to mastery, the plural form of words ending in "z" by replacing the "z" with "c" before adding -es such as capaz, capaces; raíz, raices;
  - (W) read grade-level appropriate text with fluency including accuracy, expression, appropriate phrasing, and comprehension;
  - (X) self-select and read text at independent reading level; and
  - (Y) write legibly in cursive script with spacing between words in a sentence.
- (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) establish purpose for reading using assigned and self-selected texts and monitor comprehension making corrections and adjustments when that understanding breaks down;
  - (B) draw conclusions from facts presented in text and support those assertions with textual evidence;
  - (C) identify the details or facts that support the main idea;
  - (D) identify explicit cause-and-effect relationships among ideas in texts;
  - (E) distinguish fact from opinion;
  - (F) search for and use connections to personal experiences, ideas in other texts, and the larger community;
  - (G) visualize sensory images to interpret and analyze texts;

- (H) generate questions about text to deepen understanding and gain information;
- (I) use text features, elements, and structure to make and confirm predictions;
- (J) sort through information and read to distinguish what is most important in understanding an author's message;
- (K) make inferences about text and use textual evidence to support understanding;
- (L) summarize, paraphrase, or retell texts in ways that maintain meaning in logical order within a text and across texts;
- (M) combine information from the text and the readers' schema in order to create new understanding;
- (N) use text features and ideas such as illustrations, titles, topic sentences, key words, and foreshadowing clues to make and confirm predictions;
- (O) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text;
- (P) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down such as identifying clues, using background knowledge, generating questions, re-reading a portion aloud;
- (Q) paraphrase the themes and supporting details of fables, legends, myths, or stories;
- (R) compare and contrast the settings in myths and traditional folktales;
- (S) understand, make inferences, and draw conclusions about the structure and elements of poetry and provide evidence from text to support understanding;
- (T) describe the characteristics of various forms of poetry and how they create imagery including narrative poetry, lyrical poetry, humorous poetry, free verse;
- (U) understand, make inferences, and draw conclusions about the structure and elements of drama and provide evidence from text to support understanding;
- (V) explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed;
- (W) understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from text;
- (X) sequence and summarize the plot's main events and explain their influence on future events;
- (Y) describe the interaction of characters including their relationships and the changes they undergo;
- (Z) identify whether the narrator or speaker of a story is first or third person;
- (AA) understand, make inferences, and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text;
- (BB) identify language that creates a graphic visual experience and appeals to the senses;
- (CC) understand, make inferences, and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text;
- (DD) explain the difference in point of view between a biography and autobiography;
- (EE) read independently for sustained periods of time, produce evidence of reading, and paraphrase in correct order what the reading was about such as by generating a reading log or journal or participating in book talks;

- (FF) analyze, make inferences, and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence;
  - (GG) identify the topic of cultural, historical, and contemporary contexts and locate the author's stated purposes in writing the text;
  - (HH) analyze, make inferences, and draw conclusions about expository text and provide evidence from text;
  - (II) identify the details or facts that support the main idea;
  - (JJ) draw conclusions from the facts presented in text and support those assertions with textual evidence;
  - (KK) use text features such as bold print, captions, key words, and italics to locate information and make and verify predictions about contents of text;
  - (LL) understand how to glean and use information in procedural texts and documents;
  - (MM) follow and explain a set of written multi-step directions;
  - (NN) locate and use specific information in graphic features of text;
  - (OO) use comprehension skills in media literacy to analyze how words, images, graphics, and sounds work together in various forms to impact meaning;
  - (PP) understand how communication changes when moving from one genre of media to another;
  - (QQ) explain how various design techniques used in media, such as shape, color, and sound, influence the message; and
  - (RR) compare various written conventions used for digital media such as language in an informal e-mail vs. language in a web-based news article.
- (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) discuss or record predictions;
  - (B) create and share questions before, during and after reading a text;
  - (C) describe how personal visualizations support interpretations and analysis of text;
  - (D) understand and explain how personal schema improves or impedes comprehension of text;
  - (E) explain inferences drawn and support with evidence from the text and schema;
  - (F) locate and explain why specific information is important to the author's message;
  - (G) describe insights learned from combining text information with personal schema; and
  - (H) retell and maintain meaning and logical order within texts.
- (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) use comprehension skills to listen attentively to others in formal and informal settings;
  - (B) listen attentively to speakers, ask relevant questions, and make pertinent comments;
  - (C) follow, restate, and give oral instructions that involve a series of related sequences of action;

- (D) use conventions of language such as speaking coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation to communicate ideas effectively; and
- (E) work productively with others in teams, participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.
- (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) read and respond by dictating or writing literary text (fiction) with attention to plot (including problem, solution, characters, setting, beginning, middle, end) key events, and sensory details;
- (B) read and respond by dictating or writing drama with attention to structure and elements of drama including character parts, setting, and plot;
- (C) read and respond to traditional folktales from a variety of cultures including fables and legends
- (D) read and respond by dictating or writing poetry with attention to rhyme, repetition, and structure as it applies to poetry types including narrative, acrostic, humorous and free verse;
- (E) read and respond by dictating or writing informational expository text with attention to main idea, supporting details, and text features including subtitles, bold print, captions, italics, and illustrations;
- (F) read and respond by dictating or writing biographical text with attention to third person, facts and main idea; and
- (G) read and respond by dictating or writing procedural expository text with attention to pictorial and written directions, sequential order, and information in graphic features of text.
- (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) identify language that creates imagery in literary texts;
- (B) identify the topic and locate the author's stated purpose in writing the text; and
- (C) identify what the author is trying to persuade the reader to think or do.
- (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) apply the function of and use the conventions of academic language when speaking and writing;
- (B) use and apply the function of the following parts of speech in the context of reading, writing, and speaking:
- (i) regular and irregular verbs including past, present, future, and perfect tenses in the indicative mode;

- (ii) nouns including singular/plural, common/proper;
  - (iii) adjectives such as dorado, rectangular; limiting: este, ese, aquel;
  - (iv) articles such as un, una, lo, la, el, los, las;
  - (v) adverbs such as time: luego, antes; manner: cuidadosamente;
  - (vi) prepositions and prepositional phrases;
  - (vii) possessive pronouns such as su, sus, mi, mis, suyo;
  - (viii) coordinating conjunctions such as y, o, pero; and
  - (ix) time-order transition words including those that indicate a conclusion such as finalmente, por último;
- (C) use the complete subject and predicate in a sentence to form simple, complex, and compound sentences with correct subject-verb agreement;
- (D) identify, read, and write abbreviations such as Ave., Dra., Atte.;
- (E) use capitalization for geographical names, places, historical periods, and official titles of people;
- (F) recognize and use punctuation marks including commas;
- (G) use mechanics including paragraph indentations (*sangrias*);
- (H) use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text;
- (I) prewrite and plan the organization of a draft by selecting an appropriate-genre for a particular topic, purpose and audience, using a range of strategies such as brainstorming, free writing, and mapping;
- (J) develop drafts, text or media by categorizing ideas and organizing them into paragraphs to create a focused, structured, and coherent piece of writing;
- (K) revise drafts by adding, deleting, combining, and rearranging ideas for coherence, progression of ideas, and sentence variety-to address audience, genre, and purpose;
- (L) edit drafts for effective sentence structure, and correctness of standard Spanish including the conventions of grammar, spelling, capitalization, and punctuation;
- (M) publish drafts in response to feedback and evaluate its effectiveness using a rubric;
- (N) write about important personal experiences;
- (O) write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes;
- (P) create brief compositions that establish a central idea in a topic sentence; include supporting sentences with simple facts, details, and explanations; and contain a concluding statement; and
- (Q) write persuasive texts that establish a position and use supporting details to influence the attitudes or actions of a specific audience on specific issues such as essays, blogs.
- (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) brainstorm research topics from personal interest and define specific topics using a variety of strategies and activities such as skimming and scanning techniques to identify data by looking at text features and simple notes.
- (B) generate and follow a research plan for gathering relevant information about the topic and question from multiple sources, both oral and written, such as student initiated surveys, on-site presentation, interviews, data from experts, reference texts, on-line searches, and visual sources of information.
- (C) Process information for inquiry and research by improving the focus of research, analyze findings, and formulate conclusions including
- (i) narrowing to one major topic and formulate open-ended questions;
  - (ii) clarifying research questions and organize collected information into categories, such as notes and graphic organizers; and
  - (iii) understanding the difference between paraphrasing and plagiarism.
- (D) organize and present ideas and information according to the research and audience including
- (i) determining the mode of delivery such as written, oral and/or media;
  - (ii) reflecting and evaluating product and process; and
  - (iii) connecting new information skills and knowledge to real world problems.

DRAFT