

# SLAR, Grade 2 (IMRA)

Subject: Spanish Language Arts and English as a Second Language

Grade: 02

Expectations: 62

Breakouts: 238

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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).
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- (xiii) demonstrate phonetic knowledge by decoding words with prefixes
- (xiv) demonstrate phonetic knowledge by decoding words with suffixes
- (xv) apply phonetic knowledge by decoding multisyllabic words
- (xvi) apply phonetic knowledge by decoding words with multiple sound spelling patterns
- (xvii) apply phonetic knowledge by decoding words with silent h
- (xviii) apply phonetic knowledge by decoding words that use the [syllable] que-
- (xix) apply phonetic knowledge by decoding words that use the [syllable] qui-
- (xx) apply phonetic knowledge by decoding words that use the [syllable] gue-
- (xxi) apply phonetic knowledge by decoding words that use the [syllable] gui-
- (xxii) apply phonetic knowledge by decoding words that use the [syllable] güe-
- (xxiii) apply phonetic knowledge by decoding words that use the [syllable] güi-
- (xxiv) apply phonetic knowledge by decoding words with diphthongs
- (xxv) apply phonetic knowledge by decoding words with hiatus

(xxii) applying w( w)4.5(o)2 (r)3.7 (d)6.1 (s)3.7 (y)0.5 (w)4.4 (i)3

- (xvi) apply spelling knowledge by spelling words with hiatus
  - (xvii) apply spelling knowledge by spelling common abbreviations
  - (xviii) apply spelling knowledge by spelling words with prefixes
  - (xix) apply spelling knowledge by spelling words with suffixes
  - (xx) apply spelling knowledge by spelling words with silent h
  - (xxi) apply spelling knowledge by spelling words that use the [syllable] que-
  - (xxii) apply spelling knowledge by spelling words that use the [syllable] qui-
  - (xxiii) apply spelling knowledge by spelling words that use the [syllable] gue-
  - (xxiv) apply spelling knowledge by spelling words that use the [syllable] gui-
  - (xxv) apply spelling knowledge by spelling words that use the [syllable] güe-
  - (xxvi) apply spelling knowledge by spelling words that use the [syllable] güi-
  - (C) alphabetize a series of words and use a dictionary or glossary to find words; and
    - (i) alphabetize a series of words
    - (ii) use a dictionary or glossary to find words
  - (D) develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters
    - (i) develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters
- (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 and pronunciation of unknown words;
    - (i) use print or digital resources to determine meaning of unknown words
    - (ii) use print or digital resources to determine pronunciation of unknown words
  - (B) use context within and beyond a sentence to determine the meaning of unfamiliar words;
    - (i) use context within a sentence to determine the meaning of unfamiliar words
    - (ii) use context beyond a sentence to determine the meaning of unfamiliar words
  - (C) use affixes, including re-, pre-, -ción, and ísimo/ísima, to determine the meaning of words and subsequently use the newly acquired words;
    - (i) use affixes, including re-, to determine the meaning of words
    - (ii) use affixes, including pre-, to determine the meaning of words
    - (iii) use affixes, including -ción, to determine the meaning of words
    - (iv) use affixes, including ísimo/ísima, to determine the meaning of words
    - (v) use the newly acquired words
  - (D)

- (ii) identify synonyms
  - (iii) identify idioms
  - (iv) identify homographs
  - (v) use antonyms
  - (vi) use synonyms
  - (vii) use idioms
  - (viii) use homographs
  - (ix) explain the meaning of antonyms in context
  - (x) explain the meaning of synonyms in context
  - (xi) explain the meaning of idioms in context
  - (xii) explain the meaning of homographs in context
- (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 homographs, homophones, and commonly confused terms
  - (ii) use homographs
  - (iii) use homophones

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- (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 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, checking for visual cues, and asking questions 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:
- (A) describe personal connections to a variety of sources;
    - (i) describe personal connections to a variety of sources
  - (B) write brief comments on literary or informational texts that demonstrate an understanding of the text;
    - (i) write brief comments on literary or informational texts that demonstrate an understanding of the text
  - (C) use text evidence to support an appropriate response;
    - (i) use text evidence to support an appropriate response
  - (D) retell and paraphrase texts in ways that maintain meaning and logical order;
    - (i) retell texts in ways that maintain meaning
    - (ii) retell texts in ways that maintain logical order
    - (iii) paraphrase texts in ways that maintain meaning
    - (iv) paraphrase texts in ways that maintain logical order
  - (E) interact with sources in meaningful ways such as illustrating or writing; and
    - (i) interact with sources in meaningful ways
  - (F) respond using newly acquired vocabulary as appropriate.
    - (i) respond using newly acquired vocabulary as appropriate
- (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 literary texts. The student is expected to:
- (A) discuss topics and determine theme using text evidence with adult assistance;
    - (i) discuss topics with adult assistance
    - (ii) determine theme using text evidence with adult assistance
  - (B) describe the main character's (characters') internal and external traits;
    - (i) describe the main character's (characters') internal traits
    - (ii) describe the main character's (characters') external traits
  - (C) describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; and
    - (i) describe plot elements, including the main events, for texts read aloud
    - (ii) describe plot elements, including the conflict, for texts read aloud
    - (iii) describe plot elements, including the resolution, for texts read aloud
    - (iv) understand plot elements, including the main events, for texts read aloud
    - (v) understand plot elements, including the conflict, for texts read aloud
    - (vi) understand plot elements, including the resolution, for texts read aloud



- (vii) describe plot elements, including the main events, for texts read independently
- (viii) describe plot elements, including the conflict, for texts read independently
- (ix) describe plot elements, including the resolution, for texts read independently
- (x) understand plot elements, including the main events, for texts read independently
- (xi) understand plot elements, including the conflict, for texts read independently
- (xii) understand plot elements, including the resolution, for texts read independently

(D) describe the importance of the setting.

- (i) describe the importance of the setting

(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales;

- (i) demonstrate knowledge of distinguishing characteristics of well-known children's literature

(B) explain visual patterns and structures in a variety of poems;

- (i) explain visual patterns in a variety of poems
- (ii) explain structures in a variety of poems

(C) discuss elements of drama such as characters, dialogue, 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 graphics to locate and gain information; and organizational patterns such as chronological order and cause and effect stated explicitly;

- (i) recognize characteristics of informational text, including the central idea with adult assistance
- (ii) recognize characteristics of informational text, including the central idea with adult assistance



- (B) develop drafts into a focused piece of writing by: organizing with structure; and developing an idea with specific and relevant details;
  - (i) develop drafts into a focused piece of writing by organizing with structure
  - (ii) develop drafts into a focused piece of writing by developing an idea with specific details
  - (iii) develop drafts into a focused piece of writing by developing an idea with relevant details
- (C)

- (xvii) edit drafts using standard Spanish conventions, including pronouns, including the difference in the use of formal pronoun usted and informal pronoun tú
- (xviii) edit drafts using standard Spanish conventions, including coordinating conjunctions to form compound subjects
- (xix) edit drafts using standard Spanish conventions, including coordinating conjunctions to form compound predicates
- (xx) edit drafts using standard Spanish conventions, including capitalization of proper nouns
- (xxi) edit drafts using standard Spanish conventions, including capitalization of the salutation of a letter
- (xxii) edit drafts using standard Spanish conventions, including capitalization of the closing of a letter
- (xxiii) edit drafts using standard Spanish conventions, including punctuation marks at the end of declarative sentences
- (xxiv) edit drafts using standard Spanish conventions, including punctuation marks at the beginning of exclamatory sentences
- (xxv) edit drafts using standard Spanish conventions, including punctuation marks at the end of exclamatory sentences
- (xxvi) edit drafts using standard Spanish conventions, including punctuation marks at the beginning of interrogative sentences
- (xxvii) edit drafts using standard Spanish conventions, including punctuation marks at the end of interrogative sentences

