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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 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 proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).
8. OOhe u4 (o)5.1 (t)-76 0 Td()T14()T14()T14i7 (t)7gu4 (1e)1 (33 ()O33 (gu4 (1e) Tc 0..t)1.6 0 T036 j/TT0 .7 (i)3.5 (o)297 (i)3.a)1.9 (r 0

(B) demonstrate and apply phonetic knowledge by: identifying and matching sounds to individual letters; decoding words with silabas trabadas such as/bla/,/bra/, and/gla/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x; decoding words wi09.001 Tc -0.001 Tw 1.413 71.587 r (f)1.6A0.5 (sp)-3.9 (e

- (xxii) apply spelling knowledge by spelling multisyllabic words, including words with que-
 - (xxiii) apply spelling knowledge by spelling multisyllabic words, including words with qui-
 - (xxiv) apply spelling knowledge by spelling multisyllabic words, including words with gue-
 - (xxv) apply spelling knowledge by spelling multisyllabic words, including words with gui-
 - (xxvi) apply spelling knowledge by spelling multisyllabic words, including words with güe-
 - (xxvii) apply spelling knowledge by spelling multisyllabic words, including words with güi-
 - (xxviii) apply spelling knowledge by spelling contractions
 - (xxix) apply spelling knowledge by spelling words with diphthongs
 - (xxx) apply spelling knowledge by spelling words with hiatus
 - (xxxi) apply spelling knowledge by spelling words with common prefixes
 - (xxxii) apply spelling knowledge by spelling words with common suffixes
- (D) demonstrate print awareness by identifying the information that different parts of a book provide;
- (i)

(i)

- (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) us()-5.5 Attached [//Jw06ntiat ti6d [//Jw06nstatnsc OEMC /LBody #MCID 8 BDC -0.2002 Tc 0.002 Tw -17.581 -2.0

- (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 correct o

- (ii) discuss rhythm in a variety of poems
 - (iii) discuss repetition in a variety of poems
 - (iv) discuss alliteration in a variety of poems
- (C) discuss elements of drama such as characters and setting;
- (i) discuss elements of drama
- (D) recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance; features and simple graphics to locate or gain information; and organizational patterns such as chronological order and description 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 w3 Tw 1.796 0 Tpw du t1.7 ()0.4 (d)2

- (ii) discuss with adult assistance the author's use of graphic features to achieve specific purposes
- (D) discuss how the author uses words that help the reader visualize; and
 - (i) discuss how the author uses words that help the reader visualize
- (E) listen to and experience first- and third-person texts.
 - (i) listen to first-person texts
 - (ii) listen to third-person texts

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(viii) edit drafts using standard Spanish conventions, including adjectives, including articles

(13) 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) identify and gather relevant sources and information to answer the questions with adult assistance
 - (i) identify relevant sources to answer the questions with adult assistance
 - (ii) identify relevant information to answer the questions with adult assistance
 - (iii) gather relevant sources to answer the questions with adult assistance
 - (iv) gather relevant information to answer the questions with adult assistance
- (D) demonstrate understanding of information gathered with adult assistance;
 - (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