

Subject: Spanish Language Arts and English as a Second Language

Grade: 05

Expectations: 64

Breakouts: 260

(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) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and

- (i) give an organized presentation employing eye contact to communicate ideas effectively
- (ii) give an organized presentation employing speaking rate to communicate ideas effectively
- (iii) give an organized presentation employing volume to communicate ideas effectively
- (iv) give an organized presentation employing enunciation to communicate ideas effectively
- (v) give an organized presentation employing natural gestures to communicate ideas effectively
- (vi) give an organized presentation employing 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 (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate); using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus; decoding (L.5-02-01.1) (L.5-02-01.2) (L.5-02-01.3) (L.5-02-01.4) (L.5-02-01.5) (L.5-02-01.6) (L.5-02-01.7) (L.5-02-01.8) (L.5-02-01.9) (L.5-02-01.10) (L.5-02-01.11) (L.5-02-01.12) (L.5-02-01.13) (L.5-02-01.14) (L.5-02-01.15) (L.5-02-01.16) (L.5-02-01.17) (L.5-02-01.18) (L.5-02-01.19) (L.5-02-01.20) (L.5-02-01.21) (L.5-02-01.22) (L.5-02-01.23) (L.5-02-01.24) (L.5-02-01.25) (L.5-02-01.26) (L.5-02-01.27) (L.5-02-01.28) (L.5-02-01.29) (L.5-02-01.30) (L.5-02-01.31) (L.5-02-01.32) (L.5-02-01.33) (L.5-02-01.34) (L.5-02-01.35) (L.5-02-01.36) (L.5-02-01.37) (L.5-02-01.38) (L.5-02-01.39) (L.5-02-01.40) (L.5-02-01.41) (L.5-02-01.42) (L.5-02-01.43) (L.5-02-01.44) (L.5-02-01.45) (L.5-02-01.46) (L.5-02-01.47) (L.5-02-01.48) (L.5-02-01.49) (L.5-02-01.50) (L.5-02-01.51) (L.5-02-01.52) (L.5-02-01.53) (L.5-02-01.54) (L.5-02-01.55) (L.5-02-01.56) (L.5-02-01.57) (L.5-02-01.58) (L.5-02-01.59) (L.5-02-01.60) (L.5-02-01.61) (L.5-02-01.62) (L.5-02-01.63) (L.5-02-01.64) (L.5-02-01.65) (L.5-02-01.66) (L.5-02-01.67) (L.5-02-01.68) (L.5-02-01.69) (L.5-02-01.70) (L.5-02-01.71) (L.5-02-01.72) (L.5-02-01.73) (L.5-02-01.74) (L.5-02-01.75) (L.5-02-01.76) (L.5-02-01.77) (L.5-02-01.78) (L.5-02-01.79) (L.5-02-01.80) (L.5-02-01.81) (L.5-02-01.82) (L.5-02-01.83) (L.5-02-01.84) (L.5-02-01.85) (L.5-02-01.86) (L.5-02-01.87) (L.5-02-01.88) (L.5-02-01.89) (L.5-02-01.90) (L.5-02-01.91) (L.5-02-01.92) (L.5-02-01.93) (L.5-02-01.94) (L.5-02-01.95) (L.5-02-01.96) (L.5-02-01.97) (L.5-02-01.98) (L.5-02-01.99) (L.5-02-01.100)

- (xiv) demonstrate phonetic knowledge by decoding words with suffixes
- (xv) apply phonetic knowledge by decoding palabras agudas (words with the stress on the last syllable)
- (xvi) apply phonetic knowledge by decoding palabras graves (words with the stress on the penultimate syllable)
- (xvii) apply phonetic knowledge by decoding palabras esdrújulas (words with the stress on the antepenultimate syllable)
- (xviii) apply phonetic knowledge by decoding palabras [sobresdrújulas] (words with the stress on the syllable before the antepenultimate syllable)
- (xix) apply phonetic knowledge by using orthographic rules to segment syllables, including diphthongs
- (xx) apply phonetic knowledge by using orthographic rules to segment syllables, including formal hiatus
- (xxi) apply phonetic knowledge by using orthographic rules to segment syllables, including accented hiatus
- (xxii) apply phonetic knowledge by using orthographic rules to combine syllables, including diphthongs
- (xxiii) apply phonetic knowledge by using orthographic rules to combine syllables, including formal hiatus
- (xxiv) apply phonetic knowledge by using orthographic rules to combine syllables, including accented hiatus
- (xxv) apply phonetic knowledge by decoding word[s] based on the diacritical accent
- (xxvi) apply phonetic knowledge by differentiating ~~the following words: (1) (2) (3) (4) (5) (6) (7) (8) (9) (10) (11) (12) (13) (14) (15) (16) (17) (18) (19) (20) (21) (22) (23) (24) (25) (26) (27) (28) (29) (30) (31) (32) (33) (34) (35) (36) (37) (38) (39) (40) (41) (42) (43) (44) (45) (46) (47) (48) (49) (50) (51) (52) (53) (54) (55) (56) (57) (58) (59) (60) (61) (62) (63) (64) (65) (66) (67) (68) (69) (70) (71) (72) (73) (74) (75) (76) (77) (78) (79) (80) (81) (82) (83) (84) (85) (86) (87) (88) (89) (90) (91) (92) (93) (94) (95) (96) (97) (98) (99) (100)~~ 68(e)

- (x) apply spelling knowledge by spelling words with more advanced orthographic patterns
- (xi) apply spelling knowledge by spelling words with more advanced orthographic rules
- ~~(xii) apply spelling knowledge by spelling palabras agudas (words with the stress on the last syllable) with a prosodic or orthographic accent~~
- (xiii) apply spelling knowledge by spelling palabras graves (words with the stress on the penultimate syllable) with a prosodic or orthographic accent
- (xiv) apply spelling knowledge by spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) with a prosodic or orthographic accent
- (xv)

- (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
 - (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 before reading to gain information
 - (iii) generate questions about text during reading to deepen understanding
 - (iv) generate questions about text during reading to gain information
 - (v) generate questions about text after reading to deepen understanding
 - (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 predictions using structures
 - (iv) correct or confirm predictions using text features
 - (v) correct or confirm predictions using characteristics of genre
 - (vi) correct or confirm predictions using structures
 - (D) create mental images to deepen understanding;
 - (i) create mental images to deepen understanding
 - (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 to support understanding
 - (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 36(k)2rlto re

- (ii) analyze plot elements, including climax
 - (iii) analyze plot elements, including falling action
 - (iv) analyze plot elements, including resolution
- (D) analyze the influence of the setting, including historical and cultural settings, on the plot.
- (i) analyze the influence of the setting, including historical settings, on the plot
 - (ii) analyze the influence of the setting, including cultural settings, on the plot
- (9) Multiple genres: listening, speaking, reading, writing, and 4 (i)-0.nm (a)-4 (k3.1 (r)-49 (t)2.6 (9f)8.8 (/TT0 1(ce)3 (o)21 (r)-49 (-3.6 (/TT

- (v) recognize structures of argumentative text by explaining how the author has used facts for or against an argument
- (vi) recognize structures of argumentative text by identifying the intended audience or reader
- (F) recognize characteristics of multimodal and digital texts.
 - (i) recognize characteristics of multimodal texts
 - (ii) recognize characteristics of digital texts

(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the author's choices and how they influence and communicate meaning.

- (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 reflecting depth of thought with specific facts and 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 reflecting depth of thought with specific facts
 - (v) develop drafts into a focused piece of writing by developing an engaging idea reflecting depth of thought with specific details
 - (vi) develop drafts into a structured piece of writing by organizing with purposeful structure, including an introduction
 - (vii) develop drafts into a structured piece of writing by organizing with purposeful structure, including transitions
 - (viii) develop drafts into a structured piece of writing by organizing with purposeful structure, including a conclusion
 - (ix) develop drafts into a structured piece of writing by developing an engaging idea reflecting depth of thought with specific facts
 - (x) develop drafts into a structured piece of writing by developing an engaging idea reflecting depth of thought with specific details
 - (xi) develop drafts into a coherent piece of writing by organizing with purposeful structure, including an introduction
 - (xii) develop drafts into a coherent piece of writing by organizing with purposeful structure, including transitions
 - (xiii) develop drafts into a coherent piece of writing by organizing with purposeful structure, including a conclusion
 - (xiv)

- (ii) revise drafts to improve word choice
 - (iii) revise drafts by adding ideas for coherence
 - (iv) revise drafts by deleting ideas for coherence
 - (v) revise drafts by combining ideas for coherence
 - (vi) revise drafts by rearranging ideas for coherence
 - (vii) revise drafts by adding ideas for clarity
 - (viii) revise drafts deleting ideas for clarity
 - (ix) revise drafts combining ideas for clarity
 - (x) revise drafts by rearranging ideas for clarity
- (D) edit drafts using standard Spanish conventions, including: complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; irregular verbs; collective nouns; adjectives, including those indicating origin, and their comparative and superlative forms; conjunctive adverbs; prepositions and prepositional phrases and their influence on subject-verb agreement; pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite; subordinating conjunctions to form complex sentences; capitalization of initials, acronyms, and organizations; italics and underlining for titles and emphasis and punctuation marks, including commas in compound and complex sentences, em dash for dialogue, and quotation marks for titles; and correct spelling of words with grade-appropriate orthographic patterns and rules; and
- (i) edit drafts using standard Spanish conventions, including complete simple sentences with subject-verb agreement
 - (ii) edit drafts using standard Spanish conventions, including complete simple sentences with avoidance of splices
 - (iii) edit drafts using standard Spanish conventions, including complete simple sentences with avoidance of run-ons
 - (iv) edit drafts using standard Spanish conventions, including complete simple sentences with avoidance of fragments
 - (v) edit drafts using standard Spanish conventions, including complete compound sentences with subject-verb agreement
 - (vi) edit drafts using standard Spanish conventions, including complete compound sentences with avoidance of splices
 - (vii) edit drafts using standard Spanish conventions, including complete compound sentences with avoidance of run-ons
 - (viii) edit drafts using standard Spanish conventions, including complete compound sentences with avoidance of fragments
 - (ix) edit drafts using standard Spanish conventions, including irregular verbs
 - (x) edit drafts using standard Spanish conventions, including collective nouns
 - (xi) edit drafts using standard Spanish conventions, including adjectives, including those indicating origin
 - (xii) edit drafts using standard Spanish conventions, including adjectives, including their comparative forms
 - (xiii) edit drafts using standard Spanish conventions, including adjectives, including their superlative forms

- (xiv) edit drafts using standard Spanish conventions, including conjunctive adverbs
- (xv) edit drafts using standard Spanish conventions, including prepositions
- (xvi) edit drafts using standard Spanish conventions, including prepositional phrases
- (xvii) edit drafts using standard Spanish conventions, including [prepositional phrases'] influence on subject-verb agreement
- (xviii) edit drafts using standard Spanish conventions, including pronouns, including personal
- (xix) edit drafts using standard Spanish conventions, including pronouns, including possessive
- (xx) edit drafts using standard Spanish conventions, including pronouns, including objective
- (xxi) edit drafts using standard Spanish conventions, including pronouns, including reflexive
- (xxii) edit drafts using standard Spanish conventions, including pronouns, including prepositional
- (xxiii) edit drafts using standard Spanish conventions, including pronouns, including indefinite
- (xxiv) edit drafts using standard Spanish conventions, including subordinating conjunctions to form complex sentences
- (xxv) edit drafts using standard Spanish conventions, including capitalization of initials
- (xxvi) edit drafts using standard Spanish conventions, including capitalization of acronyms
- (xxvii) edit drafts using standard Spanish conventions, including capitalization of organizations
- (xxviii) edit drafts using standard Spanish conventions, including punctuation marks, including commas in compound sentences
- (xxix) edit drafts using standard Spanish conventions, including punctuation marks, including commas in complex sentences
- (xxx) edit drafts using standard Spanish conventions, including punctuation marks, including em dashes for dialogue
- (xxxi) edit drafts using standard Spanish conventions, including punctuation marks, including italics for titles
- (xxxii) edit drafts using standard Spanish conventions, including punctuation marks, including italics for emphasis
- (xxxiii) edit drafts using standard Spanish conventions, including punctuation marks, including underlining for titles

