

DRAFT Proposed Revisions
Texas Essential Knowledge and Skills (TEKS)
Spanish Language Arts and Reading, Grade 3 – Grade 6

Prepared by the State Board of Education TEKS Review Committees

First Draft, November 2015

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~~). Text proposed to be moved from its current student expectation is shown in purple font with strikethrough (~~moved text~~) and is shown in the proposed new location in purple font with underlines (new text location).

Comments in the right-hand column 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
- VA**—information added, changed, or deleted to increase vertical alignment

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§128.14. Spanish Language Arts and Reading, Grade 3, Beginning with School Year 2009-2010.

| | | TEKS with edits | Committee Comments |
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| (a) | | <u>Introduction.</u> | |
| (1) | | <u>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, not mere translations from English. The Spanish Language Arts and Reading TEKS are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the Spanish language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In third grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read, write, and be read to on a daily basis.</u> | |
| (2) | | <u>Research consistently shows that literacy development in the student's native language facilitates learning in English (Collier & Thomas, 1997; Cummins, 2001). Students can develop cognition, learn, and achieve best when they can understand the language of instruction (August, Calderon, & Carlo, 2003). Students who have strong literacy skills in their primary language can be expected to transfer those skills to English and <i>progress rapidly</i> in learning in English. Although English and Spanish look very similar on the surface (i.e., similar alphabets; directionality; cognates) the conventions of each language presuppose the reading process in that language. Consequently, systematic instruction in the appropriate sequence of skills is critical. For this reason, the Spanish Language Arts and Reading TEKS reflect language arts standards that are authentic to the Spanish language and not mere translations from English.</u> | |
| (A) | | Spanish, as opposed to English, has a closer letter-sound relationship and clearly defined syllable boundaries. The syllable in Spanish is a more critical unit of phonological awareness than in English because of the consistent phoneme-grapheme correspondence. Syllables are important units for Spanish because of their strong effect in visual word recognition (Carreiras et al., 1993) and their major role in predicting Spanish reading success. In addition, Spanish presents a much higher level of orthographic transparency than English and does not rely on sight words for decoding. This orthographic transparency accelerates the decoding process and | |

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| | | the focus quickly moves to fluency and comprehension. Spanish uses frequency words that are identified by the rate of occurrence in grade appropriate text and used to build on fluency and comprehension. However, in English, "sight" words are used because of words that are not decodable such as "are" or "one." In Spanish, decoding issues are not as prevalent as issues of comprehension. These specific features of the Spanish language will influence reading methodology and development. | |
| (B) | | Spanish instruction maximizes access to English content. Students with strong literacy skills in Spanish phonemic awareness, phonics, vocabulary, and reading comprehension can be expected to transfer those skills to English. The "transfer" of knowledge and skills from one language to another refers to the metalinguistic and metacognitive processes and awareness that students gain in developing literacy in two languages. Current research on bilingual instruction (e.g., August & Shanahan, 2006; Genesse et al., 2006) shows how students use native literacy knowledge when learning to read and write in another language. | |
| (C) | | The effective transfer of skills transpires as students develop their metalinguistic skills and as they engage in a contrastive analysis of the Spanish and English languages (Cummins, 2007). Transfer matters occur within fundamentals of language that are common to Spanish and English; within fundamentals that are similar, but not exact in both languages; and in fundamentals specific to each language and not applicable to the other language. The strength of learning through formal instruction in Spanish determines the extent of transfer in English (August, Calderon, & Carlo, 2000; Slavin & Calderon, 2001; Garcia, 2001). In other words, for transfer to occur, comprehension of the "rules" and the realization of their applicability to the new language specific tasks are necessary. | |
| (D) | | The concept of transfer necessitates the use of some of both languages in which both (Spanish and English) <i>co-exist with flexibility</i> . 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. This is <i>reliant</i> on the type of bilingual program model being used (See Texas Education Code, §29.066). | |
| (3) | | <u>To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations at Grade 3 as described in subsection (b) of this section.</u> | |
| (4) | | <u>To meet Texas Education Code, §28.002(h), which states, "... each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.</u> | |

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| (b) | | <u>Knowledge and skills.</u> | |
| (1) | <u>1</u> | Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds and spelling based on orthographic rules to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to: <u>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:</u> | New agreed upon strand |
| (A) | A | use orthographic rules to segment and combine syllables including diphthongs (e.g., <u>such as</u> na-die, ra-dio); | ER |
| (G) | B | decode words with an orthographic accent (e.g., <u>such as</u> día, también, después); | ER |
| (F) | <u>C</u> | <u>become familiar with words that have an orthographic accent on the third-to-last syllable (palabras esdrújulas) (e.g., <u>such as</u> último, cómico, mecánico);</u> | Moved from 24 F |
| (G) | <u>D</u> | <u>become familiar with the concept of hiatus and diphthongs and the implications for orthographic accents (e.g., <u>such as</u> le-er, rí-o; quie-ro, vio);</u> | Moved from 24 G |
| (H) | <u>E</u> | <u>use with increased accuracy accents on words commonly used in questions and exclamations (e.g., <u>such as</u> cuál, dónde, cómo);</u> | Moved from 24 H |
| (I) | <u>F</u> | <u>Write words that have a prosodic or orthographic accent, on the last syllable palabras agudas (such as feliz, canción) y graves (e.g., <u>such as</u> casa, árbol)</u> | Moved from 24 E and combined (i) and ii |
| (J) | <u>G</u> | <u>differentiate the meaning or function of a word based on the diacritical accent (e.g., <u>such as</u> se/sé, el/él, mas/más);</u> | Moved from 24 I |
| (K) | <u>H</u> | <u>mark accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (e.g., <u>such as</u> corrió, jugó, tenía, gustaría, vendrá); and</u> | Moved from 24 J |
| (L) | I | decode <u>and spell, to mastery</u> , words with silent "h" <u>increasing accuracy</u> <u>such as</u> ahora, hermano; <u>and</u> words that use the syllables que-, qui-, as in queso and quito; gue-, gui-, as in guiso and juguete; and güe-, güi-, as in pingüino and agüita; | 'mastery' is used to indicate the last grade level where the standard appears Combined 1B and 1C |
| (M) | J | develop automatic recognition, <u>monitor accuracy, and spell to mastery</u> of words that have the same sounds represented by different letters <u>with increased accuracy</u> (e.g., <u>including</u> "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 | Combined current 1D with 24Av 'mastery' is used to indicate the last grade level where the standard appears |

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| | | zapato; "j" and "x," as in cojín and México; "i" and "y," as in imán and doy; "b" and "v," as in burro and vela); | |
| (E) | | Read words with common prefixes (e.g., including in-, des-, re-, pre-, ex-) and suffixes (e.g., including -mente, -dad, -oso, -able, -eza,); | Combined with SE below Affixes are specified for clarity Removed 'common' due to it being a subjective term |
| (A) | <u>K</u> | identify the meaning of common prefixes (e.g., including in-, des-, re-, pre-, ex-) and suffixes (e.g., including -mente, -dad, -oso, -able, -eza,); to read and know how they change the meaning of roots; | Moved from 4 A and combined with SE above Reworded for clarity |
| (F) | | identify the syllable that is stressed (sílabla tónica); | Removed from grade 3 as it is already covered in lower grades and implied for third through accents |
| (H) | <u>L</u> | use knowledge of the meaning of base words to identify and read common compound words (e.g., <u>such as</u> sacapuntas, abrelatas, salvavidas); and | 'common' is subjective ER |
| (I) | | monitor accuracy in decoding words that have same sound represented by different letters | has been reworded and combined to 1D |
| (A) | | identify the meaning of common prefixes (e.g., ex-, des-) and suffixes (e.g., -era, -oso), and know how they change the meaning of roots; | Moved from current (4) Vocabulary Development strand to 1 |
| (B) | <u>M</u> | use context or distinguish among multiple meaning words and homographs to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs (e.g., such as banco- el lugar ; banco-para sentarse); | Moved from current 4B to 1 Reworded to clarify verbiage of skill ER |
| (C) | <u>N</u> | identify and use antonyms, synonyms, and homophones (e.g., such as, tubo, tuvo); | ER Moved from current 4C to 1 Examples not necessary |
| (D) | <u>O</u> | identify and apply playful uses of language (e.g., such as tongue twisters, palindromes, riddles); and | Moved from current 4D to 1 ER |
| (E) | <u>P</u> | alphabetize a series of words to the third letter and to use a dictionary or a glossary (including hardcopy and online versions) to determine the meanings and syllabication of unknown words. | Moved from current 4E to 1 CCRS V Research & Technology Reworded for clarity |
| (F) | <u>Q</u> | use print and electronic resources to find and check correct spellings | Moved from current 4F to 1 |
| (24) | | Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to: | This skill's SEs were combined with SEs in skill 1 for streamlining |

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| (A) | | spell words with increased accuracy using orthographic rules, including: | Combined with 1D |
| (i) | | words that use syllables with hard /r/ spelled as "r" or "rr," as in ratón and carro; | Combined with 1D |
| (F) | <u>R</u> | <u>Spell words that use syllables with soft and hard /r/ spelled as "r" and always between two vowels, as in such as cara and perro;</u> | Moved from 24 A ii Reworded for clarity |
| (iii) | | words that use syllables with silent "h" (e.g., ahora, almohada); | Combined with 1D |
| (iv) | | words that use syllables que , qui , as in queso and quito; gue , gui , as in guiso and juguete; and güe , güi , as in paraguero and agüita; | Combined with 1D |
| (v) | | words that have the same sound represented by different letters (e.g., "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; "e," "s," and "z," as in cereal, semilla, and zapato; "j" and "x," as in cojín and México; "i" and "y," as in imán and doy; "b" and "v," as in burro and vela); and | Combined with 1D |
| (G) | <u>S</u> | <u>Spell words using "n" before "v" (e.g., such as invitación), "m" before "b" (e.g., such as cambiar), and "m" before "p" (e.g., such as comprar);</u> | Moved from 24 A vi |
| (H) | <u>T</u> | <u>Spell, to mastery, words with consonant blends increased accuracy (e.g., such as bra/bra-zo-, glo/glo-bo-);</u> | Moved from 24B 'mastery' is used to indicate the last grade level where the standard appears ER |
| (I) | <u>U</u> | <u>Spell, to mastery, with increased accuracy the plural form of words ending in "z" by replacing the "z" with "c" before adding -es (e.g., such as capaz, capaces; raíz, raíces);</u> | Moved from 24C 'mastery' is used to indicate the last grade level where the standard appears ER |
| (D) | | use knowledge of syllabic sounds, word parts, word segmentation, and syllabication to spell; | Combined with 1D |
| (E) | | write with increased accuracy using accent marks, including: | Moved to 1E |
| (i) | | words that have a prosodic or orthographic accent on the last syllable (palabras agudas) (e.g., feliz, canción); and | Moved to 1 |
| (ii) | | words that have a prosodic or orthographic accent on the second to last syllable (palabras graves) (e.g., casa, árbol); | Moved to 1 |
| (F) | | become familiar with words that have an orthographic accent on the third to last syllable (palabras esdrújulas) (e.g., último, cómico, mecánico); | Moved to 1 |
| (G) | | become familiar with the concept of hiatus and diphthongs and the implications for orthographic accents (e.g., le er, rí o; quie ro, vio); | Moved to 1 |

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| (H) | | use with increased accuracy accents on words commonly used in questions and exclamations (e.g., cuál, dónde, cómo); | Moved to 1 |
| (I) | | differentiate the meaning or function of a word based on the diacritical accent (e.g., se/sé, el/él, mas/más); | Moved to 1 |
| (J) | | mark accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (e.g., corrió, jugó, tenía, gustaría, vendrá); and | Moved to 1 |
| (K) | | use print and electronic resources to find and check correct spellings. | Moved to 1 |
| | <u>V</u> | <u>Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (including accuracy, expression, appropriate phrasing, and comprehension.)</u> | |
| | <u>W</u> | <u>Self-select and read text at independent reading level</u> | New SE |
| (A) | <u>X</u> | write legibly in cursive script with spacing between words in a sentence; | <u>Moved from current 23</u> |
| (2) | | <u>Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to: Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend increasingly complex texts. The student is expected to:</u> | New strand 2 from agreed upon strands |
| | | <u>establish purpose for reading assigned and self-selected texts and monitor comprehension making corrections and adjustments when that understanding breaks down.</u> | Intro from Figure 19 Pearson expert |
| | | <u>Draw conclusions from facts presented in text and support those assertions with textual evidence</u> | 3.13B |
| | | <u>Identify the details or facts that support the main idea</u> | 13.A |
| | | <u>Identify explicit cause and effect relationships among ideas in texts</u> | |
| | | <u>Distinguish fact from opinion</u> | |
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| | | <u>search for and use connections to personal experiences, to ideas in other texts and to the larger community.</u> | Fig 19F CCRS II D1A |
| | | <u>visualize sensory images to interpret and analyze texts.</u> | CCRS IIA6A New statement |

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| | <u>generate questions about text to deepen understanding and gain information.</u> | Figure 19 B |
| | <u>use text features, elements and structure to make and confirm predictions.</u> | (CCRS III 2A) |
| | <u>sort through information read to distinguish what is most important in understanding an author's message.</u> | Added new statement |
| | <u>make inferences about text and use textual evidence to support understanding.</u> | (Fig 19D) (CCRS II A4) |
| | <u>summarize, paraphrase, or retell texts in ways that maintain meaning in logical order within a text and across texts.</u> | (Fig 19D) (CCRS II A 4) |
| | <u>combine information from the text and the readers' schema in order to create new understanding.</u> | CCRS II D1A |
| (A) | Use <u>text features and</u> ideas (<u>such as</u> illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions; | 'such as' ER Added for clarity and specification |
| (B) | ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; and | |
| (C) | establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (<u>such as</u> identifying clues, using background knowledge, generating questions, re-reading a portion aloud). | 'such as' ER |
| (3) (D) | <u>Reading/Fluency. Students read grade level text with fluency and comprehension Students are expected to read aloud grade level appropriate text with fluency, including accuracy, expression, appropriate phrasing, and comprehension.</u> | Turned from Strand 3 into skill and moved to strand 1 'including' (ER) |
| (4) | <u>Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</u> | Turned from strand 4 and Moved as an SE under agreed upon Strand 1 |
| (A) | identify the meaning of common prefixes (e.g., ex , des) and suffixes (e.g., era, oso), and know how they change the meaning of roots; | Moved to Strand 1 |
| (B) | use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs (e.g., vino la bebida; vino del verbo venir); | Moved to Strand 1 |
| (C) | identify and use antonyms, synonyms, and homophones (e.g., tubo, tuvo); | Moved to Strand 1 |
| (D) | identify and apply playful uses of language (e.g., tongue twisters, palindromes, riddles); and | Moved to Strand 1 |
| (E) | alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings and syllabication of unknown words. | Moved to Strand 1 |
| (5) | <u>Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and</u> | Removed strand 5 as it applies to agreed upon strand 2 |

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| | | contemporary contexts and provide evidence from the text to support their understanding. Students are expected to: | |
| (A) | | paraphrase the themes and supporting details of fables, legends, myths, or stories; and | |
| (B) | | compare and contrast the settings in myths and traditional folktales. | |
| (6) | | Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to describe the characteristics of various forms of poetry and how they create imagery (including narrative poetry, lyrical poetry, humorous poetry, free verse). | Removed as strand 6, but placed as SE under agreed upon strand 2 ER |
| (7) | | Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed. | Removed as strand 7, but placed as SE under agreed upon strand 2 |
| (8) | | Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: | Removed as strand 8, but placed as SE under agreed upon strand 2 Removed ending as it is implied with 'provide evidence' |
| (A) | | sequence and summarize the plot's main events and explain their influence on future events; | |
| (B) | | describe the interaction of characters including their relationships and the changes they undergo; and | |
| (C) | | identify whether the narrator or speaker of a story is first or third person. | |
| (10) | | Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to identify language that creates a graphic visual experience and appeals to the senses. | Moved from current strand 10 to place before current strand 9 as it applies to fictional SEs above Removed as strand 10, but placed as SE under agreed upon strand 2 |
| | | Students are expected to identify language that creates a graphic visual experience and appeals to the senses. | Moved from SE above to separate the skill |
| (9) | | Reading/Comprehension of Literary Text/Literary Nonfiction. Students 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 their understanding. Students are expected to explain the difference in point of view between a biography and autobiography. | Removed as strand 9, but placed as SE under agreed upon strand 2 |

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| | | <u>Students are</u> expected to explain the difference in point of view between a biography and autobiography. | Moved from SE above to separate the skill |
| (10) | | <u>Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to identify language that creates a graphic visual experience and appeals to the senses.</u> | Removed as strand 10, but placed as SE under agreed upon strand 2 |
| (11) | | <u>Reading/Comprehension of Text/Independent Reading. Students</u> read independently for sustained periods of time, <u>and</u> produce evidence of their reading, <u>Students are expected to read independently for a sustained period of time</u> and paraphrase <u>in correct order</u> what the reading was about, <u>maintaining meaning and logical order</u> (such as generate a reading log or journal; participate in book talks). | Removed as strand 11, but placed as SE under agreed upon strand 2 Reworded for clarity ER |
| (12) | | <u>Reading/Comprehension of Informational Text/Culture and History. Students</u> analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence <u>from the text to support their understanding. Students are expected to identify the topic and locate the author's stated purposes in writing the text.</u> | Removed as strand 12, but placed as SE under agreed upon strand 2 |
| | | <u>expected to identify the topic of cultural, historical, and contemporary contexts and locate the author's stated purposes in writing the text.</u> | Moved from SE above to separate the skill |
| (13) | | <u>Reading/Comprehension of Informational Text/Expository Text. Students</u> analyze, make inferences and draw conclusions about expository text and provide evidence from text <u>to support their understanding. Students are expected to:</u> | Removed as strand 13, but placed as SE under agreed upon strand 2 |
| (A) | | identify the details or facts that support the main idea; | |
| (B) | | draw conclusions from the facts presented in text and support those assertions with textual evidence; | |
| (C) | | identify explicit cause and effect relationships among ideas in texts; and | |
| (D) | | use text features (such as bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text. | |
| (14) | | <u>Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to identify what the author is trying to persuade the reader to think or do.</u> | Placed as SE under strand 2 |
| (15) | | <u>Reading/Comprehension of Informational Text/Procedural Texts. Students</u> understand how to glean and use information in procedural texts and documents. <u>Students are expected to:</u> | Removed as strand 15, but placed as SE under agreed upon strand 2 |
| (A) | | follow and explain a set of written multi-step directions; and | |

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| (B) | | locate and use specific information in graphic features of text. | |
| (16) | | Reading/Media Literacy. Students use comprehension skills in media literacy to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to: | Removed as strand 16, but placed as SE under agreed upon strand 2 |
| (A) | | understand how communication changes when moving from one genre of media to another; | Moved from 16 A |
| (B) | | explain how various design techniques used in media influence the message (such as shape, color, sound); and | Moved from 16 B |
| (C) | | compare various written conventions used for digital media (such as language in an informal e-mail vs. language in a web-based news article). | Moved from 16 C |
| (3) | 3 | <u>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:</u> | New Strand 3 recommended by ER |
| | | <u>Discuss or record predictions</u> | New vertically aligned SEs by vertical alignment committee |
| | | <u>Create and share questions before, during and after reading a text</u> | New vertically aligned SEs by vertical alignment committee |
| | | <u>Describe how personal visualizations support interpretations and analysis of text</u> | New vertically aligned SEs by vertical alignment committee |
| | | <u>Understand and explain how personal schema improves or impedes comprehension of text</u> | New vertically aligned SEs by vertical alignment committee |
| | | <u>Explain inferences drawn and support with evidence from the text and schema</u> | New vertically aligned SEs by vertical alignment committee |
| | | <u>Locate and explain why specific information is important to the author's message</u> | New vertically aligned SEs by vertical alignment committee |
| | | <u>Describe insights learned from combining text information with personal schema</u> | New vertically aligned SEs by vertical alignment committee removed due to being similar to another above |
| | | <u>Retell and maintain meaning and logical order within texts</u> | New vertically aligned SEs by vertical alignment committee removed due to summaries |

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| | | | being more comprehension not response |
| (4) | <u>4</u> | 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: | New Strand 4 recommended by ER |
| (29) | <u>A</u> | Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to: | Moved from strand 29 and turned into SE under strand 4 |
| (A) | <u>B</u> | listen attentively to speakers, ask relevant questions, and make pertinent comments; and | Moved from 29A |
| (B) | <u>C</u> | follow, restate, and give oral instructions that involve a series of related sequences of action. | Moved from 29B |
| (30) | <u>D</u> | Listening and Speaking/Speaking. Students speak clearly and to the point, use the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to—such as speaking coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively. | Moved from strand 30 and turned into SE under strand 4 Reworded for clarity |
| (31) | <u>E</u> | Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others. | Bundled into a new Strand 4 per ER |
| (5) | <u>5</u> | 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: | New Strand 5 recommended by ER |
| (18) | <u>A</u> | Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to: | Moved from strand 18 and turned into agreed upon strand 5 |
| (A) | <u>B</u> | write imaginative stories that build the plot to a climax and contain details about the characters and setting; and | Moved from 18a |
| (B) | <u>C</u> | write poems that convey sensory details using the conventions of various forms of poetry including rhyme, meter, patterns of verse | Moved from 18b For consistency with strand 2 verbiage |
| (6) | <u>6</u> | 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 | New Strand 6 recommended by ER |

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| | | <u>purposefully in order to develop their own products and performances. The student is expected to:</u> | |
| | <u>A</u> | <u>Identify language that creates imagery in literary texts</u> Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to identify language that creates a graphic visual experience and appeals to the senses. | Moved from strand 10 and turned into SE under agreed upon strand 6 |
| | <u>B</u> | <u>Identify the topic and locate the author's stated purpose in writing the text</u> Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and locate the author's stated purposes in writing the text. | Moved from strand 12 and turned into SE under agreed upon strand 6 |
| (14) | <u>C</u> | <u>Identify what the author is trying to persuade the reader to think or do</u> Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to identify what the author is trying to persuade the reader to think or do. | Moved from strand 14 and turned into SE under agreed upon strand 6 |
| (7) | <u>7</u> | <u>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:</u> | |
| (22) | <u>A</u> | Oral and Written Conventions/Conventions. Students understand <u>apply the function of and use the conventions of academic language when speaking and writing.</u> Students continue to apply earlier standards with greater complexity. Students are expected to: | Removed as strand 22 and turned into SE under strand 7 Added 'apply' for specificity |
| (A) | <u>B</u> | use and understand <u>apply</u> the function of the following parts of speech in the context of reading, writing, and speaking. | Moved from current 22 Added 'apply' for specificity |
| (i) | (i) | <u>regular and irregular verbs (including past, present, future, and perfect tenses in the indicative mode);</u> | Moved from current 22 |
| (ii) | (ii) | <u>nouns (including singular/plural, common/proper);</u> | Moved from current 22 |
| (iii) | (iii) | <u>adjectives (e.g., such as descriptive: dorado, rectangular; limiting: este, ese, aquel);</u> | Moved from current 22 |
| (iv) | (iv) | <u>articles (e.g., such as un, una, lo, la, el, los, las);</u> | Moved from current 22 |

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| (v) | (v) | adverbs (e.g., such as time: luego, antes; manner: cuidadosamente); | Moved from current 22 |
| (vi) | (vi) | prepositions and prepositional phrases; | Moved from current 22 |
| (vii) | (vii) | possessive pronouns (e.g., such as su, sus, mi, mis, suyo); | Moved from current 22 |
| (viii) | (viii) | coordinating conjunctions (e.g., such as y, o, pero); and | Moved from current 22 |
| (ix) | (ix) | time-order transition words including those and transitions that indicate a conclusion (e.g., such as finalmente, por último); | Moved from current 22 For specification & clarity |
| (B) | C | use the complete subject and the complete predicate in a sentence to form simple, complex, and compound sentences with correct subject-verb agreement; | Moved from current 22 |
| (D) | D | identify, read, and write abbreviations (e.g., such as Ave., Dra., Atte.). | Moved from current 22 |
| (23) | | Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to: | Removed from strand 23 due to it being specified into different SEs below |
| (B) | E | use capitalization for: geographical names, and places, historical periods, and official titles of people; | Moved from current 23 and combined romanettes i, ii, and iii for streamlining |
| (i) | | geographical names and places; | Moved from current 23 |
| (ii) | | historical periods; and | Moved from current 23 |
| (iii) | | official titles of people; | Moved from current 23 |
| (C) | F | recognize and use punctuation marks including commas; and | Moved from current 23 |
| (D) | G | use correct mechanics including paragraph indentations (<i>sangrias</i>) | Moved from current 23 |
| (17) | H | Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: | Moved from current 17 |
| (A) | I | prewrite and plan the organization of a first draft by selecting a an appropriate genre appropriate for conveying the intended meaning to an for a particular topic, purpose and audience, using and generating ideas through a range of strategies, (e.g., such as brainstorming, free writing, and mapping; graphic organizers, logs, journals); | Moved from current 17 |
| (B) | J | develop drafts, text or media by categorizing ideas and organizing them into paragraphs to create a focused, structured, and coherent piece of writing; | Moved from current 17 |
| (C) | K | revise drafts by adding, deleting, combining, and rearranging ideas for coherence, progression of ideas, and use of simple and compound sentence variety; and to address audience, genre, and purpose; | Moved from current 17 |

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| (D) | L | <u>edit drafts for effective sentence structure, and correctness of standard English including the conventions of for grammar, mechanics, and spelling, capitalization, and punctuation; using a teacher-developed rubric</u> | <u>Moved from current 17</u> |
| (E) | M | <u>publish drafts written work for a specific audience; in response to feedback and evaluate its effectiveness using a rubric</u> | <u>Moved from current 17</u> |
| (19) | N | <u>Writing. Students write about their own experiences. Students are expected to write about important personal experiences.</u> | <u>Moved from current 19 and turned into SE under strand 7</u> |
| (20) | O | <u>Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</u> | <u>Moved from current 20 and turned into SE under strand 7</u> |
| (A) | P | <u>create brief compositions that establish a central idea in a topic sentence; include supporting sentences with simple facts, details, and explanations; and contain a concluding statement;</u> | <u>Moved from current 20 and combined with romanettes i, ii, iii</u> |
| (i) | | <u>establish a central idea in a topic sentence;</u> | <u>Combined with SE above for streamlining</u> |
| (ii) | | <u>include supporting sentences with simple facts, details, and explanations; and</u> | <u>Combined with SE above for streamlining</u> |
| (iii) | | <u>contain a concluding statement;</u> | <u>Combined with SE above for streamlining</u> |
| (21) | Q | <u>Writing/Persuasive Texts. Students write persuasive texts <u>that establish a position and use supporting details</u> to influence the attitudes or actions of a specific audience on specific issues (such as essays, blogs) Students are expected to write persuasive essays for appropriate audiences that establish a position and use supporting details.</u> | <u>Moved from current strand 21 and moved as SE under strand 7</u> <u>Reworded for clarity</u> <u>Examples provided</u> |
| (8) | <u>8</u> | <u>Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. <u>Students engage in both short-term and sustained recursive inquiry processes for self-selected and assigned purposes. The student is expected to:</u></u> | <u>New strand</u> |
| (25) | (A) | <u>Prepare for inquiry and research: Brain storm research topics from personal interest and define specific topics using a variety of strategies and activities such as skimming and scanning techniques to identify data by looking at text features and <u>simple notes.</u></u> | <u>Moved from strand 25 and turned into agreed upon strand 8</u> |
| (A) | (B) | <u>Access resources for inquiry and research: Generate and follow a research plan for gathering relevant information about the topic and question from multiple sources, both oral and written, such as student initiated surveys, on-site presentation, interviews, data from experts, reference texts, on-line searches, and visual sources of information.</u> | <u>Moved from 25A to become 8A</u> |
| (26) | (C) | <u>Process information for inquiry and research: Improve the focus of research, analyze findings, and formulate conclusions.</u> | <u>Moved from strand 26 and turned into agreed upon strand 8</u> |

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| (i) | I | Narrow to one major topic and formulate open-ended questions about the topic. | <u>Moved from 26A(i) to become 8C(i)</u> |
| (ii) | ii | Clarify research questions and organize collected information into categories, such as notes <u>and</u> graphic organizers, diagrams, graphs or charts. | <u>Moved from 26A(ii) to become 8C(ii)</u> |
| (iii) | iii | Evaluate the validity and reliability of sources to include differentiating between paraphrasing and plagiarism. <u>Understand the difference between paraphrasing and plagiarism.</u> | <u>Moved from 26A(iii) to become 8C(iii)</u> <u>ER</u> |
| (B) | | iv) create a works cited page from notes, including the author, title, publisher, and publication year for each source cited. | <u>Moved from 26B to become 8D</u> <u>ER</u> |
| (C) | (D) | Organizing and presenting ideas for inquiry and research according to the research and audience. | <u>Moved from 26C to become 8E</u> |
| (E) | i | Determine the mode of delivery such as written, oral and/or media. | <u>Moved from 26E to become 8G</u> |
| (27) | ii | <u>Reflect and evaluate product and process.</u> | <u>Moved from strand 27 and turned into 8H</u> |
| (H) | iii | <u>Connect</u> Transfer new information skills and knowledge to real world problems <u>and solve real-world problems and make decisions.</u> | <u>Moved from strand 27 and turned into 8H</u> |
| (16) | | Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to: | Moved to strand 2 |
| (A) | | understand how communication changes when moving from one genre of media to another; | Moved to strand 2 |
| (B) | | explain how various design techniques used in media influence the message (e.g., shape, color, sound); and | Moved to strand 2 |
| (C) | | compare various written conventions used for digital media (e.g., language in an informal e-mail vs. language in a web-based news article). | Moved to strand 2 |
| (17) | | Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: | Moved to strand 7 |
| (A) | | plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals); | Moved to strand 7 |
| (B) | | develop drafts by categorizing ideas and organizing them into paragraphs; | Moved to strand 7 |

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| (C) | | revise drafts for coherence, organization, use of simple and compound sentences, and audience; | Moved to strand 7 |
| (D) | | edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and | Moved to strand 7 |
| (E) | | publish written work for a specific audience. | Moved to strand 7 |
| (18) | | <u>Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</u> | Moved to strand 5 |
| (A) | | write imaginative stories that build the plot to a climax and contain details about the characters and setting; and | Moved to strand 5 |
| (B) | | write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse). | Moved to strand 5 |
| (19) | | <u>Writing. Students write about their own experiences. Students are expected to write about important personal experiences.</u> | Moved to strand 7 |
| (20) | | <u>Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</u> | Moved to strand 7 |
| (A) | | create brief compositions that: | Moved to strand 7 |
| (i) | | establish a central idea in a topic sentence; | Moved to strand 7 |
| (ii) | | include supporting sentences with simple facts, details, and explanations; and | Moved to strand 7 |
| (iii) | | contain a concluding statement; | Moved to strand 7 |
| (B) | | write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing); and | Moved to strand 3 |
| (C) | | write responses to literary or expository texts that demonstrate an understanding of the text. | Moved to strand 3 |
| (21) | | <u>Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and use supporting details.</u> | Moved to strand 7 |
| (22) | | <u>Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</u> | Moved to strand 7 |
| (A) | | use and understand the function of the following parts of speech in the context of reading, writing, and speaking: | Moved to strand 7 |
| (i) | | regular and irregular verbs (past, present, future, and perfect tenses in the indicative mode); | Moved to strand 7 |

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| (ii) | nouns (singular/plural, common/proper); | Moved to strand 7 |
| (iii) | adjectives (e.g., descriptive: dorado, rectangular; limiting: este, ese, aquel); | Moved to strand 7 |
| (iv) | articles (e.g., un, una, lo, la, el, los, las); | Moved to strand 7 |
| (v) | adverbs (e.g., time: luego, antes; manner: cuidadosamente); | Moved to strand 7 |
| (vi) | prepositions and prepositional phrases; | Moved to strand 7 |
| (vii) | possessive pronouns (e.g., su, sus, mi, mis, suyo); | Moved to strand 7 |
| (viii) | coordinating conjunctions (e.g., y, o, pero); and | Moved to strand 7 |
| (ix) | time-order transition words and transitions that indicate a conclusion (e.g., finalmente, por último); | Moved to strand 7 |
| (B) | use the complete subject and the complete predicate in a sentence; | Moved to strand 7 |
| (C) | use complete simple and compound sentences; and | Moved to strand 7 |
| (D) | identify, read, and write abbreviations (e.g., Ave, Dra., Atte.); | Moved to strand 7 |
| (23) | <u>Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</u> | Moved to strand 7 |
| (A) | write legibly in cursive script with spacing between words in a sentence; | Moved to strand 7 |
| (B) | use capitalization for: | Moved to strand 7 |
| (i) | geographical names and places; | Moved to strand 7 |
| (ii) | historical periods; and | Moved to strand 7 |
| (iii) | official titles of people; | Moved to strand 7 |
| (C) | recognize and use punctuation marks including commas; and | Moved to strand 7 |
| (D) | use correct mechanics including paragraph indentations or "sangrías." | Moved to strand 7 |
| (24) | <u>Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</u> | Moved to strand 1 |
| (A) | spell words with increased accuracy using orthographic rules, including: | Moved to strand 1 |
| (i) | words that use syllables with hard /r/ spelled as "r" or "rr," as in ratón and carro; | Moved to strand 1 |
| (ii) | words that use syllables with soft /r/ spelled as "r" and always between two vowels, as in pero and perro; | Moved to strand 1 |
| (iii) | words that use syllables with silent "h" (e.g., ahora, almohada); | Moved to strand 1 |

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| (iv) | | words that use syllables <i>que</i> , <i>qui</i> , as in <i>queso</i> and <i>quito</i> ; <i>gue</i> , <i>gui</i> , as in <i>guiso</i> and <i>juguete</i> ; and <i>güe</i> , <i>güi</i> , as in <i>paraguero</i> and <i>agüita</i> ; | Moved to strand 1 |
| (v) | | words that have the same sound represented by different letters (e.g., "r" and "rr," as in <i>ratón</i> and <i>perro</i> ; "ll" and "y," as in <i>llave</i> and <i>yate</i> ; "g" and "j," as in <i>gigante</i> and <i>jirafa</i> ; "c," "k," and "q," as in <i>casa</i> , <i>kilo</i> , and <i>quince</i> ; "e," "s," and "z," as in <i>cereal</i> , <i>semilla</i> , and <i>zapato</i> ; "j" and "x," as in <i>cojín</i> and <i>México</i> ; "i" and "y," as in <i>imán</i> and <i>doy</i> ; "b" and "v," as in <i>burro</i> and <i>vela</i>); and | Moved to strand 1 |
| (vi) | | words using "n" before "v" (e.g., <i>invitación</i>), "m" before "b" (e.g., <i>cambiar</i>), and "m" before "p" (e.g., <i>comprar</i>); | Moved to strand 1 |
| (B) | | spell words with consonant blends with increased accuracy (e.g., <i>bra/bra zo</i> , <i>glo/glo bo</i>); | Moved to strand 1 |
| (C) | | spell with increased accuracy the plural form of words ending in "z" by replacing the "z" with "c" before adding <i>-es</i> (e.g., <i>capaz</i> , <i>capaces</i> ; <i>raíz</i> , <i>raíces</i>); | Moved to strand 1 |
| (D) | | use knowledge of syllabic sounds, word parts, word segmentation, and syllabication to spell; | Moved to strand 1 |
| (E) | | write with increased accuracy using accent marks, including: | Moved to strand 1 |
| (i) | | words that have a prosodic or orthographic accent on the last syllable (<i>palabras agudas</i>) (e.g., <i>feliz</i> , <i>canción</i>); and | Moved to strand 1 |
| (ii) | | words that have a prosodic or orthographic accent on the second to last syllable (<i>palabras graves</i>) (e.g., <i>casa</i> , <i>árbol</i>); | Moved to strand 1 |
| (F) | | become familiar with words that have an orthographic accent on the third to last syllable (<i>palabras esdrújulas</i>) (e.g., <i>último</i> , <i>cómico</i> , <i>mecánico</i>); | Moved to strand 1 |
| (G) | | become familiar with the concept of hiatus and diphthongs and the implications for orthographic accents (e.g., <i>le er</i> , <i>rí o</i> ; <i>que ro</i> , <i>vio</i>); | Moved to strand 1 |
| (H) | | use with increased accuracy accents on words commonly used in questions and exclamations (e.g., <i>cuál</i> , <i>dónde</i> , <i>cómo</i>); | Moved to strand 1 |
| (I) | | differentiate the meaning or function of a word based on the diacritical accent (e.g., <i>se/sé</i> , <i>el/él</i> , <i>mas/más</i>); | Moved to strand 1 |
| (J) | | mark accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (e.g., <i>corrió</i> , <i>jugó</i> , <i>tenía</i> , <i>gustaría</i> , <i>vendrá</i>); and | Moved to strand 1 |
| (K) | | use print and electronic resources to find and check correct spellings. | Moved to strand 1 |
| (25) | | <u>Research/Research Plan. Students ask open ended research questions and develop a plan for answering them. Students are expected to:</u> | Moved to strand 8 |

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| (A) | | generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic; and | Moved to strand 8 |
| (B) | | generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question. | Moved to strand 8 |
| (26) | | <u>Research/Gathering Sources.</u> Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to: | Moved to strand 8 |
| (A) | | follow the research plan to collect information from multiple sources of information, both oral and written, including: | Moved to strand 8 |
| (i) | | student initiated surveys, on-site inspections, and interviews; | Moved to strand 8 |
| (ii) | | data from experts, reference texts, and online searches; and | Moved to strand 8 |
| (iii) | | visual sources of information (e.g., maps, timelines, graphs) where appropriate; | Moved to strand 8 |
| (B) | | use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, captions, key words, italics); | Moved to strand 8 |
| (C) | | take simple notes and sort evidence into provided categories or an organizer; | Moved to strand 8 |
| (D) | | identify the author, title, publisher, and publication year of sources; and | Moved to strand 8 |
| (E) | | differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources. | Moved to strand 8 |
| (27) | | <u>Research/Synthesizing Information.</u> Students clarify research questions and evaluate and synthesize collected information. Students are expected to improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic). | Moved to strand 8 |
| (28) | | <u>Research/Organizing and Presenting Ideas.</u> Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used. | Moved to strand 8 |
| (29) | | <u>Listening and Speaking/Listening.</u> Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to: | Moved to strand 4 |
| (A) | | listen attentively to speakers, ask relevant questions, and make pertinent comments; and | Moved to strand 4 |
| (B) | | follow, restate, and give oral instructions that involve a series of related sequences of action. | Moved to strand 4 |
| (30) | | <u>Listening and Speaking/Speaking.</u> Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. | Moved to strand 4 |

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| | | <u>Students are expected to speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.</u> | |
| (31) | | <u>Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher and student led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.</u> | Moved to strand 4 |

DRAFT

§128.15. Spanish Language Arts and Reading, Grade 4, Beginning with School Year 2009-2010.

| TEKS with edits | | Committee Comments |
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| (a) | Introduction. | |
| (1) | <p>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, not mere translations from English. The Spanish Language Arts and Reading TEKS are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the Spanish language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In fourth grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read, write, and be read to on a daily basis.</p> | |
| (2) | <p>Research consistently shows that literacy development in the student's native language facilitates learning in English (Collier & Thomas, 1997; Cummins, 2001). Students can develop cognition, learn, and achieve best when they can understand the language of instruction (August, Calderon, & Carlo, 2003). Students who have strong literacy skills in their primary language can be expected to transfer those skills to English and <i>progress rapidly</i> in learning in English. Although English and Spanish look very similar on the surface (i.e., similar alphabets; directionality; cognates) the conventions of each language presuppose the reading process in that language. Consequently, systematic instruction in the appropriate sequence of skills is critical. For this reason, the Spanish Language Arts and Reading TEKS reflect language arts standards that are authentic to the Spanish language and not mere translations from English.</p> | |
| (A) | <p>Spanish, as opposed to English, has a closer letter-sound relationship and clearly defined syllable boundaries. The syllable in Spanish is a more critical unit of phonological awareness than in English because of the consistent phoneme-grapheme correspondence. Syllables are important units for Spanish because of their strong effect in visual word recognition (Carreiras et al., 1993) and their major role in predicting Spanish reading success. In addition, Spanish presents a much higher level of orthographic transparency than English and does not rely on sight words for decoding. This orthographic transparency accelerates the decoding process, and the focus quickly moves to fluency and comprehension. Spanish uses frequency words that are identified by the rate of occurrence in grade appropriate text and used to build on fluency and comprehension. However, in English, "sight" words are used because of words that are not decodable such as "are" or "one." In Spanish, decoding</p> | |

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| | issues are not as prevalent as issues of comprehension. These specific features of the Spanish language will influence reading methodology and development. | |
| (B) | Spanish instruction maximizes access to English content. Students with strong literacy skills in Spanish phonemic awareness, phonics, vocabulary, and reading comprehension can be expected to transfer those skills to English. The "transfer" of knowledge and skills from one language to another refers to the metalinguistic and metacognitive processes and awareness that students gain in developing literacy in two languages. Current research on bilingual instruction (e.g., August & Shanahan, 2006; Genesse et al., 2006) shows how students use native literacy knowledge when learning to read and write in another language. | |
| (C) | The effective transfer of skills transpires as students develop their metalinguistic skills and as they engage in a contrastive analysis of the Spanish and English languages (Cummins, 2007). Transfer matters occur within fundamentals of language that are common to Spanish and English; within fundamentals that are similar, but not exact in both languages; and in fundamentals specific to each language and not applicable to the other language. The strength of learning through formal instruction in Spanish determines the extent of transfer in English (August, Calderon, & Carlo, 2000; Slavin & Calderon, 2001; Garcia, 2001). In other words, for transfer to occur, comprehension of the "rules" and the realization of their applicability to the new language specific tasks are necessary. | |
| (D) | The concept of transfer necessitates the use of some of both languages in which both (Spanish and English) <i>co-exist with flexibility</i> . 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. This is <i>reliant</i> on the type of bilingual program model being used (See Texas Education Code, §29.066). | |
| (3) | To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations at Grade 4 as described in subsection (b) of this section. | |
| (4) | To meet Texas Education Code, §28.002(h), which states, "... each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation. | |
| (b) | Knowledge and skills. | |
| | Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with accuracy, expression, appropriate phrasing, and comprehension. | |

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| | <p>Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: <u>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:</u></p> | |
| | <p><u>use correct stress and intonation of words when reading aloud grade-level text</u></p> | <p>Brought in from grade 6 SE 1.B</p> |
| | <p>determine the meaning of grade-level academic <u>read, define and spell</u> Spanish words derived from Latin, Greek, or other linguistic roots and affixes;</p> | <p>Combined with 22 D i and ii</p> |
| | <p><u>read, define and spell words with Greek and Latin affixes</u></p> | <p>Moved and combined from 22D iii and iv</p> |
| | <p>use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words, or multiple meaning words <u>and homographs</u></p> | <p>Context of the entire story should be used and not limited to one sentence. Homographs was added as continued support from third grade</p> |
| | <p>complete analogies using knowledge of antonyms and synonyms (e.g., such as boy:girl as male: ____ or girl:woman as boy:_____);</p> | <p>‘such as’ ER</p> |
| | <p><u>Locate and identify the meaning of common idioms embedded in text;</u> and</p> | <p>Idioms are now being utilized in context instead of isolation</p> |
| | <p>use a dictionary, glossary <u>or digital resource</u> to determine the meanings, spelling, and syllabication of unknown words.</p> | <p>Placing option of technology</p> |
| | <p><u>Read, spell and write words that have a prosodic or orthographic accent on the last syllable</u> palabras agudas (such as feliz, canción) y palabras graves (such as casa, árbol);</p> | <p>Moved and combined from strand 4.22.Ai and Aii Specified verbs</p> |
| | <p><u>Read and spell words that have an orthographic accent on the third-to-last syllable (palabras esdrújulas) (such as último, cómico, mecánico);</u></p> | <p>Moved from strand 4.22.Aiii Specified verbs</p> |
| | <p><u>Read and spell words with hiatus and diphthongs (such as le-er, rí-o, quie-ro, vio);</u></p> | <p>Moved from strand 4.22.B Specified verbs</p> |
| | <p><u>Read and spell</u> base words with prefixes and suffixes and roots with affixes (including ex-, pre-, post-, -able);</p> | <p>Moved from strand 4.22.C Specified verbs and vertical alignment verbiage</p> |

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| | <u>Read, define and spell words with Greek roots (e.g., tele-, foto-, grafo-, metro-);</u> | Moved and combined from strand 4.22.D i and ii |
| | <u>differentiate the meaning or function of a word based on the diacritical accent (such as dé, de; tú, tu);</u> | Moved from 22E |
| | <u>mark accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (such as corrió, jugó, tenía, gustaría, vendrá); and</u> | Moved from 22F |
| | <u>use spelling patterns, rules, and print and electronic resources to determine and check correct spellings.</u> | Moved from 22G |
| | <u>Know how to use the spell-check function in word processing while understanding its limitations</u> | Brought down from Grade 5.22.G |
| 2 | Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to: <u>Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend increasingly complex texts. The student is expected to:</u> | New strand 2 from agreed upon strands |
| (3) | <u>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:</u> | New Strand 3 recommended by ER |
| | <u>Discuss or record predictions</u> | New vertically aligned SEs by vertical alignment committee |
| | <u>Create and share questions before, during and after reading a text</u> | New vertically aligned SEs by vertical alignment committee |
| | <u>Describe how personal visualizations support interpretations and analysis of text</u> | New vertically aligned SEs by vertical alignment committee |
| | <u>Understand and explain how personal schema improves or impedes comprehension of text</u> | New vertically aligned SEs by vertical alignment committee |
| | <u>Explain inferences drawn and support with evidence from the text and schema</u> | New vertically aligned SEs by vertical alignment committee |
| | <u>Locate and explain why specific information is important to the author's message</u> | New vertically aligned SEs by vertical alignment committee |
| | <u>Describe insights learned from combining text information with personal schema</u> | New vertically aligned SEs by vertical alignment committee removed due to being similar to another above |

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| | <u>Retell and maintain meaning and logical order within texts</u> | New vertically aligned SEs by vertical alignment committee removed due to summaries being more comprehension not response |
| (4) | <u>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:</u> | New Strand 4 recommended by ER |
| (A) | <u>listen attentively to speakers, ask relevant questions, and make pertinent comments; and</u> | Moved from 27A |
| (B) | <u>follow, restate, and give oral instructions that involve a series of related sequences of action.</u> | Moved from 27B |
| (C) | <u>Express an opinion supported by accurate information, employing eye contact, volume, and enunciation, and the conventions of language to communicate ideas effectively.</u> | Moved from 28 |
| (D) | <u>Participate in teacher-and student-led discussions by posing and answering questions with appropriate detail suggestions that build upon the ideas of others.</u> | Moved from 29 |
| (A) | determine the meaning of grade-level academic Spanish words derived from Latin, Greek, or other linguistic roots and affixes; | Moved to strand 1 |
| (B) | use the context of the sentence (e.g., in sentence example or definition) to determine the meaning of unfamiliar words or multiple-meaning words; | Moved to strand 1 |
| (C) | complete analogies using knowledge of antonyms and synonyms (e.g., boy:girl as male:_____ or girl:woman as boy:_____); | |
| (D) | identify the meaning of common idioms; and | Moved to strand 1 |
| (E) | use a dictionary or glossary to determine the meanings, spelling, and syllabication of unknown words. | Moved to strand 1 |
| (3) | Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to: | |
| (A) | summarize and explain the lesson or message of a work of fiction as its theme; and | |
| (B) | compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature. | |
| (4) | Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support | |

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| | their understanding. Students are expected to explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse). | |
| (5) | Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to describe the structural elements particular to dramatic literature. | |
| (6) | Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: | |
| (A) | sequence and summarize the plot's main events and explain their influence on future events; | |
| (B) | describe the interaction of characters including their relationships and the changes they undergo; and | |
| (C) | identify whether the narrator or speaker of a story is first or third person. | |
| (7) | Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography. | |
| (6) | <u>Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts.</u> 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: | New Strand 6 recommended by ER |
| (A) | <u>identify language that creates imagery in literary text.</u> | Moved from strand 8 and broke apart into SEs |
| (B) | <u>Identify the topic and locate the author's stated purpose in writing the text</u> | Moved from strand 8 and broke apart into SEs |
| (C) | <u>Identify what the author is trying to persuade the reader to think or do</u> | Moved from strand 8 and broke apart into SEs |
| (D) | <u>Identify their own purpose for writing to inform, explain, describe, or entertain.</u> | Created new |
| (7) | <u>Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts.</u> 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: | |
| | <u>Writing Process</u> | |

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| <u>prewrite and plan the organization of a first draft by selecting an appropriate genre appropriate for conveying the intended meaning to an for a particular topic, purpose and audience, using and generating ideas through a range of strategies, (e.g., such as brainstorming, free writing, and mapping; graphic organizers, logs, journals);</u> | Moved and reworded for clarity from 15A |
| <u>develop drafts; text or media by categorizing ideas and organizing them into paragraphs, to create a focused, structured, and coherent piece of writing;</u> | Moved and reworded for clarity from 15B |
| <u>revise drafts for coherence, organization, use of simple and compound varied sentences, and progression of ideas, including adding, deleting, combining, and effective word choice, to address audience, genre, and purpose;</u> | Moved and reworded for clarity from 15C |
| <u>edit drafts for effective sentence structure, and correctness of standard English including the conventions of for grammar, mechanics, and spelling, capitalization, and punctuation; using a teacher-developed rubric; and</u> | Moved and reworded for clarity from 15D |
| <u>publish drafts written work for a specific audience. in response to feedback and evaluate its effectiveness using a rubric</u> | Moved and reworded for clarity from 15E |
| <u>Conventions of Language</u> | |
| <u>use and understand apply the function of the following parts of speech in the context of reading, writing, and speaking;</u> | Moved from 20A |
| <u>regular and irregular verbs (including past, present, future, and perfect tenses in the indicative mode);</u> | Moved from 20Ai |
| <u>Nouns (including singular, plural, common and proper) to mastery</u> | Moved from 20Aii |
| <u>Collective nouns (such as manada, rebaño)</u> | Brought down from grade 5 for support |
| <u>Adjectives, (such as descriptive, including adjective phrases such as vestido de domingo, and their comparative and superlative forms e.g., such as más que, la más</u> | Moved from 20A iii |
| <u>Adverbs (e.g., such as frequency: usualmente, a veces; intensity: casi, mucho);</u> | Moved from 20Aiv |
| <u>Prepositions and prepositional phrases to convey location, time, direction, or to provide, details;</u> | Moved from 20Av |
| <u>Reflexive pronouns (e.g., such as me, te, se, nos);</u> | Moved from 20Avi |
| <u>Correlative conjunctions (e.g., such as o/o, ni/ni);</u> | Moved from 20Avii |
| <u>Time-order transition words including those and transitions that indicate a conclusion (such as finalmente, por último)</u> | Moved from 20Aviii |
| <u>Use the complete subject and the complete predicate in a sentence;</u> | Moved from 20B |
| <u>Use complete simple and compound sentences with correct subject-verb agreement.</u> | Moved from 20C |

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| (8) | <u>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:</u> | |
| <u>A</u> | <u>Prepare for inquiry and research: Brainstorm research topics from personal interest and define specific topics using a variety of strategies and activities such as skimming and scanning techniques to identify data by looking at text features and simple notes.</u> | Moved and combined from current 23A and 24BC |
| <u>B</u> | <u>Access resources for inquiry and research: Generate and follow a research plan for gathering relevant information about the topic and question from multiple sources, both oral and written, such as student initiated surveys, on-site presentation, interviews, data from experts, reference texts, on-line searches, and visual sources of information.</u> | Moved and combined from current 4.23B, 25 and 4.24A |
| <u>C</u> | <u>Process information for inquiry and research: Improve the focus of research, analyze findings, and formulate conclusions.</u> | Created and inspired from 23A |
| | <u>Narrow to one major topic and formulate open-ended questions.</u> | Created and inspired from 23A |
| | <u>Clarify research questions and organize collected information into categories, such as notes, graphic organizers, graphs</u> | Moved and combined from 24D, 24C, 24E |
| | <u>Understand the difference between paraphrasing and plagiarism.</u> | Moved from 24E |
| | <u>Recognize a works cited page.</u> | Moved from 26A |
| <u>D</u> | <u>Organizing and presenting ideas for inquiry and research: Organize and present ideas and information according to the research and audience.</u> | Created and inspired from 26 |
| | <u>(i) Determine the mode of delivery such as written, oral and/or media.</u> | Created from CCRS |
| | <u>(ii) Reflect and evaluate product and process.</u> | Created from CCRS |
| | <u>(iii) Transfer new information skills and knowledge to solve real world problems and make decisions.</u> | Created from CCRS |
| (8) | Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to identify the author's use of similes and metaphors to produce imagery. | Broken apart as SEs under agreed upon strand 6 |
| (9) | Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks). | |

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| (10) | Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the difference between a stated and an implied purpose for an expository text. | |
| (11) | Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: | |
| (A) | summarize the main idea and supporting details in text in ways that maintain meaning; | |
| (B) | distinguish fact from opinion in a text and explain how to verify what is a fact; | |
| (C) | describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison; and | |
| (D) | use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information. | |
| (12) | Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to explain how an author uses language to present information to influence what the reader thinks or does. | |
| (13) | Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to: | |
| (A) | determine the sequence of activities needed to carry out a procedure (e.g., following a recipe); and | |
| (B) | explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations). | |
| (14) | Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to: | |
| (A) | explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior; | |
| (B) | explain how various design techniques used in media influence the message (e.g., pacing, close-ups, sound effects); and | |
| (C) | compare various written conventions used for digital media (e.g., language in an informal e-mail vs. language in a web-based news article). | |

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| (15) | Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: | |
| (A) | plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals); | Moved under agreed upon strand 7 |
| (B) | develop drafts by categorizing ideas and organizing them into paragraphs; | Moved under agreed upon strand 7 |
| (C) | revise drafts for coherence, organization, use of simple and compound sentences, and audience; | Moved under agreed upon strand 7 |
| (D) | edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and | Moved under agreed upon strand 7 |
| (E) | revise final draft in response to feedback from peers and teacher and publish written work for a specific audience. | Moved under agreed upon strand 7 |
| (16) | Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to: | |
| (A) | write imaginative stories that build the plot to a climax and contain details about the characters and setting; and | |
| (B) | write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse). | |
| (17) | Writing. Students write about their own experiences. Students are expected to write about important personal experiences. | |
| (18) | Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to: | |
| (A) | create brief compositions that: | |
| (i) | establish a central idea in a topic sentence; | |
| (ii) | include supporting sentences with simple facts, details, and explanations; and | |
| (iii) | contain a concluding statement; | |
| (B) | write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing); and | |
| (C) | write responses to literary or expository texts and provide evidence from the text to demonstrate understanding. | Moved under agreed upon strand 3 |

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| (19) | Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and use supporting details. | |
| (20) | Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to: | |
| (A) | use and understand the function of the following parts of speech in the context of reading, writing, and speaking: | |
| (i) | regular and irregular verbs (past, present, future, and perfect tenses in the indicative mode); | |
| (ii) | nouns (singular/plural, common/proper); | |
| (iii) | adjectives (e.g., descriptive, including adjective phrases: vestido de domingo) and their comparative and superlative forms (e.g., más que, la más); | |
| (iv) | adverbs (e.g., frequency: usualmente, a veces; intensity: casi, mucho); | |
| (v) | prepositions and prepositional phrases to convey location, time, direction, or to provide details; | |
| (vi) | reflexive pronouns (e.g., me, te, se, nos); | |
| (vii) | correlative conjunctions (e.g., o/o, ni/ni); and | |
| (viii) | time-order transition words and transitions that indicate a conclusion; | |
| (B) | use the complete subject and the complete predicate in a sentence; and | |
| (C) | use complete simple and compound sentences with correct subject-verb agreement. | |
| (21) | Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to: | |
| (A) | write legibly by selecting cursive script or manuscript printing as appropriate; | |
| (B) | use capitalization for: | |
| (i) | historical events and documents; and | |
| (ii) | the first words of titles of books, stories, and essays; | |
| (C) | recognize and use punctuation marks including commas in compound sentences; colons, semi-colons, ellipses, the hyphen, and em dash; and | |
| (D) | identify and read abbreviations (e.g., Sr., Atte.). | |

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| (22) | Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to: | The SEs pertaining to this strand have been moved to strand 1 and specify the verbs already |
| (A) | write with increasing accuracy using accent marks including: | The SEs pertaining to this skill have been moved to strand 1 and specify the verbs already |
| (i) | words that have a prosodic or orthographic accent on the last syllable (palabras agudas) (e.g., feliz, canción); | Moved to strand 1 |
| (ii) | words that have a prosodic or orthographic accent on the second to last syllable (palabras graves) (e.g., casa, árbol); and | Moved to strand 1 |
| (iii) | words that have an orthographic accent on the third to last syllable (palabras esdrújulas) (e.g., último, cómico, mecánico); | Moved to strand 1 |
| (B) | spell words with hiatus and diphthongs (e.g., le er, rí o, quie ro, vio); | Moved to strand 1 |
| (C) | spell base words and roots with affixes (e.g., ex , pre , post , able); | Moved to strand 1 |
| (D) | spell words with: | Moved to strand 1 |
| (i) | Greek roots (e.g., tele , foto , grafo , metro); | Moved to strand 1 |
| (ii) | Latin roots (e.g., spec, scrib, rupt, port, diet); | Moved to strand 1 |
| (iii) | Greek suffixes (e.g., ología, fobia, ismo, ista); and | Moved to strand 1 |
| (iv) | Latin derived suffixes (e.g., able, ible, ancia); | Moved to strand 1 |
| (E) | differentiate the meaning or function of a word based on the diacritical accent (e.g., dé, de; tú, tu); | Moved to strand 1 |
| (F) | mark accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (corrió, jugó, tenía, gustaría, vendrá); and | Moved to strand 1 |
| (G) | use spelling patterns, rules, and print and electronic resources to determine and check correct spellings. | Moved to strand 1 |
| (23) | Research/Research Plan. Students ask open ended research questions and develop a plan for answering them. Students are expected to: | Removed as strand but inspired SEs under agreed upon strand 8 |
| (A) | generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open ended questions about the major research topic; and | Combined with 4.23A and 4.24BC and moved under agreed upon strand 8 |
| (B) | generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question. | Combined with 4.23B and 4.24A and moved under agreed upon strand 8 |

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| (24) | Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to: | Removed as strand but inspired SEs under agreed upon strand 8 |
| (A) | follow the research plan to collect information from multiple sources of information both oral and written, including: | Combined with 4.23B, 25 and 4.24A and moved under agreed upon strand 8 |
| (i) | student-initiated surveys, on-site inspections, and interviews; | Combined current 24 i, ii, iii and placed under agreed upon strand 8 |
| (ii) | data from experts, reference texts, and online searches; and | Combined current 24 i, ii, iii and placed under agreed upon strand 8 |
| (iii) | visual sources of information (e.g., maps, timelines, graphs) where appropriate; | Combined current 24 i, ii, iii and placed under agreed upon strand 8 |
| (B) | use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, italics); | Combined with 4.23A, 25 and 4.24BC and moved under agreed upon strand 8 |
| (C) | take simple notes and sort evidence into provided categories or an organizer; | Combined with 4.23A and 4.24BC and moved under agreed upon strand 8 |
| (D) | identify the author, title, publisher, and publication year of sources; and | Moved and placed under agreed upon strand 8 |
| (E) | differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources. | Moved and placed under agreed upon strand 8 |
| (25) | Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic). | Combined with 4.23A, 25 and 4.24BC and moved under agreed upon strand 8 |
| (26) | Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used. | Moved and reworded to place as SE under agreed upon strand 8 |
| (27) | Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to: | |
| (A) | listen attentively to speakers, ask relevant questions, and make pertinent comments; and | Moved to agreed upon strand 4 |
| (B) | follow, restate, and give oral instructions that involve a series of related sequences of action. | Moved to agreed upon strand 4 |
| (28) | Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are | Moved to agreed upon strand 4 |

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| | expected to express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively. | |
| (29) | Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others. | Moved to agreed upon strand 4 |

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§128.16. Spanish Language Arts and Reading, Grade 5, Beginning with School Year 2009-2010.

| TEKS with edits | | Committee Comments |
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| (a) | Introduction. | |
| (1) | <p>The Spanish Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the Spanish language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In fifth grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read, write, and be read to on a daily basis.</p> | |
| (2) | <p>Research consistently shows that literacy development in the student's native language facilitates learning in English (Collier & Thomas, 1997; Cummins, 2001). Students can develop cognition, learn, and achieve best when they can understand the language of instruction (August, Calderon, & Carlo, 2003). Students who have strong literacy skills in their primary language can be expected to transfer those skills to English and <i>progress rapidly</i> in learning in English. Although English and Spanish look very similar on the surface (i.e., similar alphabets; directionality; cognates) the conventions of each language presuppose the reading process in that language. Consequently, systematic instruction in the appropriate sequence of skills is critical. For this reason, the Spanish Language Arts and Reading TEKS reflect language arts standards that are authentic to the Spanish language and not mere translations from English.</p> | |
| (A) | <p>Spanish, as opposed to English, has a closer letter-sound relationship and clearly defined syllable boundaries. The syllable in Spanish is a more critical unit of phonological awareness than in English because of the consistent phoneme-grapheme correspondence. Syllables are important units for Spanish because of their strong effect in visual word recognition (Carreiras et al., 1993) and their major role in predicting Spanish reading success. In addition, Spanish presents a much higher level of orthographic transparency than English and does not rely on sight words for decoding. This orthographic transparency accelerates the decoding process and the focus quickly moves to fluency and comprehension. Spanish uses frequency words that are identified by the rate of occurrence in grade appropriate text and used to build on fluency and comprehension. However, in English, "sight" words are used because of words that are not decodable such as "are" or "one." In Spanish, decoding issues are not as prevalent as issues of comprehension. These specific features of the Spanish language will influence reading methodology and development.</p> | |

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| (B) | Spanish instruction maximizes access to English content. Students with strong literacy skills in Spanish phonemic awareness, phonics, vocabulary, and reading comprehension can be expected to transfer those skills to English. The "transfer" of knowledge and skills from one language to another refers to the metalinguistic and metacognitive processes and awareness that students gain in developing literacy in two languages. Current research on bilingual instruction (e.g., August & Shanahan, 2006; Genesse et al., 2006) shows how students use native literacy knowledge when learning to read and write in another language. | |
| (C) | The effective transfer of skills transpires as students develop their metalinguistic skills and as they engage in a contrastive analysis of the Spanish and English languages (Cummins, 2007). Transfer matters occur within fundamentals of language that are common to Spanish and English; within fundamentals that are similar, but not exact in both languages; and in fundamentals specific to each language and not applicable to the other language. The strength of learning through formal instruction in Spanish determines the extent of transfer in English (August, Calderon, & Carlo, 2000; Slavin & Calderon, 2001; Garcia, 2001). In other words, for transfer to occur, comprehension of the "rules" and the realization of their applicability to the new language specific tasks are necessary. | |
| (D) | The concept of transfer necessitates the use of both languages in which both (Spanish and English) <i>co-exist with flexibility</i> . 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. This is <i>reliant</i> on the type of bilingual program model being used (See Texas Education Code, §29.066). | |
| (3) | To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations at Grade 5 as described in subsection (b) of this section. | |
| (4) | To meet Texas Education Code, §28.002(h), which states, "... each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation. | |
| (b) | Knowledge and skills. | |
| (1) | Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with accuracy, expression, appropriate phrasing, and comprehension. | |
| (1) | Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds and spelling based on orthographic rules to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. | New agreed upon strand |

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| | Students are expected to: <u>Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing.</u> 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: | |
| (2) | Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to: <u>Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts.</u> Students use metacognitive skills to comprehend increasingly complex texts. The student is expected to: | New strand 2 from agreed upon strands |
| (3) | <u>Response: Listening, Speaking, Reading, and Writing using Multiple Texts.</u> 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: | New Strand 3 recommended by ER |
| | <u>Discuss or record predictions</u> | <u>New vertically aligned SEs by vertical alignment committee</u> |
| | <u>Create and share questions before, during and after reading a text</u> | <u>New vertically aligned SEs by vertical alignment committee</u> |
| | <u>Describe how personal visualizations support interpretations and analysis of text</u> | <u>New vertically aligned SEs by vertical alignment committee</u> |
| | <u>Understand and explain how personal schema improves or impedes comprehension of text</u> | <u>New vertically aligned SEs by vertical alignment committee</u> |
| | <u>Explain inferences drawn and support with evidence from the text and schema</u> | <u>New vertically aligned SEs by vertical alignment committee</u> |
| | <u>Locate and explain why specific information is important to the author's message</u> | <u>New vertically aligned SEs by vertical alignment committee</u> |
| | <u>Describe insights learned from combining text information with personal schema</u> | <u>New vertically aligned SEs by vertical alignment committee removed due to being similar to another above</u> |

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| | <u>Retell and maintain meaning and logical order within texts</u> | <u>New vertically aligned SEs by vertical alignment committee removed due to summaries being more comprehension not response</u> |
| (4) | <u>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:</u> | New Strand 4 recommended by ER |
| (A) | <u>listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective</u> | <u>Moved from 27A</u> |
| (B) | <u>follow, restate, and give oral instructions that include multiple action steps</u> | <u>Moved from 27B</u> |
| (C) | <u>Determine both main and supporting ideas in the speaker's message</u> | <u>Moved from 27C</u> |
| (D) | <u>Give organized presentations employing eye contact, speaking rate, volume enunciation, natural gestures, and conventions of language to communicate ideas effectively</u> | <u>Moved from 28A</u> |
| (E) | <u>Participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement</u> | <u>Moved from 29A</u> |
| (5) | <u>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:</u> | New Strand 5 recommended by ER |
| (6) | <u>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:</u> | New Strand 6 recommended by ER |
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| (7) | <u>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:</u> | |
| | <u>Writing/Writing Process. Composition and Presentation</u> Students use elements of the writing process recursively (planning, drafting, revising, editing, and publishing) to compose <u>multiple texts and</u> | CCRS I A "Compose a variety of texts." Technology Application (TA) TEKs : Grades 3-6: 2A "different media" |

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| | <u>media that are meaningful, legible and demonstrate a command of conventions.</u> Students are expected to: | |
| | <u>rewrite and plan the organization of a first draft by selecting an appropriate genre appropriate for conveying the intended meaning to an for a particular topic, purpose and audience, using determining appropriate topics through a range of strategies, (e.g., such as discussion, background reading, personal interests, interviews free writing, and mapping;)</u> and developing a thesis or controlling idea; | ER- Stotsky- uses the stages and language of the writing process. CCRS I A2 |
| | <u>develop drafts; text or media</u> by choosing an appropriate organizational <u>strategy structure, (e.g., such as</u> sequence of events, cause and effect, compare and contrast) and building on ideas to create a focused, structured, and coherent piece of writing | Technology Application (TA) TEKs : Grades 3-6: 2A “different media” |
| | revise drafts to clarify meaning, <u>enhance style</u> , include <u>simple and compound varied</u> sentences and <u>move ideas forward by adding, deleting, combining, and using effective word choice, to address audience, genre, and purpose</u> ; <u>improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed.</u> | Delineating explicit revision skills clarifies expectations. CCRS I A4 |
| | edit drafts <u>for effective sentence structure, and correctness of standard English including the conventions of for</u> grammar, <u>mechanics, and</u> spelling, <u>capitalization, and punctuation; using a teacher developed rubric</u> ; and | ER- Stotsky- uses the stages and language of the writing process. |
| | Revise final draft in response to feedback from peers and teacher and publish <u>drafts written work for a specific audience. in response to feedback and evaluate its effectiveness using a rubric</u> | ER- Stotsky- uses the stages and language of the writing process. |
| | <u>Conventions of Language</u> | |
| | <u>use and understand apply the function of the following parts of speech in the context of reading, writing, and speaking:</u> | Moved from 20A |
| | <u>regular and irregular verbs (including past, present, future, and perfect tenses in the indicative mode);</u> | Moved from 20Ai |
| | <u>Nouns (including singular, plural, common and proper) to mastery</u> | Moved from 20Aii |
| | <u>Collective nouns to mastery (such as manada, rebaño)</u> | Brought down from grade 5 for support |
| | <u>adjectives e.g., such as descriptive, including those expressing origin (gentilicios) such as auto francés, dólar americano) and their comparative and superlative forms (e.g., such as Bueno major, más mejor, la mejor);</u> | Moved from 20A iii |
| | <u>Adverbs (e.g., such as frequency: usualmente, a veces; intensity: casi, mucho);</u> | Moved from 20Aiv |
| | <u>Prepositions and prepositional phrases to convey location, time, direction, or to provide, details;</u> | Moved from 20Av |
| | <u>indefinite pronouns e.g., such as todos, juntos, nada, cualquier</u> | Moved from 20Avi |

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| | subordinating conjunctions (e.g., <u>such as</u> mientras, porque, aunque, si); and | Moved from 20Avii |
| | transitional words (e.g., <u>such as</u> también, por lo tanto); | Moved from 20Aviii |
| (2) | Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: | |
| (A) | determine the meaning of grade-level academic Spanish words derived from Latin, Greek, or other linguistic roots and affixes; | |
| (B) | use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words; | |
| (C) | produce analogies with known antonyms and synonyms; | |
| (D) | identify and explain the meaning of common idioms, adages, and other sayings; and | |
| (E) | use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, spelling, alternate word choices, and parts of speech of words. | |
| (3) | Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to: | |
| (A) | compare and contrast the themes or moral lessons of several works of fiction from various cultures; | |
| (B) | describe the phenomena explained in origin myths from various cultures; and | |
| (C) | explain the effect of a historical event or movement on the theme of a work of literature. | |
| (4) | Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems. | |
| (5) | Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze the similarities and differences between an original text and its dramatic adaptation. | |
| (6) | Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: | |
| (A) | describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events; | |

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| (B) | explain the roles and functions of characters in various plots, including their relationships and conflicts; and | |
| (C) | explain different forms of third-person points of view in stories. | |
| (7) | Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life. | |
| (8) | Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to evaluate the impact of sensory details, imagery, and figurative language in literary text. | |
| (9) | Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and summarize or paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks). | |
| (10) | Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text, including culturally relevant texts, to support their understanding. Students are expected to draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved. | |
| (11) | Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: | |
| (A) | summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order; | |
| (B) | determine the facts in text and verify them through established methods; | |
| (C) | analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas; | |
| (D) | use multiple text features and graphics to gain an overview of the contents of text and to locate information; and | |

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| (E) | synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres. | |
| (12) | Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to: | |
| (A) | identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument; and | |
| (B) | recognize exaggerated, contradictory, or misleading statements in text. | |
| (13) | Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to: | |
| (A) | interpret details from procedural text to complete a task, solve a problem, or perform procedures; and | |
| (B) | interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams. | |
| (14) | Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to: | |
| (A) | explain how messages conveyed in various forms of media are presented differently (e.g., documentaries, online information, televised news); | |
| (B) | consider the difference in techniques used in media (e.g., commercials, documentaries, news); | |
| (C) | identify the point of view of media presentations; and | |
| (D) | analyze various digital media venues for levels of formality and informality. | |
| (15) | Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are 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 (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea; | |
| (B) | develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing; | |

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| (C) | revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed; | |
| (D) | edit drafts for grammar, mechanics, and spelling; and | |
| (E) | revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences. | |
| (16) | Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to: | |
| (A) | write imaginative stories that include: | |
| (i) | a clearly defined focus, plot, and point of view; | |
| (ii) | a specific, believable setting created through the use of sensory details; and | |
| (iii) | dialogue that develops the story; and | |
| (B) | write poems using: | |
| (i) | poetic techniques (e.g., alliteration, onomatopoeia); | |
| (ii) | figurative language (e.g., similes, metaphors); and | |
| (iii) | graphic elements (e.g., capital letters, line length). | |
| (17) | Writing. Students write about their own experiences. Students are expected to write a personal narrative that conveys thoughts and feelings about an experience. | |
| (18) | Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to: | |
| (A) | create multi-paragraph essays to convey information about the topic that: | |
| (i) | present effective introductions and concluding paragraphs; | |
| (ii) | guide and inform the reader's understanding of key ideas and evidence; | |
| (iii) | include specific facts, details, and examples in an appropriately organized structure; and | |
| (iv) | use a variety of sentence structures and transitions to link paragraphs; | |
| (B) | write formal and informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing); and | |
| (C) | write responses to literary or expository texts and provide evidence from the text to demonstrate understanding. | |

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| (19) | Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives. | |
| (20) | Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to: | |
| (A) | use and understand the function of the following parts of speech in the context of reading, writing, and speaking: | |
| (i) | regular and irregular verbs (past, present, future, and perfect tenses in the indicative mode); | |
| (ii) | collective nouns (e.g., manada, rebaño); | |
| (iii) | adjectives (e.g., descriptive, including those expressing origin (gentilicios): auto francés, dólar americano) and their comparative and superlative forms (e.g., bueno, mejor, la mejor); | |
| (iv) | adverbs (e.g., frequency: usualmente, a veces; intensity: casi, mucho); | |
| (v) | prepositions and prepositional phrases to convey location, time, direction, or to provide details; | |
| (vi) | indefinite pronouns (e.g., todos, juntos, nada, cualquier); | Moved to strand 7 |
| (vii) | subordinating conjunctions (e.g., mientras, porque, aunque, si); and | Moved to strand 7 |
| (viii) | transitional words (e.g., también, por lo tanto); | Moved to strand 7 |
| (B) | become familiar with regular and irregular verbs in the present and past tenses in the subjunctive mode (e.g., que diga; que dijera); | |
| (C) | use the complete subject and the complete predicate in a sentence; | |
| (D) | use complete simple and compound sentences with correct subject-verb agreement; and | |
| (E) | identify and read abbreviations (e.g., Sr., Atte.). | |
| (21) | Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to: | |
| (A) | use capitalization for: | |
| (i) | abbreviations; | |
| (ii) | initials and acronyms; and | |
| (iii) | organizations; | |
| (B) | recognize and use punctuation marks including: | |

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| (i) | commas in compound sentences; and | |
| (ii) | proper punctuation and spacing for quotations and em dash; and | |
| (C) | use proper mechanics, including italics for titles of books. | |
| (22) | Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to: | |
| (A) | spell words with more advanced orthographic patterns and rules, including: | |
| (i) | words that have a prosodic or orthographic accent on the last syllable (palabras agudas) (e.g., feliz, canción); | |
| (ii) | words that have a prosodic or orthographic accent on the second-to-last syllable (palabras graves) (e.g., casa, árbol); | |
| (iii) | words that have an orthographic accent on the third-to-last syllable (palabras esdrújulas) (e.g., último, cómico, mecánico); and | |
| (iv) | words that have a prosodic or orthographic accent on the fourth-to-last syllable (palabras sobresdrújulas); | |
| (B) | mark accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (e.g., corrió, jugó, tenía, gustaría, vendrá); | |
| (C) | spell words with: | |
| (i) | Greek roots (e.g., tele-, foto-, grafo-, metro-); | |
| (ii) | Latin roots (e.g., spec, scrib, rupt, port, dict); | |
| (iii) | Greek suffixes (e.g., -ología, -fobia, -ismo, -ista); and | |
| (iv) | Latin derived suffixes (e.g., -able, -ible, -ancia); | |
| (D) | correctly spell words containing hiatus and diphthongs (e.g., le-er, rí-o, quie-ro, vio); | |
| (E) | differentiate between commonly confused terms (e.g., porque, por qué; asimismo, así mismo; sino, si no; también, tan bien); | |
| (F) | use spelling patterns, rules, and print and electronic resources to determine and check correct spellings; and | |
| (G) | know how to use the spell-check function in word processing while understanding its limitations. | |
| (23) | Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to: | |
| (A) | brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic; and | |

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| (B) | generate a research plan for gathering relevant information about the major research question. | |
| (24) | Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to: | |
| (A) | follow the research plan to collect data from a range of print and electronic resources in Spanish (e.g., reference texts, periodicals, web pages, online sources) and data from experts; | |
| (B) | differentiate between primary and secondary sources; | |
| (C) | record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes; | |
| (D) | identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format; and | |
| (E) | differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources. | |
| (25) | Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to: | |
| (A) | refine the major research question, if necessary, guided by the answers to a secondary set of questions; and | |
| (B) | evaluate the relevance, validity, and reliability of sources for the research. | |
| (26) | Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that: | |
| (A) | compiles important information from multiple sources; | |
| (B) | develops a topic sentence, summarizes findings, and uses evidence to support conclusions; | |
| (C) | presents the findings in a consistent format; and | |
| (D) | uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited). | |
| (27) | Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to: | |
| (A) | listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective; | |
| (B) | follow, restate, and give oral instructions that include multiple action steps; and | |

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| (C) | determine both main and supporting ideas in the speaker's message. | |
| (28) | Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively. | |
| (29) | Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement. | |

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§128.14. Spanish Language Arts and Reading, Grade 6, Beginning with School Year 2009-2010.

| TEKS with edits | | Committee Comments |
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| (a) | Introduction. | |
| (1) | <p>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, not mere translations from English. The Spanish Language Arts and Reading TEKS are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the Spanish language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In sixth grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read, write, and be read to on a daily basis.</p> | |
| (2) | <p>Research consistently shows that literacy development in the student's native language facilitates learning in English (Collier & Thomas, 1997; Cummins, 2001). Students can develop cognition, learn, and achieve best when they can understand the language of instruction (August, Calderon, & Carlo, 2003). Students who have strong literacy skills in their primary language can be expected to transfer those skills to English and <i>progress rapidly</i> in learning in English. Although English and Spanish look very similar on the surface (i.e., similar alphabets; directionality; cognates) the conventions of each language presuppose the reading process in that language. Consequently, systematic instruction in the appropriate sequence of skills is critical. For this reason, the Spanish Language Arts and Reading TEKS reflect language arts standards that are authentic to the Spanish language and not mere translations from English.</p> | |
| (A) | <p>Spanish, as opposed to English, has a closer letter-sound relationship and clearly defined syllable boundaries. The syllable in Spanish is a more critical unit of phonological awareness than in English because of the consistent phoneme-grapheme correspondence. Syllables are important units for Spanish because of their strong effect in visual word recognition (Carreiras et al., 1993) and their major role in predicting Spanish reading success. In addition, Spanish presents a much higher level of orthographic transparency than English and does not rely on sight words for decoding. This orthographic transparency accelerates the decoding process and the focus quickly moves to fluency and comprehension. Spanish uses frequency words that are identified by the rate of occurrence in grade appropriate text and used to build on fluency and comprehension. However, in English, "sight" words are used because of words that are not decodable such as "are" or "one." In Spanish, decoding</p> | |

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| | issues are not as prevalent as issues of comprehension. These specific features of the Spanish language will influence reading methodology and development. | |
| (B) | Spanish instruction maximizes access to English content. Students with strong literacy skills in Spanish phonemic awareness, phonics, vocabulary, and reading comprehension can be expected to transfer those skills to English. The "transfer" of knowledge and skills from one language to another refers to the metalinguistic and metacognitive processes and awareness that students gain in developing literacy in two languages. Current research on bilingual instruction (e.g., August & Shanahan, 2006; Genesse et al., 2006) shows how students use native literacy knowledge when learning to read and write in another language. | |
| (C) | The effective transfer of skills transpires as students develop their metalinguistic skills and as they engage in a contrastive analysis of the Spanish and English languages (Cummins, 2007). Transfer matters occur within fundamentals of language that are common to Spanish and English; within fundamentals that are similar, but not exact in both languages; and in fundamentals specific to each language and not applicable to the other language. The strength of learning through formal instruction in Spanish determines the extent of transfer in English (August, Calderon, & Carlo, 2000; Slavin & Calderon, 2001; Garcia, 2001). In other words, for transfer to occur, comprehension of the "rules" and the realization of their applicability to the new language specific tasks are necessary. | |
| (D) | The concept of transfer necessitates the use of some of both languages in which both (Spanish and English) <i>co-exist with flexibility</i> . 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. This is <i>reliant</i> on the type of bilingual program model being used (See Texas Education Code, §29.066). | |
| (3) | To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations at Grade 6 as described in subsection (b) of this section. | |
| (4) | To meet Texas Education Code, §28.002(h), which states, "... each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation. | |
| (b) | Knowledge and skills. | |
| (1) | Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds and spelling based on orthographic rules to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to: Developing and Sustaining Foundational Language Skills: Listening, Speaking, | New agreed upon strand |

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| | 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: | |
| (2) | Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to: Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend increasingly complex texts. The student is expected to: | New strand 2 from agreed upon strands |
| (3) | Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students speak and write to effectively convey viewpoints and analysis of texts which are read or heard for a variety of audiences and purposes. The student is expected to: | New Strand 3 recommended by ER |
| (A) | write responses to a variety of texts literary or expository texts and provide evidence from the text to that demonstrate an understanding of the text. | Added into agreed upon Strand 3. |
| (4) | Collaboration: Listening, Speaking, Reading, and Writing using Multiple Texts. Students prepare for and participate productively in diverse interactions, building on others' ideas and expressing their own viewpoints clearly in a variety of contexts. The student is expected to: | New Strand 4 recommended by ER |
| (A) | listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective | Moved from 26A |
| (B) | follow and give oral instructions that include multiple action steps | Moved from 26B |
| (C) | Paraphrase the major ideas and supporting evidence in formal and informal presentations | Moved from 26C |
| (D) | Give an organized presentation with a specific point of view, employing eye contact, speaking rate, volume enunciation, natural gestures, and conventions of language to communicate ideas effectively | Moved from 27A |
| (E) | Participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement | Moved from 28A |
| (5) | Multiple Genres: Listening, Speaking, Reading, and Writing using Multiple Texts. Students recognize genre-specific characteristics, structures, and purposes in order to analyze, respond to, and compose a variety of texts. The student is expected to: | New Strand 5 recommended by ER |
| (6) | Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students emulate author's craft purposefully in order to develop their own products and performances. The student is expected to: | New Strand 6 recommended by ER |
| (A) | identify language that creates imagery in literary text. | Moved from strand 8 and turned into SE under agreed upon strand 6 |

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| (B) | <u>Draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved</u> | Moved from strand 10A and turned into SE under agreed upon strand 6 |
| (C) | <u>Identify their own purpose for writing (author's craft) to inform, explain, describe, or entertain.</u> | Added based upon agreed strand 6 **Discuss as group with side by side |
| (7) | <u>Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts.</u> <u>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:</u> | |
| (8) | <u>Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts.</u> <u>Students engage in both short-term and sustained recursive inquiry processes for self-selected and assigned purposes. The student is expected to:</u> | <u>New strand</u> |

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| §128.14. Spanish Language Arts and Reading, Grade 3, Beginning with School Year 2009-2010. | | |
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| | TEKS with edits | Committee Comments |
| | Strand 8 | |
| 3.8 | Inquiry and Research: Listening, Speaking, Reading, and Writing | |
| (A) | Prepare for inquiry and research | |
| | Brain storm research topics from personal interest and define specific topics using a variety of strategies and activities such as skimming and scanning techniques to identify data by looking at text features and <u>simple</u> notes. | |
| (B) | Access resources for inquiry and research | |
| | Generate and follow a research plan for gathering relevant information about the topic and question from multiple sources, both oral and written, such as student initiated surveys, on-site presentation, interviews, data from experts, reference texts, on-line searches, and visual sources of information. | |
| (C) | Process information for inquiry and research | |
| | Improve the focus of research, analyze findings, and formulate conclusions. | |
| | (i) Narrow to one major topic and formulate open-ended questions about the topic. | |
| | (ii) Clarify research questions and organize collected information into categories, such as notes <u>and</u> graphic organizers, diagrams, graphs or charts. | |
| | (iii) Evaluate the validity and reliability of sources to include differentiating between paraphrasing and plagiarism. <u>Understand the difference between paraphrasing and plagiarism.</u> | |
| | iv) create a works cited page from notes, including the author, title, publisher, and publication year for each source cited. | |
| (D) | Organizing and presenting ideas for inquiry and research | |
| | Organize and present ideas and information according to the research and audience. | |
| | (i) Determine the mode of delivery such as written, oral and/or media. | |
| | (ii) Reflect and evaluate product and process. | |
| | (iii) <u>Connect</u> Transfer new information skills and knowledge to real world problems and solve real-world problems and make decisions. | |

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| 4.8 | Inquiry and Research: Listening, Speaking, Reading, and Writing | |
| (A) | Prepare for inquiry and research: Brainstorm research topics from personal interest and define specific topics using a variety of strategies and activities such as skimming and scanning techniques to identify data by looking at text features and simple notes. | |
| | Brain storm research topics from personal interest and define specific topics using a variety of strategies and activities such as skimming and scanning techniques to identify data by looking at text features and simple notes. | |
| (B) | Access resources for inquiry and research: Generate and follow a research plan for gathering relevant information about the topic and question from multiple sources, both oral and written, such as student initiated surveys, on-site presentation, interviews, data from experts, reference texts, on-line searches, and visual sources of information. | |
| (C) | Process information for inquiry and research: Improve the focus of research, analyze findings, and formulate conclusions. | |
| | (i) Narrow to one major topic and formulate open-ended questions. | |
| | (ii) Clarify research questions and organize collected information into categories, such as notes, graphic organizers, graphs, and graphic organizers. | |
| | (iii) Understand the difference between paraphrasing and plagiarism. | |
| | (iv) Recognize a works cited page. | |
| (D) | Organizing and presenting ideas for inquiry and research: Organize and present ideas and information according to the research and audience. | |
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| | (i) Determine the mode of delivery such as written, oral and/or media. | |
| | (ii) Reflect and evaluate product and process. | |
| | (iii) Transfer new information skills and knowledge to solve real world problems and make decisions. | |
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| 5.8 | Inquiry and Research: Listening, Speaking, Reading, and Writing | |
| (A) | Prepare for inquiry and research | |

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| | Brain storm research topics from personal interest and define specific topics using a variety of strategies and activities such as skimming and scanning techniques to identify data by looking at text features and simple notes. | |
| (B) | Access resources for inquiry and research | |
| | Generate and follow a research plan for gathering relevant information about the topic and question from multiple sources, both oral and written, such as student initiated surveys, on-site presentation, interviews, data from experts, reference texts, on-line searches, and visual sources of information. | |
| (C) | Process information for inquiry and research | |
| | Improve the focus of research, analyze findings, and formulate conclusions. | |
| | (i) Narrow to one major topic and formulate open-ended questions. | |
| | (ii) Clarify research questions and organize collected information into categories, such as notes, graphic organizers, graphs, diagrams, and graphic organizers. | |
| | (iii) <u>Understand</u> evaluate the validity of sources and identify the differences between paraphrasing and plagiarism. | |
| | (iv) <u>Generate</u> create a works cited page from notes, including the author, title, publisher, and publication year for each source cited. | |
| (D) | Organizing and presenting ideas for inquiry and research | |
| | Organize and present ideas and information according to the research and audience. | |
| | (i) Determine the mode of delivery such as written, oral and/or media. | |
| | (ii) Reflect and evaluate product and process. | |
| | (iii) Transfer new information skills and knowledge to solve real world problems and make decisions. | |
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| 6.8 | Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts | |
| | Students engage in both short-term and sustained recursive inquiry processes for self-selected and assigned purposes. The student is expected to: | |
| (A) | Preparing for Inquiry and research | |
| | Research Plan: Students ask open-ended research questions and develop a plan for answering them. | |

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| | (i) Brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address major research topic; | |
| | (ii) Generate a research plan for gathering relevant information about the major research question. | |
| | Gathering Sources: Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to: | |
| | (i) follow the research plan to collect data from a range of print and electronic resources in Spanish (e.g. <u>such as</u> reference texts, periodicals, web pages, online sources) and data from experts; | |
| | (ii) differentiate between primary and secondary sources; | |
| | (iii) record data, utilizing available technology (e.g. <u>such as</u> word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g. <u>such as</u> charts, diagrams, timelines) into written notes; | |
| | (iv) identify the source of notes (such as author, title, page number) and record bibliographic information concerning those sources according to e.g. <u>such as</u> a standard format; | |
| | (v) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources. | |
| | Synthesizing Information: Students will clarify research questions and evaluate and synthesize collected information. Students are expected to: | |
| | (i) refine the major research question, if necessary, guided by the answers to a secondary set of questions; | |
| | (ii) evaluate the relevance and reliability of sources for the research. | |
| | Organizing and Presenting Ideas: Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to: | |
| | (i) compiles important information from multiple sources; | |
| | (ii) develops a topic sentence, summarizes findings, and uses evidence to support conclusions; | |
| | (iii) presents the findings in a consistent format; | |
| | iv) uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g. <u>such as</u> bibliography, works cited) | |
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