

SLAR, Grade K (IMRA)

Subject: Spanish Language Arts and English as a Second Language

Grade: KG

Expectations: 56

Breakouts: 179

(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 to 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-changing nature of language and literacy.

2. The seven strands of-2. (d)-3.9 -2 (f-2.)8note that encoding (spelling) and dec e-grapheme

fect in visual word recognition

n addition, Spanish presents a much
ords for decoding. This orthographic
ency and comprehension. However, in
" or "one." In Spanish, decoding issues
h language will influence reading

ctures, nuanced text features, cognitively
STAAR Performance Level Descriptors,
will continue to apply earlier standards
ected, critical learners who work

's native language facilitates
nd learning (Cummins, 2001; Thomas &
neving, 2013) are students the
bicultural. Emergent bilinguals are

- (iv) demonstrate phonetic knowledge by using letter-sound relationships to decode two-syllable words including VCV
- (v) demonstrate phonetic knowledge by using letter-sound relationships to decode two-syllable words including CVCV
- (vi) demonstrate phonetic knowledge by using letter-sound relationships to decode two-syllable words including CCVCV
- (vii) demonstrate phonetic knowledge by using letter-sound relationships to decode two-syllable words including CVCCV
- (viii) demonstrate phonetic knowledge by using letter-sound relationships to decode multisyllabic words including VCV
- (ix) demonstrate phonetic knowledge by using letter-sound relationships to decode multisyllabic words including CVCV
- (x) demonstrate phonetic knowledge by using letter-sound relationships to decode multisyllabic words including CCVCV
- (xi) demonstrate phonetic knowledge by using letter-sound relationships to decode multisyllabic words including CVCCV
- (xii) demonstrate phonetic knowledge by decoding words with silent h
- (xiii) demonstrate phonetic knowledge by decoding words with consonant digraphs
- (xiv) demonstrate phonetic knowledge by recognizing that new words are created when syllables are changed, added, or deleted
- (xv) apply phonetic knowledge by identifying the common sounds that letters represent
- (xvi) apply phonetic knowledge by matching the common sounds that letters represent
- (xvii) apply phonetic knowledge by using letter-sound relationships to decode one-syllable words including CV
- (xviii) apply phonetic knowledge by using letter-sound relationships to decode two-syllable words including VCV
- (xix) apply phonetic knowledge by using letter-sound relationships to decode two-syllable words including CVCV
- (xx) apply phonetic knowledge by using letter-sound relationships to decode two-syllable words including CCVCV
- (xxi) apply phonetic knowledge by using letter-sound relationships to decode two-syllable words including CVCCV
- (xxii) apply phonetic knowledge by using letter-sound relationships to decode multisyllabic words including VCV
- (xxiii) apply phonetic knowledge by using letter-sound relationships to decode multisyllabic words including CVCV
- (xxiv) apply phonetic knowledge by using letter-sound relationships to decode multisyllabic words including CCVCV
- (xxv) apply phonetic knowledge by using letter-sound relationships to decode multisyllabic words including CVCCV
- (xxvi) apply phonetic knowledge by decoding words with silent h

- (xxvii) apply phonetic knowledge by decoding words with consonant digraphs
- (xxviii) apply phonetic knowledge by recognizing that new words are created when syllables are changed, added, or deleted
- (xxix) demonstrate phonetic knowledge by using letter-sound relationships to decode one-syllable words including VC
- (xxx) apply phonetic knowledge by using letter-sound relationships to decode one-syllable words including VC
- (C) demonstrate and apply spelling knowledge by spelling common letter and sound correlations and spelling words with common syllabic patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;
 - (i) demonstrate spelling knowledge by spelling common letter and sound correlations
 - (ii)

- (B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and
 - (i) use illustrations to learn or clarify word meanings
 - (ii) use texts the student is able to read or hear to learn or clarify word meanings
- (C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.
 - (i) identify words that name actions
 - (ii) identify words that name directions
 - (iii) identify words that name positions
 - (iv) identify words that name sequences
 - (v) identify words that name categories
 - (vi) identify words that name locations
 - (vii) use words that name actions
 - (viii) use words that name directions
 - (ix) use words that name positions
 - (x) use words that name sequences
 - (xi) use words that name categories
 - (xii) use words that name locations

(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking using independent reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.

- (A) self-select text and interact independently with text for increasing periods of time
 - (i) self-select text
 - (ii) interact independently with text for increasing periods of time

(5) 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 with adult assistance;
 - (i) establish purpose for reading assigned texts with adult assistance
 - (ii) establish purpose for reading self-selected texts with adult assistance
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;
 - (i) generate questions about text before reading to deepen understanding with adult assistance
 - (ii) generate questions about text during reading to deepen understanding with adult assistance
 - (iii) generate questions about text after reading to deepen understanding with adult assistance
 - (iv) generate questions about text before reading to gain information with adult assistance
 - (v) generate questions about text during reading to gain information with adult assistance

- (vi) generate questions about text after reading to gain information with adult assistance
- (C) make and confirm predictions using text features and structures with adult assistance;
 - (i) make predictions using text features with adult assistance
 - (ii) make predictions using text structures with adult assistance
 - (iii) confirm predictions using text features with adult assistance
 - (iv) confirm predictions using text structures with adult assistance
- (D) create mental images to deepen understanding with adult assistance;
 - (i) create mental images to deepen understanding with adult assistance
- (E) make connections to personal experiences, ideas in other texts, and society with adult assistance;
 - (i) make connections to personal experiences with adult assistance
 - (ii) make connections to ideas in other texts with adult assistance
 - (iii) make connections to society with adult assistance
- (F) make inferences and use evidence to support understanding with adult assistance;
 - (i) make inferences to support understanding with adult assistance
 - (ii) use evidence to support understanding with adult assistance
- (G) evaluate details to determine main ideas and supporting details with adult assistance

(i)

(D) recognize characteristics and structures of informational text, including: the central idea and supporting evidence with adult assistance; titles and simple graphics to gain information; and the steps in a sequence with adult assistance;

- (i) recognize characteristics of informational text, including the central idea with adult assistance
- (ii) recognize characteristics of informational text, including supporting evidence with adult assistance
- (iii) recognize characteristics of informational text, including titles to gain information
- (iv) recognize characteristics of informational text, including simple graphics to gain information
- (v) recognize characteristics of informational text, including the steps in a sequence with adult assistance
- (vi) recognize structures of informational text, including the central idea with adult assistance
- (vii) recognize structures of informational text, including supporting evidence with adult assistance
- (viii) recognize structures of informational text, including titles to gain information
- (ix) recognize structures of informational text, including simple graphics to gain information
- (x) recognize structures of informational text, including the steps in a sequence with adult assistance

- (xii) edit drafts with adult assistance using standard Spanish conventions, including correct spelling of words with gradeappropriate orthographic patterns
- (xiii) edit drafts with adult assistance using standard Spanish conventions, including correct spelling of words with gradeappropriate orthographic rules

(E) share writing.

- (i) share writing

(11)Composition: listening, speaking, reading, writing, and thinking using multiple-texts. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

(A) dictate or compose literary texts, including personal narratives; and

- (i) dictate or compose literary texts, including personal narratives

(B) dictate or compose informational texts.

- (i) dictate or compose informational texts

(12)Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

(A) generate questions for formal and informal inquiry with adult assistance;

- (i) generate questions for formal inquiry with adult assistance
- (ii) generate questions for informal inquiry with adult assistance

(B) develop and follow a research plan with adult assistance;

- (i) develop a research plan with adult assistance
- (ii) follow a research plan with adult assistance

(C) gather information from a variety of sources with adult assistance;

- (i) gather information from a variety of sources with adult assistance

(D) demonstrate understanding of information gathered with adult assistance; and

- (i) demonstrate understanding of information gathered with adult assistance

(E) 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