

DRAFT Proposed Revisions  
Texas Essential Knowledge and Skills  
Spanish Language Arts and Reading

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Prepared by the State Board of Education TEKS Review Committees

Final Recommendations, April 2016

These draft proposed revisions reflect the changes to the Spanish language arts and reading Texas Essential Knowledge and Skills (TEKS) that have been recommended by State Board of Education-appointed TEKS review committees for **Grade 3 – Grade 6**. Proposed additions are shown in green font with underlines (additions) and proposed deletions are shown in red font with strikethroughs (~~deletions~~).

Comments provide explanations for the proposed changes. The following notations were used as part of the explanations:

**CRS**—information added or changed to align with the Texas College and Career Readiness Standards (CCRS)

**ER**—information added, changed, or deleted based on expert reviewer feedback

**MV**—multiple viewpoints from within the committee

**SBOE**—information added, changed, or deleted to align with SBOE feedback

**VA**—information added, changed, or deleted to increase vertical alignment

**Streamline**—language added, changed, or deleted for streamlining

**GRADE 3 – GRADE 6, SPANISH LANGUAGE ARTS AND READING TABLE OF CONTENTS**

[Grade 3 ..... pages 2-8](#)

[Grade 4 ..... pages 9-15](#)

[Grade 5 ..... pages 16-22](#)

[Grade 6 ..... pages 23-29](#)

### 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 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 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. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated and 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) 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 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.
- (4 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) in which 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 given that a in-English base on 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 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

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are used is reliant on the type of bilingual program model being used (See Texas Education Code, §29.066).

- (5 4) English language learners (ELLs) are expected to meet standards in a second language, and ~~however~~; their proficiency in English ~~directly impacts~~ ~~influences~~ their ability to meet these standards. ~~The comprehension of text 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. ~~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. ~~Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.~~
- (6 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 ~~A B~~.
- (7 6) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Dr. Kate Kinsella, NCLB, 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. 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).
- (8 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 oral language and word structure knowledge through phonological awareness, print concepts, phonics and morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:
- (A) develop oral language ~~through listening and speaking~~ by:
- (i) following, restating, and giving oral instructions that involve a short related sequence of actions;
  - (ii) employing eye contact, speaking rate, volume, enunciation, and the conventions of language;
  - (iii) giving descriptive, informative, and procedural presentations;
  - (iv) listening and responding to information presented by others;
  - (v) ~~listening to and~~ distinguishing between relevant and irrelevant information;
  - (vi) ~~developing social communication such as,~~ conversing politely in all situations ~~using the four protocols~~;

- (vii) ~~producing oral language in contextualized and purposeful ways, practicing form, including grammar and vocabulary, and function, such as language~~ using language to clarify, explain, and argue to communicate and build ideas;
  - (viii) identifying and using applying playful uses of language including such as ~~diehos, adivinanzas,~~ palindromes, ~~and y~~ trabalenguas; and
  - (ix) identifying and generating verses with at least two rhyming pairs;
- (BE) demonstrate and apply phonetic knowledge by:
- (i) ~~decoding words with an orthographic accent such as día, también, después;~~
  - (ii) ~~becoming familiar with words that have an orthographic accent on the third to last syllable (recognizing palabras esdrújulas) such as último, cómico, mecánico;~~
  - (iii) ~~becoming familiar with the concept of hiatus and diphthongs and the implications for orthographic accents such as le er, ri o; quie ro, vio;~~
  - (iv) using with increased accuracy accents on words commonly used in questions and exclamations such as ~~cuál, dónde, cómo;~~
  - (v) using write words that have a prosodic or orthographic accent, including palabras, agudas, y graves
  - (vi) differentiating the meaning or function of a word based on the diacritical accent such as se/sé, el/él, mas/más;
  - (vii) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses;
  - (viii) decoding and encoding words with silent "h"; and words that use the syllables que-, qui-, gue-, gui-, ; and güe-, güi-;
  - (ix) developing automatic recognition, monitoring accuracy, and encoding words that have the same sounds represented by different letters including "r" and "rr," "ll" and "y," "g" and "j," "c," "k," and "q," "c," "s," and "z," "j" and "x," "i" and "y,";
  - (x) encoding words that use soft and hard /r/;
  - (xi) encoding words using "n" before "v"; "m" before "b"; and "m" before "p";
  - (xii) encoding words with consonant blends ~~such as bra/bra-zo-, glo/glo-bo-;~~
  - (xiii) encoding the plural form of words ending in "z" by replacing the "z" with "c" before adding -es ~~such as capaz, capaces; raíz, raices;~~
  - (xiv) using orthographic rules to segment and combine syllables including diphthongs, formal and accented hiatus;
- (CF) demonstrate print awareness by alphabetizing to the third letter;
- (i) ~~alphabetizing to the third letter;~~
- (DB) develop vocabulary by to:
- (i) using use print, digital, and web-based resources to find words, determine check spelling, and determine meaning, syllabication, and pronunciation to validate understanding of unknown words;
  - (ii) using use context to determine the meaning of unfamiliar and words multiple meaning words, and homographs such as banco-el lugar banco-para sentarse in grade level text;

- (iii) identifying the meaning of base words with affixes including in-, des-, re-, pre-, ex-, -mente, -dad, -oso, -able, -eza, and know how they change the meaning of roots;
  - (iv) reading identifying and use antonyms and synonyms; and
  - (v) use using knowledge of the meaning of base words to identifying and read compound words such as sacapuntas, abrelatas, salvavidas;
  - (vi) distinguishing between identify and use homographs and homophones;
- (E) use appropriate rate, accuracy, and prosody when reading grade-level text;
- (F) self-select text to and read independently for a sustained period of time;
- (G) write complete words, thoughts, and answers legibly in manuscript and cursive leaving appropriate spaces between words;
- (2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:
- (A)(H) establish purpose for reading assigned and self-selected texts; and
  - (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
  - (C)(A) make and confirm predictions using text features, characteristics of genre, elements, and structures;
  - (D)(E) create mental images to deepen understanding;
  - (E)(D) make connections to personal experiences, to ideas in other texts, and to the larger community; to activate prior knowledge
  - (F)(E) make inferences using and use evidence to support understanding;
  - (G)(F) evaluate prioritize information read to what is most important;
  - (H)(G) synthesize information to create new understanding; and,
  - (I) monitor comprehension and make corrections and adjustments when understanding breaks down.
- (3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:
- (A) describe the personal and emotional impact of and personal connections to a variety of sources including self-selected texts;
  - (B) use text evidence to support an appropriate response explain multiple viewpoints such as personal, character, and support with text evidence;
  - (C) paraphrase texts in ways that maintain meaning and logical order;
  - (D) interact with react to a variety of sources read, heard, or viewed in meaningful ways such as note-taking, annotating, free writing, or illustrating;
  - (E) respond using newly to various sources embedding acquired vocabulary as appropriate; and
  - (F) discuss specific ideas in the text important to the implied meaning.
- (4) Collaboration: Listening, Speaking, Reading, and Writing using Multiple Texts. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments. The student is expected to:
- (A) listen actively, ask relevant questions, and make pertinent comments;

**Commented [A3]:** Leaves it open to any type of text

**Commented [A4]:** State Board recommendation, ER comments, specificity

**Commented [A5]:** Redundant

**Commented [A6]:** Did not change this to text evidence BECAUSE we wanted evidence to come from a variety of sources.

**Commented [A7]:** ER

**Commented [A8]:** redundant

- (B) work productively with others by following agreed upon rules, norms, and protocols for discussion;
- (C) articulate thoughts clearly and participate in teacher and student led discussions by speaking coherently with appropriate detail about the topic and providing suggestions that build upon the ideas of others during discussion; and
- (D) reflect on and respond on the effectiveness of collaboration.
- (5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. Diverse is a broad term that includes all cultures and communities. The student is expected to:
- (A)(F) develop an understanding of ~~recognize~~ how forms and structures are the same and different within and across genres including, realistic fiction, traditional folktales, biographies, personal narrative ~~memoir~~, informational text, and poetry.
- (B)(A) recognize characteristics and structures of literary texts including:
- (i) understanding how one event builds on another, how the problem is solved and ~~follow~~ multiple events and characters in the plot;
  - (ii) understanding the relationship of the setting to the plot;
  - (iii) explaining the relationship among the characters; ~~and~~
  - (iv) identifying basic themes with textual evidence; and
- (v)(E) understanding and identifying elements of poetry, including rhyme, rhythm, repetition, alliteration and layout found in free verse, narrative, lyrical, and concrete forms. ~~and~~
- (C)(B) recognize characteristics and structures of informational text including:
- (i) ~~using~~ features, including chapters, sections, subsections, bibliography, tables, graphs, bullets, and numbers to locate, explain, or use information and gain understanding of text; and
  - (ii) ~~identifying~~ how different organizational structures such as description, temporal sequence, categorical, cause and effect, compare and contrast, and problem and solution support the main ideas;
- (D)(C) recognize characteristics and structures of persuasive ~~or argumentative~~ text including ~~identifying~~ what the author is trying to persuade the reader to think or do by identifying the thesis and facts or opinions that support the thesis;
- (E)(D) interpret and construct multimodal texts and digital literacies for a variety of purposes;
- (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 will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to:
- (A) identify and analyze the author's purpose and message within texts;
  - (B) understand how text structure contributes to the author's purpose;
  - (C) identify and explain the author's use of print and graphic features to achieve specific purposes;
  - (D) ~~describe~~ ~~understand~~ how the author's use of literal and figurative language including such as metaphor, simile, and imagery achieves specific purposes;
  - (E) identify ~~and analyze~~ how the author's use of language contributes to the voice mood and tone of a text; and

- (F) identify and analyze the use of literary devices including point of view in first or third person to achieve a specific purpose.
- (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) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, free writing, and mapping;
- (B) develop drafts of varying ~~lengths~~ by organizing ideas into a focused, structured, and coherent piece of writing;
- (C) revise drafts independently and collaboratively by adding, deleting, combining, and rearranging ideas for coherence and clarity;
- (D) edit drafts ~~independently and collaboratively~~ using standard ~~Spanish-English~~ conventions of ~~grammar, spelling, capitalization, and punctuation~~, including:
- (i) ~~use~~ complete simple and compound sentences with correct subject-verb agreement;
  - (ii) ~~use~~ past, present, and future verb tenses ~~properly~~;
  - (iii) ~~use~~ singular, plural, common, and proper nouns, ~~including articles~~;
  - (iv) ~~use~~ descriptive and limiting adjectives ~~including articles; such as, esta niña, aquel señor, media manzana~~
  - (v) ~~use~~ adverbs that convey time and manner;
  - (vi) ~~use~~ prepositions and prepositional phrases to convey relationships and add detail;
  - (vii) ~~use~~ possessive pronouns ~~properly su, sus, mi, mis, suyo~~;
  - (viii) ~~use~~ coordinating conjunctions ~~such as y, o, pero~~ to form compound predicates, subjects, and sentences;
  - (ix) ~~use~~ capitalization for proper nouns, geographical names and places, historical periods, and official titles of people; and
  - (x) ~~use~~ punctuation marks including commas in a series and dates, and correct mechanics including indentations.
  - ~~(xi) use correct mechanics, including indentations.~~
- (E) publish ~~written work~~ drafts in response to feedback and evaluate its effectiveness such as using a rubric;
- (F) use the elements of craft to advance the writer's purpose when composing by:
- (i) developing an engaging idea reflecting depth of thought with specific details and relevance;
  - (ii) organizing with sound and purposeful structure including an effective lead, transitions, sentence-to-sentence connections, and closing;
  - (iii) using intentional word choice, precise nouns, and strong ~~actions~~ verbs;
  - (iv) constructing a variety of sentence structures and lengths; and
  - (v) ~~using author's craft to~~ developing ~~ing~~ voice;
- (G) compose literary texts using genre characteristics and ~~author's~~ craft including personal narratives, fiction such as realistic or imaginative, and poetry;

- (H) compose informational texts using genre characteristics and ~~author's~~ craft such as essays and reports;
  - (I) compose persuasive argumentative texts using genre characteristics and ~~author's~~ craft such as reviews; and
  - (J) compose correspondence such as thank you notes or letters.
- (8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
- (A) generate ~~student-selected~~ questions on a based-on-teacher-guided topics for formal and informal inquiry;
  - (B) develop and follow ~~a~~-the research plan with teacher support;
  - (C) select appropriate sources to gather and organize-categorize information ~~from a variety of sources;~~
  - ~~(D) classify primary and secondary sources;~~
  - ~~(D)~~(E) demonstrate understanding using an appropriate mode of delivery, such as written, oral, and/or media
  - (E) cite list sources used while and-recognizing the difference between paraphrasing and plagiarism when using ~~use~~ source materials; and
  - ~~(ii) — recognize the difference between paraphrasing and plagiarism when using use source materials; and~~
  - (F) incorporate digital technology, when appropriate.

## Spanish Language Arts and Reading Grade 4

### (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 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 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. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated and 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) 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 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.
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(b) Knowledge and skills.

- (1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics and morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:

(A) ~~develop oral language through listening and speaking by:~~

- (i) following, restating, and giving oral instructions that involve a short related sequence of actions;
- (ii) employing eye contact, speaking rate, volume, enunciation, and the conventions of language;
- (iii) giving descriptive, informative, and procedural presentations;
- (iv) ~~actively~~ listening ~~actively~~ to sustained oral input, including reading, media, and dialogue;
- ~~(v) conducting an interview, including social and informative;~~
- (v) ~~developing social communication such as~~; applying appropriate language for a situation using Spanish language conventions; and

- (vi) ~~producing oral language in contextualized and purposeful ways, practicing form, including grammar and vocabulary, and function, such as language~~ using language to clarify, explain, and argue, to communicate and build ideas.
- (B) demonstrate and apply phonetic knowledge by:
  - (i) decoding, encoding, and writing 'palabras agudas y graves' that have a prosodic or orthographic accent
  - (ii) decoding and encoding 'palabras esdrújulas' that have an orthographic accent;
  - (iii) decoding and encoding words with hiatus and diphthongs
  - (iv) differentiating meaning of a word based on the diacritical accent such as ~~de, de; tú, and tu;~~
  - (v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses
  - (vi) using orthographic rules to segment and combine syllables including diphthongs, ~~and~~ formal and accented hiatus;
  - ~~(i) decoding and encoding orthographic patterns and irregular plurals;~~
  - (vii) using spelling patterns and rules, print and electronic resources to determine correct spelling; and
  - (viii) encoding common homophones ~~such as and~~
- ~~(C) demonstrate print awareness by:~~
- ~~(B)C~~ develop vocabulary ~~by to:~~
  - (i) using print, digital, and web-based reference materials to determine meanings, syllabication, and pronunciation to validate understanding of unknown words;
  - (ii) using context to determine the meaning of unfamiliar words and multiple meaning words, ~~and homographs~~ in grade level text;
  - (iii) determining the meaning and using grade-level academic Spanish words derived from Greek and Latin roots including auto, bio, grafía, metro, fono, and tele;
  - (iv) identifying the meaning of base words with affixes including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, -ura
  - (v) completing analogies using knowledge of antonyms and synonyms ~~such as;~~
  - ~~(vi) correctly using homographs and common~~ homophones; and
  - (vii) identifying the meaning of idioms;
- (D) use appropriate rate, accuracy, and prosody when reading grade level text;
- (E) self-select text ~~to and~~ read independently for a sustained period of time;
- (F) write legibly in manuscript and cursive to complete assignments;
- ~~(F) develop oral language through listening and speaking by:~~
- (2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:
  - ~~(A)H~~ establish purpose for reading ~~assigned and self-selected texts; and~~
  - (B) generate questions about text before, during, and after reading to deepen understanding and gain information;

- (C)(A) make and confirm predictions using text features, characteristics of genre elements, and structures;
- (D)(C) create mental images to deepen understanding;
- (E)(D) make connections to personal experiences, to ideas in other texts, and to the larger community; to activate prior knowledge
- (F)(E) make inferences using and use evidence to support understanding;
- (G)(F) evaluate prioritize information read to determine what is most important;
- (H)(G) synthesize information to create new understanding; and.
- (I) monitor comprehension and make corrections and adjustments when understanding breaks down.
- (3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:
- (A) describe the personal and emotional impact of and personal connections to a variety of sources including self selected texts;
- (B) use text evidence to support an appropriate response describe multiple viewpoints including personal, character, and author and, support with text evidence;
- (C) paraphrase or summarize texts in ways that maintain meaning and logical order;
- (D) interact with sources in meaningful ways such as note-taking, annotating, free writing, or illustrating;
- (E) respond using newly to various sources embedding acquired vocabulary as appropriate;
- (F)(D) discuss specific ideas in the text important to the implied meaning;
- (G)(F) compare and contrast ideas discuss similarities and differences across a variety of sources.
- (4) Collaboration: Listening, Speaking, Reading, and Writing using Multiple Texts. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments using the four domains of language as appropriate. The student is expected to:
- (A) listen actively, ask relevant questions, and make pertinent comments;
- (B) work productively with others to develop a plan of shared responsibilities by following agreed upon rules for discussion;
- (C) articulate thoughts clearly and participate in teacher and student led discussions by speaking coherently with appropriate detail about the topic and providing suggestions that build upon the ideas of others during discussion; and
- (D) reflect and respond to on the effectiveness of collaboration by acknowledging the contributions of others all team members.
- (5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. Diverse is a broad term that includes all cultures and communities. The student is expected to:
- (A)(F) develop an understanding of recognize how forms and structures are the same and different within and across genres including such as historical fiction, legends, traditional, fantasy, biographies, personal narrative memoir, informational text, primary source documents, narrative non-fiction, and poetry.
- (B) recognize characteristics and structures of literary texts including:

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**Commented [A12]:** Redundant

**Commented [A13]:** Did not change this to text evidence BECAUSE we wanted evidence to come from a variety of sources.

**Commented [A14]:** ER

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- (i) analyzing and summarizing the elements of plot development including rising action, climax, falling action, and resolution including flashback as a way to develop plot;
  - (ii) explaining the significance of the setting to the plot, including a historical setting;
  - (iii) explaining the interactions of the characters and the changes they undergo; and
  - (iv) identifying and inferring basic themes with textual evidence;
  - (v) understanding and identifying elements of poetry, including stanzas and line breaks found in free verse, narrative, lyrical, and concrete forms;
- (C) recognize characteristics and structures of informational text including:
- (i) using features, including pronunciation guides and diagrams, to locate, explain, or use information and gain understanding of text; and
  - (ii) identify how different organizational structures such as cause and effect, compare and contrast, problem and solution, description, and chronological order support the main ideas;
- (D) recognize characteristics and structures of persuasive or argumentative text including identifying and analyzing what the author is trying to persuade the reader to think or do by identifying the thesis and facts or opinions that support the thesis;
- (E) interpret and construct multimodal texts and digital literacies for a variety of purposes;
- (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 will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to:
- (A) identify and analyze the author's purpose and message within texts;
  - (B) understand how text structure contributes to the author's purpose;
  - (C) identify and explain the author's use of print and graphic features to achieve specific purposes;
  - (D) describe understand how the author's use of literal and figurative language including such as metaphor, simile, and imagery achieves specific purposes;
  - (E) identify and analyze how the author's use of language contributes to mood and voice tone of a text;
  - (F) identify and analyze the use of literary devices including point of view in first or third person to achieve a specific purpose; and
  - (G) identify and explain the use of literary devices, including exaggeration, when used rhetorically, including exaggeration.
- (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) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, free writing, and mapping;
  - (B) develop drafts of varying lengths by organizing ideas into a focused, structured, and coherent piece of writing;
  - (C) revise drafts independently and collaboratively by adding, deleting, combining, and rearranging ideas for coherence and clarity;

- (D) edit drafts ~~independently and collaboratively~~ using standard ~~Spanish-English~~ conventions of ~~grammar, spelling, capitalization, and punctuation~~, including:
- (i) complete simple and compound sentences with correct subject-verb agreement;
  - (ii) irregular verbs;
  - (iii) singular, plural, common, and proper nouns ~~and correlating article when applicable including articles~~
  - (iv) ~~use~~ descriptive adjectives, including their comparative and superlative forms;
  - (v) ~~use~~ adverbs to convey frequency and intensity;
  - (vi) ~~use~~ prepositions and prepositional phrases to convey location, time, and direction, or to provide details;
  - (vii) ~~use~~ reflexive pronouns ~~such as mi, te, se, nos~~;
  - (viii) ~~use~~ coordinating conjunctions ~~such as y, o, pero~~ to form compound predicates, subjects, and sentences;
  - (ix) ~~use~~ capitalization for: historical events and documents, titles of books, stories and essays, ~~languages, races, and nationalities~~; and
  - (x) ~~use~~ punctuation marks including commas in compound and complex sentences and em dash for dialogue;
- (E) publish ~~written work drafts~~ in response to feedback and evaluate its effectiveness such as using a rubric;
- (F) use the elements of craft to advance the writer's purpose when composing by:
- (i) developing an engaging idea reflecting depth of thought with specific details and relevance;
  - (ii) organizing with sound and purposeful structure including an effective lead, transitions, sentence-to-sentence connections, and closing;
  - (iii) using intentional word choice, precise nouns, and strong actions verbs;
  - (iv) constructing a variety of sentence structures and lengths; and
  - (v) ~~using author's craft to~~ developing voice;
- (G) compose literary texts using genre characteristics and ~~author's~~ craft including personal narratives, fiction such as realistic or fantasy, and poetry;
- (H) compose informational texts using genre characteristics and ~~author's~~ craft including essays;
- (I) compose ~~persuasive-argumentative~~ texts using genre characteristics and ~~author's~~ craft such as advertisements; and
- (J) compose correspondence that requests information such as a business letter.
- ~~(G) — identify and explain the use of literary devices when used rhetorically, including exaggeration.~~
- (8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for ~~a variety of~~ purposes. The student is expected to:
- (A) generate and clarify ~~student-selected~~ questions, ~~on a based on teacher-selected~~ topic, for formal and informal inquiry;
  - (B) ~~develop and~~ follow ~~a the~~ research plan with teacher support;

- (C) analyze and organize collected information from a variety of sources;
- (D) understand credibility of primary and secondary sources;
- (E) demonstrate understanding using appropriate mode of delivery, such as written, oral, and/or media;
- (F) develop a bibliography and recognize [the difference](#) between paraphrasing and plagiarism to use source materials ethically; and
- (G) incorporate digital technology, when appropriate.

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 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 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. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated and 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) 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 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.
- (4 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) in which 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 given that a in-English-base-on 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 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

**Commented [A16]:** These sentences need to be added to any grade level that has student expectations related to encoding/decoding.

**Commented [A17]:** Recommended by Dr. Hill to leave the skills together because they are reciprocal. *Unlocking Literacy, Effective Decoding and Spelling Instruction*, by Marcia K. Henry

are used is reliant on the type of bilingual program model being used (See Texas Education Code, §29.066).

- (5 4) English language learners (ELLs) are expected to meet standards in a second language, and ~~however~~; their proficiency in English ~~directly impacts~~ ~~influences~~ their ability to meet these standards. ~~The comprehension of text 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. ~~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. ~~Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.~~
- (6 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 ~~A B~~.
- (7 6) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (~~Dr. Kate~~ Kinsella, NCLB, 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. 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).
- (8 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 oral language and word structure knowledge through phonological awareness, print concepts, phonics and morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:
- (A) develop oral language ~~through listening and speaking~~ by:
- (i) following, restating, and giving oral instructions that involve a short related sequence of actions;
  - (ii) employing eye contact, speaking rate, volume, enunciation, and the conventions of language;
  - (iii) giving descriptive, informative, and procedural presentations;
  - (iv) listening to and drawing conclusions in content learning activities;
  - ~~(v) conducting an interview, including social, informative, and literary~~
  - (v) ~~developing social communication such as~~; providing ~~others~~ peers with constructive praise and feedback, ~~using oral language to explore, negotiate, and solve problems; and~~
  - (vi) negotiating and problem-solving; and

- (vii) using oral language to inform, to persuade, and to entertain.
- (B) demonstrate and apply phonetic knowledge by:
- (i) encoding words with more advanced orthographic patterns and rules, including:
  - (ii) decoding, encoding, and writing ‘palabras agudas, graves, and esdrújulas’ with a prosodic or orthographic accent
  - (iii) encoding words containing hiatus and diphthongs ~~correctly~~
  - (iv) decoding and encoding ‘palabras sobresdrújulas with a prosodic or orthographic accent
  - (v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses
  - (vi) using spelling patterns and rules, print and electronic resources to determine and check correct spelling; and
    - (i) ~~decoding and encoding consonant changes including /t/ to /sh/ such as in select and selection;~~
    - (ii) ~~decoding and encoding /k/ to /sh/ such as in music and musician;~~
    - (iii) ~~decoding and encoding vowel changes including long to short such as in define to definition;~~
    - (iv) ~~decoding and encoding silent and sounded consonants such as sign to signal; and~~
- (C) ~~demonstrate print awareness by:~~
- (C) develop vocabulary ~~by to:~~
- (i) using ~~use~~ a variety of resources print, digital, and web-based to determine meanings, syllabication, and pronunciation to validate understanding of unknown words;
  - (ii) using ~~use~~ context to determine the meaning of unfamiliar words and multiple meaning words in grade level text;
  - (iii) determining ~~determine~~ the meaning and use grade-level academic Spanish words derived from Greek and Latin roots including audi, crono, foto, geo, terr;
  - (iv) identifying ~~identify~~ the meaning of base words with affixes including trans-, super-, anti-, semi-, -ología, -ificar, -ismo, -ista;
  - (v) producing analogies with known antonyms and synonyms ~~investigate word relationships such as antonyms, synonyms, and analogies; produce;~~
  - (vi) differentiating ~~differentiate~~ between commonly confused terms such as porque, porqué, por qué, por que; asimismo (adverbio), así mismo (de la misma manera); sino, si no; también, tan bien; and
  - (vii) identifying ~~identify~~ and explaining ing the meaning of idioms and such as ‘me tomé el pelo’ and adages ‘el camarón que se duerme se lo lleva la corriente’; and other sayings such as;
- (D) use appropriate rate, accuracy, and prosody when reading grade level text;
- (E) self-select text ~~to and~~ read independently for a sustained period of time;
- (F) write legibly in manuscript ~~print~~ and cursive;

(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:

- (A)(H) establish purpose for reading ~~assigned and self-selected texts~~; and
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
- (C) ~~(A)~~ make and confirm predictions using text features, characteristics of genre elements, and structures;
- (D)~~(C)~~ create mental images to deepen understanding;
- (E)~~(D)~~ make connections to personal experiences, to ideas in other texts, and to the larger community; ~~to activate prior knowledge~~
- (F)~~(E)~~ make inferences using and use evidence to support understanding;
- (G)~~(F)~~ evaluate and prioritize information read to determine what is most important;
- (H) establish purpose for reading assigned and self-selected texts; and
- (H)~~(G)~~ synthesize information to create new understanding; and.
- (I) monitor comprehension and make ~~corrections and~~ adjustments when understanding breaks down.

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**Commented [A20]:** Did not change this to text evidence BECAUSE we wanted evidence to come from a variety of sources.

**Commented [A21]:** ER

**Commented [A22]:** redundant

(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:

- (A) describe the personal and emotional ~~impact of and personal~~ connections to a variety of sources including self selected texts;
- (B) use text evidence to support an appropriate response ~~describe multiple perspectives including personal, character, and author and support text evidence~~;
- (C) ~~(D)~~ paraphrase and ~~or~~ summarize texts in ways that maintain meaning and logical order;
- (D) interact with sources in meaningful ways such as note-taking, annotating, free writing, or illustrating;
- (E) ~~(F)~~ respond using newly to various sources embedding acquired vocabulary as appropriate;
- (F) ~~(E)~~ discuss and write about specific ideas in the text important to the implied meaning;
- (G) ~~(E)~~ compare and contrast ~~discuss similarities and differences~~ across a variety of sources;

(4) Collaboration: Listening, Speaking, Reading, and Writing using Multiple Texts. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments using the four domains of language as appropriate. The student is expected to:

- (A) listen actively to interpret verbal and nonverbal messages and ask clarifying questions;
- (B) work productively with others by following agreed-upon rules for discussion to develop a plan of shared responsibilities with clear goals;
- (C) articulate thoughts clearly and ~~participate in teacher and student led discussions by speaking coherently with appropriate detail about the topic and providing suggestions that~~ build upon the ideas of others during discussion; and
- (D) reflect on and respond to the effectiveness of collaboration by acknowledging the contributions of others ~~all team members~~.

- (5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. Diverse is a broad term that includes all cultures and communities. The student is expected to:
- (A)(F) develop an understanding of ~~recognize~~ how forms and structures are the same and different within and across genres including such as historical fiction, legends and myths, ~~fantasy~~ biographies, autobiographies, ~~personal narrative memoir~~ informational text, primary source documents, narrative non-fiction, poetry, and drama.
- (B) recognize characteristics and structures of literary texts including:
- (i) analyzing and summarizing the elements of plot development including rising action, climax, falling action, and resolution including non-linear elements such as flashback;
  - (ii) explaining the significance of the setting of the plot, including historical setting;
  - (iii) explaining the roles and functions of characters including their relationships and conflicts;
  - (iv) explaining multiple themes and ideas not explicitly stated within and across texts; and
  - (v) identifying the elements of a play, including acts, scenes, stage directions, and scripted dialogue.
- (vi)(E) understanding and identifying elements of poetry, including internal rhyme, onomatopoeia, and rhyme scheme found in various forms of poetry; and
- (C) recognize characteristics and structures of informational text including:
- (i) using features, including insets, timelines, and sidebars, to locate, explain, or use information and gain understanding of text; and
  - (ii) explain how different organizational structures such as cause and effect, compare and contrast, problem and solution, description, and sequential and chronological order support the main ideas;
- (D) recognize characteristics and structures of persuasive ~~or argumentative~~ text including identifying the thesis ~~to and~~ explain how the author has used facts for or against an argument and verifying the facts;
- (E) interpret and construct multimodal texts and digital literacies for a variety of purposes;
- (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 will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to:
- (A) identify and analyze the author's purpose and message within texts;
  - (B) understand how text structure contributes to the ~~the~~ author's purpose;
  - (C) identify and explain the author's use of print and graphic features to achieve specific purposes;
  - (D) describe ~~understand~~ how the author's use of literal and figurative language including such as metaphor, simile, and imagery achieves specific purposes;
  - (E) identify and analyze how the author's use of language contributes to mood and voice tone of a text;

- (F) identify and analyze the use of literary devices including omniscient and limited point of view to achieve a specific purpose; and
  - (G) identify and explain the use of literary devices, including exaggeration and emotional appeals, when used rhetorically, ~~exaggeration and emotional appeals~~.
- (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) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, free writing, and mapping;
  - (B) develop drafts of varying lengths by organizing ideas into a focused, structured, and coherent piece of writing;
  - (C) revise drafts independently and collaboratively by adding, deleting, combining, and rearranging ideas for coherence and clarity;
  - (D) edit drafts ~~independently and collaboratively~~ using standard Spanish-English conventions of ~~grammar, spelling, capitalization, and punctuation~~, including:
    - (i) ~~use~~ complete simple, complex, and compound sentences with correct subject-verb agreement;
    - (ii) ~~use~~ irregular verbs and active voice;
    - (iii) ~~use~~ collective nouns, ~~gente and classe~~;
    - (iv) ~~use~~ descriptive adjectives including those indicating origin ~~and their comparative and superlative forms~~;
    - (v) ~~use~~ adverbs that convey frequency and intensity;
    - (vi) ~~use~~ prepositions and prepositional phrases to convey location, time, direction, or to provide details;
    - (vii) ~~use~~ indefinite pronouns ~~including todos, juntos, nada, cualquier~~;
    - (viii) ~~use~~ ~~coordinating~~ conjunctions ~~such as y, o, pero~~ to form compound predicates, subjects, and sentences;
    - (ix) ~~use~~ subordinating conjunctions to form complex sentences and correlative conjunctions ~~such as o/o, ni/ni~~;
    - (x) ~~use~~ capitalization for: ~~proper nouns abbreviations, such as Ave., Sr., Sra, Dr., initials, acronyms, and organizations; and~~
    - (xi) ~~use~~ punctuation marks including commas in compound and complex sentences; ~~em dash for dialogue; and~~ proper italics and underlining for titles and emphasis; ~~and quotation marks for titles.~~
  - (E) publish written work drafts in response to feedback and evaluate its effectiveness such as using a rubric;
  - (F) use the elements of craft to advance the writer's purpose when composing by:
    - (i) developing an engaging idea reflecting depth of thought with specific details and relevance;
    - (ii) organizing with sound and purposeful structure including an effective lead, transitions, sentence-to-sentence connections, and closing;
    - (iii) using intentional word choice, precise nouns, and strong actions verbs;
    - (iv) constructing a variety of sentence structures and lengths; and

- (v) ~~using author's craft to~~ developing voice;
  - (G) compose literary texts using genre characteristics and ~~author's~~ craft including personal narratives, fiction such as realistic or historical, and poetry;
  - (H) compose informational texts using genre characteristics and ~~author's~~ craft such as essays and biographies;
  - (I) compose argumentative texts using genre characteristics and ~~author's~~ craft such as editorials; and
  - (J) compose correspondence such as email or blog.
- (8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
- (A) generate and clarify ~~student-selected~~ questions ~~on a~~ ~~based on teacher-selected~~ topic for formal and informal inquiry;
  - (B) follow the research plan with teacher support;
  - (C) analyze and organize collected information from a variety of sources;
  - (D) differentiate between primary and secondary sources;
  - (E) demonstrate understanding using appropriate mode of delivery, such as written, oral, and/or media;
  - (F) develop a bibliography and recognize ~~the difference~~ between paraphrasing and plagiarism to use source materials ethically; and
    - ~~(i) ——— develop a bibliography of sources used; and~~
    - ~~(ii) ——— differentiate between paraphrasing and plagiarism to use source materials ethically; and~~
  - (G) incorporate digital technology, when appropriate.

## Spanish Language Arts and Reading Grade 6

### (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 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 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. Although some strands may require more instructional time, each strand is of equal value, and 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) 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 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.
- (4 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) in which 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 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 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

**Commented [A23]:** These sentences need to be added to any grade level that has student expectations related to encoding/decoding.

**Commented [A24]:** Recommended by Dr. Hill to leave the skills together because they are reciprocal. *Unlocking Literacy, Effective Decoding and Spelling Instruction*, by Marcia K. Henry

are used is reliant on the type of bilingual program model being used (See Texas Education Code, §29.066).

- (5 4) English language learners (ELLs) are expected to meet standards in a second language, and ~~however~~; their proficiency in English ~~directly impacts influences~~ their ability to meet these standards. ~~The comprehension of text 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. ~~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. ~~Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.~~
- (6 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 ~~A B~~.
- (7 6) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (~~Dr. Kate~~ Kinsella, ~~NCLB~~, 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. 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).
- (8 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 oral language and word structure knowledge through phonological awareness, print concepts, phonics and morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:
  - (A) develop oral language through-listening and speaking by:
    - (i) ~~following, restating, and giving oral instructions that involve a short related sequence of actions;~~
    - (iv) ~~developing employing~~ strategies ~~that to~~ support active listening;
    - (ii) employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and
    - (iii) giving an organized presentation with a specific point of view;
    - (v) ~~conducting an interview, including social, informative, and literary;~~
    - (v) ~~developing social communication such as, providing peers with constructive praise, and feedback, using oral language to explore, and~~
    - (vi) ~~negotiating and problem-solving; and~~
    - (vii) ~~listening and responding to critique from peers after an oral presentation.~~

- (B) demonstrate and apply phonetic knowledge by:
- (i) differentiating between commonly confused terms such as **porque, porqué, por qué, por que; asimismo (adverbio), así mismo (de la misma manera); sino, si no; también, tan bien;**
  - (ii) decoding, encoding, and writing 'palabras agudas, graves, esdrújulas, and sobresdrújulas';
  - (iii) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect conditional, and future tenses; and
  - (iv) decoding and encoding words containing hiatus and diphthongs;
- (C) develop vocabulary **byte**:
- (i) using **print**, **and** digital **and web-based** reference resources to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words in context;
  - (ii) using **context** to determine the meaning of unfamiliar words or multiple meaning words; a
  - (iii) determining **the meaning and usage of grade-level academic Spanish English** words derived from Greek and Latin roots including **metro-, grafo-, scrib-, port-, mis/mit-, bene-, man-, vae-, scrib/script-, and jur/jus;**
  - (iv) identify the meaning of base words with affixes including **ex-, bio-, aero-, -cida, -voro-, -it is; and**
  - (v) **complete analogies that describe part to whole or whole to part: ~~such as motor:carro es como aire: \_\_\_\_\_ or carro:motor es como llanta \_\_\_\_\_;~~**
- (D) adjusting fluency when reading grade-level text based on the reading purpose; and
- (E) self-select text **to and** read independently for a sustained period of time.
- (2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:
- ~~(H)~~(A) establish purpose for reading **assigned and self-selected texts;**
  - (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
  - ~~(C)~~ ~~(A)~~ make and confirm predictions using text features, **characteristics of genre, elements,** and structures;
  - ~~(C)~~ ~~(D)~~ create mental images to deepen understanding;
  - ~~(D)~~ ~~(E)~~ make connections to personal experiences, to ideas in other texts, and to the larger community; **to activate prior knowledge**
  - ~~(E)~~ ~~(F)~~ make inferences and use **evidence** to support understanding;
  - ~~(F)~~ ~~(G)~~ evaluate **prioritize** information read to determine what is most important;
  - ~~(G)~~ ~~(H)~~ synthesize information to create new understanding; **and**
  - (I) monitor comprehension and make **corrections and** adjustments when understanding breaks down.
- (3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:

**Commented [A25]:** For grades 3-6

**Commented [A26]:** Metaphors and analogies help students make new and unfamiliar concepts more meaningful by connecting what they already know to what they are learning and help them identify relationships between words.  
It is an important skills for comparison purposes and oral language development

**Commented [A27]:** Check Spanish Gr 3-5

**Commented [A28]:** State Board recommendation, ER comments, specificity

**Commented [A29]:** Redundant

**Commented [A30]:** Check Spanish 3-5

**Commented [A31]:** Did not change this to text evidence BECAUSE we wanted evidence to come from a variety of sources.

**Commented [A32]:** ER

**Commented [A33]:** redundant

- (A) describe the personal and emotional ~~impact of and personal~~ connections to a variety of sources including self selected texts;
- (B) use text evidence to support an appropriate response; ~~interpret ideas from a variety of sources and provide relevant text evidence to demonstrate understanding;~~
- (~~C~~ F) paraphrase and ~~or~~ summarize texts in ways that maintain meaning and logical order;
- (D) interact with ~~a variety of~~ sources read, heard, or viewed in meaningful ways such as notetaking, annotating, ~~and~~ free writing or illustrating;
- (~~E~~) respond using newly acquired vocabulary as appropriate;
- (~~F~~ E) discuss and write about the implicit and explicit meanings of text;
- (G) compare ~~multiple~~ sources within and across ~~including different~~ genres and write a response with accurate ~~and relevant~~ text evidence;
- (~~H~~) ~~respond to ideas and feedback about personal and academic writing; and~~
- (~~H~~ I) respond orally or in writing ~~to various audiences~~ with appropriate register, vocabulary, and voice; and
- (~~I~~ E) reflect on and adjust responses when valid evidence is presented.
- (4) Collaboration: Listening, Speaking, Reading, and Writing using Multiple Texts. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments using the four domains of language as appropriate. The student is expected to:
- (A) listen actively to interpret verbal and nonverbal messages and ask clarifying questions;
- (B) work productively with others by following agreed upon rules for discussion to develop a plan with clear goals;
- (C) elicit and consider ~~participate in student led discussions by eliciting and considering~~ suggestions from other group members and ~~by~~ identifying ing points of agreement and disagreement; and
- (D) evaluate the effectiveness of the collaborative interactions ~~collaboration~~.
- (5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. Diverse is a broad term that includes all cultures and communities. The student is expected to:
- (~~F~~ A) develop an understanding of ~~recognize~~ how forms and structures are the same and different within and across genres such as realistic fiction, historical fiction, legends and myths, fantasy, science fiction, biographies, autobiographies, memoirs, informational text, primary source documents, narrative nonfiction, argumentative text, poetry, drama, and hybrid text;
- (B) recognize characteristics and structures of literary texts including:
- analyzing ~~and summarizing the relationship between of~~ nonlinear plot development including the use of foreshadowing to advance the plot;
  - explaining the influence of the setting in character and plot development;
  - analyzing the roles and functions of characters including their relationships and conflicts;
  - explaining multiple themes and ideas not explicitly stated in texts;
  - describing how a playwright uses acts, scenes, stage directions, and scripted dialogue to develop dramatic action; and

**Commented [A34]:** Added so realistic fiction is included in text

- (E)(vi) ~~analyzing~~ the importance of visual elements such as capital letters, line length, and word position in various forms of poetry;
- (C) recognize characteristics and structures of informational text including:
- (i) ~~using~~ features such as introduction, foreword, or preface, references, or acknowledgements to gain background information and understand the author's perspective on the topic; and
  - (ii) ~~explaining~~ how different organizational structures such as description, cause and effect, compare and contrast, sequential order, chronological order, proposition-and-support, and problem-and-solution, support the main ideas;
- (D) recognize characteristics and structures of persuasive ~~or argumentative~~ text including analyzing the argument by identifying the claim the author presents in the thesis and explain how the author supports their position with detailed and relevant evidence, and consideration of alternatives; ~~and~~
- (E) analyze and construct multimodal texts and digital literacies for a variety of purposes.
- (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 ~~will analyze and apply~~ author's craft purposefully in order to develop their own products and performances. The student is expected to:
- (A) identify and analyze the author's purpose and message of a within texts;
  - (B) identify and explain how a text structure contributes to ~~the~~ author's purpose;
  - (C) interpret ~~the~~ author's use of print and graphic features to achieve specific purposes;
  - (D) explain the effect of literal and figurative language including metaphor, simile, personification, and imagery to achieve intended purposes;
  - (E) identify and analyze how ~~the~~ author's use of language contributes to mood and ~~voice tone~~ of a text;
  - (F) identify and analyze the use of literary devices including omniscient and limited point of view and foreshadowing to achieve a specific purpose; and
  - (G) discuss the use of rhetorical devices ~~including hyperbole~~.
- (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) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies, such as discussion, background reading, personal interests, and interviews;
  - (B) develop drafts by choosing an effective organizational strategy, such as sequence of events, cause-effect, and compare-contrast, and building on ideas to create a focused, organized, and coherent piece of writing;
  - (C) revise drafts independently and collaboratively to ensure clarity, development, organization, style, word choice, and sentence fluency;
  - (D) edit drafts ~~independently and collaboratively~~ using standard ~~Spanish English~~ conventions of ~~grammar, spelling, capitalization, and punctuation~~ including:
    - (i) ~~a variety of compound and complex sentences; sentence combining techniques to write with variety;~~
    - (i) ~~complete simple and compound sentences with correct subject-verb agreement;~~

Commented [A35]: E/SLAR alignment

- ~~(ii) — varying cohesive devices; use commas in compound sentences and after transition words and introductory words and phrases;~~
- ~~(ii)~~ (ii) commas in compound sentences and after transition words and introductory words and phrases;
- ~~(iii) — parallel structure~~
- ~~(iii)~~ (iii) consistent verb tenses; and subject-verb agreement
- ~~(viii) — use subordinating conjunctions such as mientras, si, porque, aunque to form compound predicates, subjects, and sentences~~
- ~~(v) — subject-verb agreement;~~
- (iv) appropriate pronouns; for clarity;
- (v) use quotation marks correctly such as for dialogue;
- (vi) use proper mechanics for referencing titles of books;
- (vii) use conventions of capitalization for of proper nouns appropriately including abbreviation, initials, acronyms, and organizations; and
- ~~(viii) — differentiate between commonly confused terms such as its and it's and affect and effect; and~~
- ~~(viii) — use spelling patterns and rules and~~
- ~~(viii) — print and electronic resources to determine and check correct spelling;~~
- (viii) correct spelling, including commonly confused terms;
- (E) publish written work for appropriate audiences;
- (F) use the elements of craft to advance the writer's purpose when composing by:
  - (i) developing an engaging idea reflecting depth of thought with specific details and relevance;
  - (ii) organizing with sound and purposeful structure including an effective lead, transitions, sentence-to-sentence connections, and closing;
  - (iii) using intentional word choice, precise nouns, and strong actions verbs;
  - (iv) constructing a variety of sentence structures and lengths; and
  - (v) using author's craft to develop voice;
- (G) compose literary texts using genre characteristics and author's craft including personal narratives, fiction and poetry;
- (H) compose informational texts including multi-paragraph essays that convey information about a topic using genre characteristics and author's craft including essays;
- (I) compose argumentative texts using genre characteristics and author's craft; and
- (J) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.
- (8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
  - (A) generate student-selected and teacher guided questions for formal and informal inquiry;
  - (B) develop a plan;
  - (C) gather and synthesize information from a variety of sources;

Commented [A36]: E/SLAR alignment

Commented [A37]: E/SLAR alignment

Commented [A38]: subject-verb agreement is now covered in (i)

Commented [A39]: Added for clarity

- (D) critically examine sources for ~~determine credibility of primary and secondary sources~~  
(i) credibility and bias; and  
(ii) faulty reasoning, including hyperbole, emotional appeals, and stereotypes;
- (E) synthesize information from a variety of sources;
- (F) demonstrate understanding using appropriate mode of delivery;
- (G) display academic citations and references to use source materials ethically; and
- (H) incorporate digital technology, when appropriate.