

## Draft Spanish Language Arts and Reading, Grade 5

### (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) determine the meaning of grade-level academic Spanish words derived from Latin, Greek, or other linguistic roots and affixes;
  - (B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words;
  - (C) produce analogies with known antonyms and synonyms;
  - (D) identify and explain the meaning of common idioms, adages, and other sayings; and
  - (E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, spelling, alternate word choices, and parts of speech of words.
  - (F) spell words with more advanced orthographic patterns and rules, including:
    - (i) words that have a prosodic or orthographic accent on the last syllable (palabras agudas) (e.g., feliz, canción);
    - (ii) words that have a prosodic or orthographic accent on the second-to-last syllable (palabras graves) (e.g., casa, árbol);
    - (iii) words that have an orthographic accent on the third-to-last syllable (palabras esdrújulas) (e.g., último, cómico, mecánico); and
    - (iv) words that have a prosodic or orthographic accent on the fourth-to-last syllable (palabras sobresdrújulas);
  - (G) mark accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (e.g., corrió, jugó, tenía, gustaría, vendrá);

- (H) spell words with:
    - (i) Greek roots (e.g., tele-, foto-, grafo-, metro-);
    - (ii) Latin roots (e.g., spec, scrib, rupt, port, dict);
    - (iii) Greek suffixes (e.g., -ología, -fobia, -ismo, -ista); and
    - (iv) Latin derived suffixes (e.g., -able, -ible, -ancia);
  - (I) correctly spell words containing hiatus and diphthongs (e.g., le-er, rí-o, quie-ro, vio);
  - (J) differentiate between commonly confused terms (e.g., porque, por qué; asimismo, así mismo; sino, si no; también, tan bien);
  - (K) use spelling patterns, rules, and print and electronic resources to determine and check correct spellings; and
  - (L) know how to use the spell-check function in word processing while understanding its limitations.
- (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, to ideas in other texts, and to 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 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; and
  - (M) combine information from the text and the readers' schema in order to create new understanding.
- (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) listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective;
  - (B) follow, restate, and give oral instructions that include multiple action steps;
  - (C) determine both main and supporting ideas in the speaker's message;
  - (D) give organized presentations employing eye contact, speaking rate, volume enunciation, natural gestures, and conventions of language to communicate ideas effectively; and
  - (E) participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.
- (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, plot, acts, scenes and narrations;
  - (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, lyrical, humorous and free verse;
  - (E) read and respond by dictating or writing informational expository text with attention to main idea including topic and concluding sentences, supporting details, multiple text features, and graphics;
  - (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 written directions, sequential order, and information in graphic features of text including maps, charts, illustrations, graphs, timelines, tables, and diagrams.
- (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 text;

- (B) draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved; and
- (C) identify their own purpose for writing (author's craft) to inform, explain, describe, or entertain.
- (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) use the writing process recursively to compose multiple texts and media that are meaningful, legible and demonstrate a command of conventions;
- (B) 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 discussion, free writing, and mapping; and developing a thesis or controlling idea;
- (C) draft text or media by choosing an appropriate organizational structure, such as sequence of events, cause and effect, compare and contrast and building on ideas to create a focused, structured, and coherent piece of writing;
- (D) revise drafts to clarify meaning, include varied sentences and move ideas forward by adding, deleting, combining, and using effective word choice, to address audience, genre, and purpose;
- (E) edit drafts for effective sentence structure, and correctness of standard English including the conventions of grammar, spelling, capitalization, and punctuation;
- (F) revise final draft in response to feedback from peers and teacher and publish drafts in response to feedback and evaluate its effectiveness using a rubric;
- (G) 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 and proper to mastery;
- (iii) collective nouns to mastery such as manada and rebaño;
- (iv) adjectives including those expressing origin (gentilicios) such as auto *francés* and dólar *americano* and their comparative and superlative forms such as *major*, *más mejor*, and *la mejor*;
- (v) adverbs such as frequency: *usualmente* and *a veces*; intensity: *casi* and *mucho*;
- (vi) prepositions and prepositional phrases to convey location, time, direction, or to provide, details;
- (vii) indefinite pronouns such as *todos*, *juntos*, *nada*, and *cualquier*;
- (viii) subordinating conjunctions such as *mientras*, *porque*, *aunque*, and *si*; and
- (ix) transitional words such as *también* and *por lo tanto*;
- (H) recognize and use the complete subject and predicate in a sentence;
- (I) recognize and use complete simple and compound sentences with correct subject-verb agreement;
- (J) recognize and use identify and read abbreviations;

- (K) recognize and use capitalization for abbreviations, initials, and acronyms;
  - (L) recognize and use punctuation marks including commas in compound sentences and quotation marks; and
  - (M) recognize and use italics for titles of books.
- (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, graphic organizers, graphs, diagrams, and graphic organizers.
    - (iii) understanding the validity of sources and identify the differences between paraphrasing and plagiarism.
    - (iv) generating a works cited page from notes, including the author, title, publisher, and publication year for each source cited.
  - (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 evaluate product and process.
    - (iii) transferring new information skills and knowledge to solve real world problems and make decisions.