

# SLAR, Grade 3 (IMRA)

Subject: Spanish Language Arts and English as a Second Language

Grade: 03

Expectations: 73

Breakouts: 294

(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

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, crosslinguistic 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 literacy instruction is critical to student success. As a result of working within two language systems, students' metalinguistic and metacognitive skills are enhanced when they learn about the similarities and differences between languages (Escamilla et. al., 2014). The extent to which English and Spanish are used is reliant on the type of bilingual program model being used (see Texas Education Code, §29.066).

6. English language learners (ELLs) are expected to meet standards in a second language, and their proficiency in English directly impacts their ability to meet these standards. The comprehension of text throughout the stages of English language acquisition requires scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected oral and written discourse so that it is meaningful.
7. Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language.

- (C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;
  - (i) speak coherently about the topic under discussion, employing eye contact to communicate ideas effectively
  - (ii) speak coherently about the topic under discussion, employing speaking rate to communicate ideas effectively
  - (iii) speak coherently about the topic under discussion, employing volume to communicate ideas effectively
  - (iv) speak coherently about the topic under discussion, employing enunciation to communicate ideas effectively
  - (v) speak coherently about the topic under discussion, employing the conventions of language to communicate ideas effectively
- (D) work collaboratively with others by following agreed-on rules, norms, and protocols; and
  - (i) work collaboratively with others by following agreed-on rules
  - (ii) work collaboratively with others by following agreed-on norms
  - (iii) work collaboratively with others by following agreed-on protocols
- (E) develop social communication such as conversing politely in all situations.
  - (i) develop social communication

(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 words with a prosodic or orthographic accent; decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and g; decoding words with silent h and words that use the syllables que, gue, gui, güe, and güi; becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; decoding and differentiating meaning of a word based on a diacritical accent; and decoding words with prefixes and suffixes;
  - (i) demonstrate phonetic knowledge by decoding words with a prosodic or orthographic accent
  - (ii) demonstrate phonetic knowledge by decoding words with multiple sound spelling patterns
  - (iii) demonstrate phonetic knowledge by decoding words with silent h
  - (iv) demonstrate phonetic knowledge by decoding words that use the [syllable] que
  - (v) demonstrate phonetic knowledge by decoding words that use the [syllable] gui
  - (vi) demonstrate phonetic knowledge by decoding words that use the [syllable] gue
  - (vii) demonstrate phonetic knowledge by decoding words that use the [syllable] güe
  - (viii) demonstrate phonetic knowledge by decoding words that use the [syllable]-güe
  - (ix) demonstrate phonetic knowledge by decoding words that use the [syllable] güi

- (xii) demonstrate phonetic knowledge by becoming very familiar with the implications for orthographic accents
  - (xiii) demonstrate phonetic knowledge by decoding a word based on a diacritical accent
  - (xiv) demonstrate phonetic knowledge by differentiating meaning of a word based on a diacritical accent
  - (xv) demonstrate phonetic knowledge by decoding words with prefixes
  - (xvi) demonstrate phonetic knowledge by decoding words with suffixes
  - (xvii) apply phonetic knowledge by decoding words with a prosodic or orthographic accent
  - (xviii) apply phonetic knowledge by decoding words with multiple sound spelling patterns
  - (xix) apply phonetic knowledge by decoding words with silent h
  - (xx) apply phonetic knowledge by decoding words that use the [syllable] que
  - (xxi) apply phonetic knowledge by decoding words that use the [syllable] qui
  - (xxii) apply phonetic knowledge by decoding words that use the [syllable] gue
  - (xxiii) apply phonetic knowledge by decoding words that use the [syllable] gui
  - (xxiv) apply phonetic knowledge by decoding words that use the [syllable] güe
  - (xxv) apply phonetic knowledge by decoding words that use the [syllable] güi
  - (xxvi) apply phonetic knowledge by becoming very familiar with the concept of diphthongs
  - (xxvii) apply phonetic knowledge by becoming very familiar with the concept of diphthongs
  - (xxviii) apply phonetic knowledge by becoming very familiar with the implications for orthographic accents
  - (xxix) apply phonetic knowledge by decoding a word based on a diacritical accent
  - (xxx) apply phonetic knowledge by differentiating meaning of a word based on a diacritical accent
  - (xxxi) apply phonetic knowledge by decoding words with prefixes
  - (xxxii) apply phonetic knowledge by decoding words with suffixes
- (B) demonstrate and apply spelling knowledge by spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; using accents on words commonly used in questions and exclamations; spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; using accents appropriately when conjugating verbs such as in simple and imperfect past, past participle, perfect, conditional, and future tense; spelling words with silent h and words that use the syllables que, qui, gue, gui, güe, and güi; spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; spelling words with hard and soft c; spelling words using n before v; m before b; and m before b; spelling words with sílabas trabadas; and spelling the plural form of words ending in z by replacing the z with c before adding -es.
- (i) demonstrate spelling knowledge by spelling palabras agudas (words with an accent on the last syllable)
  - (ii) demonstrate spelling knowledge by spelling palabras graves (words with an accent on the penultimate syllable)
  - (iii) demonstrate spelling knowledge by spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent

- (iv) demonstrate spelling knowledge by spelling words with the concept of diphthongs and their implications for orthographic accents
- (v) demonstrate spelling knowledge by spelling words with the concept of hiatus and their implications for orthographic accents
- (vi) demonstrate spelling knowledge by using accents on words ~~stom~~ commonly used in questions
- (vii) demonstrate spelling knowledge by using accents on words commonly used in exclamations
- (viii) demonstrate spelling knowledge by spelling words based on the diacritical accent
- (ix) demonstrate spelling knowledge by marking accents appropriately when conjugating verbs in simple past [tense]
- (x) demonstrate spelling knowledge by marking accents appropriately when conjugating verbs in imperfect past [tense]
- (xi) demonstrate spelling knowledge by marking accents appropriately when conjugating verbs in perfect [tense]
- (xii) demonstrate spelling knowledge by marking accents appropriately when conjugating verbs in conditional [tense]
- (xiii) demonstrate spelling knowledge by marking accents appropriately when conjugating ~~ing~~ in future [tense]
- (xiv) demonstrate spelling knowledge by spelling words with silent h
- (xv) demonstrate spelling knowledge by spelling words that use the [syllable] que
- (xvi) demonstrate spelling knowledge by spelling words that use the [syllable] qui
- (xvii) demonstrate spelling knowledge by spelling words that use the [syllable] gue
- (xviii) demonstrate spelling knowledge by spelling words that use the [syllable] gui
- (xix) demonstrate spelling knowledge by spelling words that use the [syllable]-güe
- (xx) demonstrate spelling knowledge by spelling words that use the [syllable] güi
- (xxi) demonstrate spelling knowledge by spelling words that have the same sounds represented by different letters, including ll and y
- (xxii) demonstrate spelling knowledge by spelling words that have the same sounds represented by different letters, including c, k, and q
- (xxiii) demonstrate spelling knowledge by spelling words that have the same sounds represented by different letters, including soft c, soft x, s, and z
- (xxiv) demonstrate spelling knowledge by spelling words that have the same sounds represented by different letters, including soft g, j, and x
- (xxv) demonstrate spelling knowledge by spelling words with hard r
- (xxvi) demonstrate spelling knowledge by spelling words with soft r
- (xxvii) demonstrate spelling knowledge by spelling words using n before v
- (xxviii) demonstrate spelling knowledge by spelling words using m before b
- (xxix) demonstrate spelling knowledge by spelling words using m before p

- (xxx) demonstrate spelling knowledge by spelling words with sílabas trabadas
- (xxxi) demonstrate spelling knowledge by spelling the plural form of words ending in z by replacing the z with c before adding es
- (xxxii) apply spelling knowledge by spelling palabras agudas (words with an accent on the last syllable)
- (xxxiii) apply spelling knowledge by spelling palabras graves (words with an accent on the penultimate syllable)
- (xxxiv) apply spelling knowledge by spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent
- (xxxv) apply spelling knowledge by spelling words with the concept of diphthongs and their implications for orthographic accents
- (xxxvi) apply spelling knowledge by spelling words with the concept of hiatus and their implications for orthographic accents
- (xxxvii) apply spelling knowledge by using accents on words commonly used in questions
- (xxxviii) apply spelling knowledge by using accents on words commonly used in exclamations
- (xxxix) apply spelling knowledge by spelling words based on the diacritical accent
  - (xl) apply spelling knowledge by marking accents appropriately when conjugating verbs in simple past [tense]
  - (xli) apply spelling knowledge by marking accents appropriately when conjugating verbs in imperfect verbs is for

- (lvii) apply spelling knowledge by spelling words with soft r
- (lviii) apply spelling knowledge by spelling words using ~~for~~ ~~ev~~
- (lix) apply spelling knowledge by spelling words using m before b
- (lx) apply spelling knowledge by spelling words using m before p
- (lxi) apply spelling knowledge by spelling words with sílabas trabadas
- (lxii) apply spelling knowledge by spelling the plural form of words ending in z by replacing the z with c before adding-es

(C) alphabetize a series of words to the third letter; and

- (i) alphabetize a series of words to the third letter

(D) write complete words, thoughts and answers legibly in cursive leaving appropriate spaces between words.

- (i) write complete words legibly in cursive
- (ii) write complete thoughts legibly in cursive leaving appropriate spaces between words
- (iii) write complete answers legibly in cursive leaving ~~ap~~ appropriate spaces between words

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

(A) use print or digital resources to determine meaning, syllabication, and pronunciation;

- (i) use print or digital resources to determine meaning
- (ii) use print or digital resources to determine syllabication
- (iii) use print or digital resources to determine pronunciation

(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and ~~multiple~~ ~~words~~ words;

- (i) use context within a sentence to determine the meaning of unfamiliar words
- (ii) use ~~context~~ context within a sentence to determine the meaning of ~~multiple~~ multiple meaning words
- (iii) use context beyond a sentence to determine the meaning of unfamiliar words
- (iv) use context beyond a sentence to determine the meaning of ~~multiple~~ multiple meaning words

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(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 ~~the~~ 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 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, <</MCI (e)9.1 ( (de)9 (g s)-7.6 (t)-3.3 (r)-1.5 0.0

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(l) monitor comprehension and make adjustments such as re





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





- (ii) identify secondary sources
- (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) create a works cited page; and
- (i) create a works cited page
- (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