

Draft Spanish Language Arts and Reading, Grade 1

(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 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) recognize that spoken words are represented in written Spanish by specific sequences of letters;
 - (B) identify upper- and lower-case letters;
 - (C) sequence the letters of the alphabet;
 - (D) recognize the distinguishing features of a sentence such as capitalization of first word, beginning and ending punctuation, and the dash (guión) to indicate dialogue;
 - (E) read texts by moving from top to bottom of the page and tracking words from left to right with return sweep;
 - (F) identify the use of the different components of a book including título, autor, ilustrador, traductor, tabla de contenido, índice.; and
 - (G) read independently for sustained periods of time to build stamina.
 - (2) 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) orally generate a series of original rhyming words using a variety of endings such as -ita, -osa, -ión;
 - (B) recognize the change in a spoken word when a specified syllable or phoneme is added, changed, or removed such as "ma-lo" to "ma-sa"; "to-mo" to "co-mo";
 - (C) blend spoken phonemes to form syllables and words such as sol, pato;
 - (D) distinguish orally presented rhyming pairs of words from non-rhyming pairs;

- (E) identify syllables in spoken words, including diphthongs and *hiatus* such as le-er, rí-o, quie-ro, na-die, ra-dio, sa-po; and
- (F) separate spoken multi-syllabic words into two to four syllables such as ra-na, má-qui-na, te-lé-fo-no).
- (3) 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) decode syllables using the five vowel sounds such as ma, me, mi, mo, mu;
- (B) use phonological knowledge to match sounds to individual letters and syllables including hard and soft consonants such as "r," "c," and "g";
- (C) decode the written "y" when used as a conjunction such as "mamá y papá";
- (D) decode words in context and in isolation by applying the knowledge of letter-sound relationships in different structures including:
- (i) by syllable such as la; con, a-la; ca-sa, tam-bién to-ma-te, pa-pi-ta, cho-co-la-te, te-lé-fo-no;
- (ii) consonant blends, such as bra/bra-zo; glo/glo-bo; and
- (iii) consonant digraphs (e.g., ch/chi-le; ll/lla-ve; rr/pe-rro);
- (E) decode words with the silent "h";
- (F) decode words that use syllables que-, qui-, as in queso and quito; gue-, gui-, as in guiso and juguete; and the use of the dieresis, such as güe-, güi-, as in pingüino and agüita;
- (G) decode 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, "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;
- (H) identify the stressed syllable (*sílaba tónica*);
- (I) decode words with an orthographic accent such as "papá," "mamá"; and
- (J) use knowledge of the meaning of base words to identify and read common compound words such as sacapuntas, abrelata, salvavida.
- (4) 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) identify words that name actions (verbs) and words that name persons, places, things, or ideas (nouns);
- (B) determine the meaning of compound words using knowledge of the meaning of their individual component words such as paraguas);
- (C) determine what words mean from how they are used in a sentence using clues from the text, either heard or read;
- (D) identify and sort words into conceptual categories such as opposites, living things); and
- (E) alphabetize a series of words to the first or second letter and use a dictionary to find words.

- (5) 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 phonological knowledge to match sounds to letters and syllables to construct words such as “b” (burro) and “v” (vaca);
 - (B) use syllable-sound patterns to generate a series of original rhyming words using a variety of ending patterns such as -ción, -illa, -ita, -ito; and
 - (C) blend phonemes to form syllables and words such as mismo, tarde.
- (6) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend increasingly complex texts. The student is expected to:
- (A) predict what will happen next in text by "reading the part that confirms your predictions" such as title, cover, and illustration;
 - (B) 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;
 - (C) respond to and use rhythm, rhyme, and alliteration in poetry;
 - (D) describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events;
 - (E) describe characters in a story and the reasons for their actions and feelings;
 - (F) restate the main idea and/or topic to identify important facts or details in text, heard or read;
 - (G) retell the order of events in a text by referring to the words and/or illustrations;
 - (H) use text features such as title, tables of contents, and illustrations to locate specific information in text;
 - (I) follow written multi-step directions with picture cues to assist with understanding;
 - (J) explain the meaning of specific signs and symbols such as map features;
 - (K) recognize different purposes of media such as informational and entertainment (with adult assistance);
 - (L) identify techniques used in media such as sound and movement;
 - (M) provide evidence from text to support their understanding; and
 - (N) recognize sensory details in literary text.
- (7) 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) ask relevant questions, seek clarification, and locate facts and details about stories and other texts;
 - (B) identify the topic and explain the author's purpose in writing the text;
 - (C) produce evidence of their reading; and
 - (D) provide evidence from the text to support the student's understanding.

- (8) 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.
- (9) 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 the meaning (theme) of a story and a fable, and connect to personal experiences; and
 - (B) describe characters, setting, and plot in traditional folk and fairy tales; and
 - (C) determine whether a story is realistic or fantasy and explain why;
 - (D) understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support the student's understanding; and
 - (E) determine whether a story is realistic or fantasy and explain why.
- (10) 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) recognize sensory details in literary text;
 - (B) identify the topic and explain the author's purpose in writing the text;
 - (C) explain the function of recurring phrases such as " Había una vez" or " Colorín Colorado, este cuento se ha acabado" in traditional folk- and fairy tales;
 - (D) understand and use background knowledge to make inferences and draw conclusions about how an author's sensory language creates imagery in literary text;
 - (E) analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts; and
 - (F) identify the topic and explain the author's purpose in writing the text.
- (11) 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 a word, phrase, or sentence;
 - (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) understand and use the following parts of speech in the context of reading, writing, and speaking:
- (i) verbs in the past, present, and future in the indicative mode (canto, canté);
 - (ii) nouns (singular/plural, common/proper);
 - (iii) adjectives such as descriptive: verde, alto;
 - (iv) adverbs such as time: antes, después;
 - (v) prepositions and prepositional phrases such as "por la mañana";
 - (vi) personal pronouns such as yo, ellos; and
 - (vii) time-order transition words such as primero, luego, después;
- (L) speak in complete sentences with correct article-noun agreement such as la pelota, el mapa, el agua, la mano, el águila;
- (M) identify and read abbreviations such as Sr., Sra.;
- (N) form upper- and lower-case letters legibly in text, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences;
- (O) recognize and use basic capitalization for the beginning of sentences and names of people;
- (P) recognize and use punctuation marks at the beginning and end of exclamatory and interrogative sentences and at the end of declarative sentences;
- (Q) become familiar with words using orthographic patterns including:
- (i) words that use syllables with hard /r/ spelled as "r" or "rr," as in ratón and carro;
 - (ii) words that use syllables with soft /r/ spelled as "r" and always between two vowels, as in pero and cara;
 - (iii) words that use syllables with silent "h," as in hora and ahora;
 - (iv) words that use syllables que-, qui-, as in queso and quito; gue-, gui-, as in juguete and guiso; and güe-, güi-, as in paraguero and güita;
 - (v) words that have the same sound represented by different letters such as "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;
 - (vi) words using "n" before "v" such as invitar, "m" before "b" such as cambiar, and "m" before "p" such as importante;
- (R) become familiar with words with consonant blends such as bra/bra-zo-, glo/glo-bo-;
- (S) use knowledge of syllabic sounds, word parts such as affixes, root and base words, word segmentation, and syllabication to spell;
- (T) become familiar with words that have a prosodic or orthographic accent on the last syllable (palabras agudas) such as calor, ratón;

- (U) become familiar with the appropriate use of accents on words commonly used in questions and exclamations such as cuál, dónde, cómo;
 - (V) become familiar with creating the plural form of words ending in "z" by replacing the "z" with "c" before adding -es such as lápiz, lápices, feliz, felices;
 - (W) use resources to find correct spellings;
 - (X) listen attentively to speakers and ask relevant questions to clarify information;
 - (Y) follow, restate, and give oral instructions that involve a short related sequence of actions;
 - (Z) speak clearly and to the point, using the conventions of language;
 - (AA) share information and ideas about the topic under discussion; and
 - (BB) speak clearly at an appropriate pace, using the conventions of language.
- (12) 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) 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, diagrams;
 - (F) clarify research questions;
 - (G) evaluate information;
 - (H) synthesize collected information;
 - (I) revise the topic as a result of answers to initial research questions;
 - (J) organize and present their ideas and information according to the purpose of the research and their audience; and
 - (K) create a visual display, written explanation, and dramatization to convey the results of the research.