

*Proclamation 2019* Breakouts to the Texas Essential Knowledge and Skills (TEKS):  
Student/Teacher Material

**Subject** Chapter 128. Texas Essential Knowledge and Skills  
for Spanish Language Arts and Reading and English as a Second Language

**Subchapter** Subchapter A. Elementary

**Course** Spelling, Grade 4 (Spanish)

**Publisher**

**Program Title**

**Program ISBN**

(a) Introduction.



(4) Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, STAAR Performance Level Descriptors, 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.

(5) Research consistently shows that language and literacy development in the student's native language not only facilitates learning English and English literacy, but is foundational to cognitive development and learning (Cummins, 2001; Thomas & Collier, 2002; Coelho, 2001). Emergent bilinguals (Sparrow et al., 2014; Slavin & Cheving, 2013) are students who are in the process of acquiring two or more linguistic codes, becoming bilingual, biliterate, and bicultural. Emergent bilinguals are often defined by their perceived deficits (semilinguals) (Escamilla, 2012). However, research has shown that bilinguals develop a unique interdependent system (Escamilla et al. 2007; Grosjean, 1989; Valdes and Figueroa, 1994) in which languages interconnect to increase linguistic functionality. This linguistic interdependence of language acquisition facilitates a transfer of literacy skills from the primary language (L1) to the second language (L2) (August & Shanahan, 2006; Bialystok, 2007; Miramontes, et al., 1997). The strength of learning through formal instruction in Spanish determines the extent of transfer to English (August, Calderon, & Carlo, 2002; Slavin & Calderon, 2001; Garcia, 2001). For transfer to be maximized, cross-linguistic connections between the two languages must be explicitly taught while students engage in a contrastive analysis of the Spanish and English languages (Cummins, 2007). Continued strong literacy development in Spanish provides the foundation and scaffold for literacy development given that a Common Underlying Proficiency (CUP) exists between the two languages (Cummins, 1991). Consequently, direct and systematic instruction (Genesee et al., 2005) in the appropriate sequence of Spanish skills with early English as a second language-based literacy



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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> <li>(i) spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent;</li> <li>(ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent;</li> <li>(iii) spelling words with diphthongs and hiatus; and</li> <li>(iv) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses</li> </ul>	<p>(ii) demonstrate spelling knowledge by spelling palabras graves (words with the stress on the penultimate syllable) with an orthographic accent</p>

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(B) demonstrate and apply spelling knowledge by:

(i) spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent;

(ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent;

(iii) spelling words with orthographic accents.

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