

Subject: Spanish Language Arts and English as a Second Language

Grade: 04

Expectations: 64

Breakouts: 258

(a) Introduction.

1. The Spanish language arts and reading Texas Essential Knowledge and Skills (TEKS) reflect language arts standards that are authentic to the Spanish language and Spanish literacy; they are neither translations nor modifications of the English language arts TEKS. The Spanish language arts and reading TEKS embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. They are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.
2. The seven strands of the essential knowledge and skills for Spanish language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.
3. 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. 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.
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

- (C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; and
 - (i) express an opinion supported by accurate information, employing eye contact to communicate ideas effectively
 - (ii) express an opinion supported by accurate information, employing speaking rate to communicate ideas effectively
 - (iii) express an opinion supported by accurate information, employing volume to communicate ideas effectively
 - (iv) express an opinion supported by accurate information, employing enunciation to communicate ideas effectively
 - (v) express an opinion supported by accurate information, employing the conventions of language to communicate ideas effectively
 - (D) work collaboratively with others to develop a plan of shared responsibilities.
 - (i) work collaboratively with others to develop a plan of shared responsibilities
- (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:
- (A) demonstrate and apply phonetic knowledge by: decoding palabras agudas, graves, esdrújulas, and sobresdrújulas

(xii) demonstrate phonetic knowledge by differentiating the meaning of a word based on the diacritical accent

(xiii) demonstrate phonetic knowledge by decoding words with prefixes

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- (ii) identify the meaning of roots, including auto
 - (iii) identify the meaning of roots, including bio
 - (iv) identify the meaning of roots, including grafía
 - (v) identify the meaning of roots, including metro
 - (vi) identify the meaning of roots, including fono
 - (vii) identify the meaning of roots, including tele
 - (viii) use base words with affixes
 - (ix) use roots, including auto
 - (x) use roots, including bio
 - (xi) use roots, including grafía
 - (xii) use roots, including metro
 - (xiii) use roots, including fono
 - (xiv) use roots, including tele
- (D) identify, use, and explain the meaning of idioms, homographs, and homophones such as abrasar/abrazar; and
- (i) identify idioms
 - (ii) identify homographs
 - (iii) identify homophones
 - (iv) use idioms
 - (v) use homographs
 - (vi) use homophones
 - (vii) explain the meaning of idioms
 - (viii) explain the meaning of homographs
 - (ix) explain the meaning of homophones
- (E) differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.
- (i) differentiate between [or among] homographs
 - (ii) differentiate between [or among] homophones
 - (iii) differentiate between [or among] commonly confused terms
 - (iv) use homographs
 - (v) use homophones
 - (vi) use commonly confused terms

- (4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
- (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text;
 - (i) use appropriate fluency (rate) when reading grade-level text
 - (ii) use appropriate fluency (accuracy) when reading grade-level text
 - (iii) use appropriate fluency (prosody) when reading grade-level text
- (5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
- (A) self-select text and read independently for a sustained period of time;
 - (i) self-select text
 - (ii) read independently for a sustained period of time
- (6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
- (A) establish purpose for reading assigned and self-selected texts;
 - (i) establish purpose for reading assigned texts
 - (ii) establish purpose for reading self-selected texts
 - (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
 - (i) generate questions about text before reading to deepen understanding
 - (ii) generate questions about text during reading to deepen understanding
 - (iii) generate questions about text after reading to deepen understanding
 - (iv) generate questions about text before reading to gain information
 - (v) generate questions about text during reading to gain information
 - (vi) generate questions about text after reading to gain information
 - (C) make and correct or confirm predictions using text features, characteristics of genre, and structures;
 - (i) make predictions using text features
 - (ii) make predictions using characteristics of genre
 - (iii) make p(iii)

(E) make connections to personal experiences, ideas in other texts, and society;

- (i) make connections to personal experiences
- (ii) make connections to ideas in other texts
- (iii) make connections to society

(F) make inferences and use evidence to support understanding;

- (i) make inferences
- (ii) use evidence to support understanding

(G) evaluate details read to determine key ideas;

- (i) evaluate details read to determine key ideas

(H) synthesize information to create new understanding; and

- (i) synthesize information to create new understanding

(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

- (i) monitor comprehension
- (ii) make adjustments when understanding breaks down

(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

c (A) describe personal connections to a variety of sources, including self-selected (x -1.301 TD[(i)5.1 (nc)6.3 (r)4.6 (e)9 (a)2.1 (s)-1.

- (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse li

(G) identify and explain the use of anecdote.

- (i) identify the use of anecdote
- (ii) explain the use of anecdote

(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;

- (i) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies

(B) develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions, and a conclusion; and developing an engaging idea with relevant details;

- (i) develop drafts into a focused piece of writing by organizing with purposeful structure, including an introduction
- (ii) develop drafts into a focused piece of writing by organizing with purposeful structure, including transitions
- (iii) develop drafts into a focused piece of writing by organizing with purposeful structure, including a conclusion
- (iv) develop drafts into a focused piece of writing by developing an engaging idea with relevant details
- (v) develop drafts into a structured piece of writing by organizing with purposeful structure, including an introduction
- (vi) develop drafts into a structured piece of writing by organizing with purposeful structure, including transitions
- (vii) develop drafts into a structured piece of writing by organizing with purposeful structure, including a conclusion
- (viii) develop drafts into a structured piece of writing by developing an engaging idea with relevant details
- (ix) develop drafts into a coherent piece of writing by organizing with purposeful structure, including an introduction
- (x) develop drafts into a coherent piece of writing by developing an engaging idea with relevant details

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- (xvi) edit drafts using standard Spanish conventions, including plural nouns, including gender-specific articles
- (xvii) edit drafts using standard Spanish conventions, including common nouns, including gender-specific articles
- (xviii) edit drafts using standard Spanish conventions, including proper nouns, including gender-specific articles
- (xix) edit drafts using standard Spanish conventions, including adjectives, including their comparative forms
- (xx) edit drafts using standard Spanish conventions, including adjectives, including their superlative forms
- (xxi) edit drafts using standard Spanish conventions, including adverbs that convey frequency
- (xxii) edit drafts using standard Spanish conventions, including adverbs that convey degree
- (xxiii) edit drafts using standard Spanish conventions, including prepositions

(xxi) edit drafts using sions adverbs that convey degr2e

(xxiii) ~~edit drafts using standard Spanish conventions, including prepositions~~

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(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre

- (E) demonstrate understanding of information gathered;
 - (i) demonstrate understanding of information gathered
- (F) recognize the difference between paraphrasing and plagiarism when using source materials;
 - (i) recognize the difference between paraphrasing and plagiarism when using source materials
- (G) develop a bibliography; and
 - (i) develop a bibliography
- (H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
 - (i) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results