

# SLAR, Phonics, Grade 2 (IMRA)

Subject: Spanish Language Arts and English as a Second Language

Grade: 02

Expectationsua2

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

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

- (vi) demonstrate phonetic knowledge by decoding words that use the [syllable] gue-
  - (vii) demonstrate phonetic knowledge by decoding words that use the [syllable] gui-
  - (viii) demonstrate phonetic knowledge by decoding words that use the [syllable] güe-
  - (ix) demonstrate phonetic knowledge by decoding words that use the [syllable] güi-
  - (x) demonstrate phonetic knowledge by decoding words with diphthongs
  - (xi) demonstrate phonetic knowledge by decoding words with hiatus
  - (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
  - (xxvii) apply phonetic knowledge by decoding words with prefixes
  - (xxviii) apply phonetic knowledge by decoding words with suffixes
- (B) demonstrate and apply spelling knowledge by: spelling multisyllabic words; spelling words with diphthongs and hiatus; spelling common abbreviations; spelling words with prefixes and suffixes; and spelling words with silent h
- splin abi ssb si (e)3 (l)-0.9 (l)-1 (i)-0.9 (n)-6.1 (g w)3.1 (o)-4.1 (kb)-6.1 (o)-4.1 ( a)-3.9rneTc 6 ( w)3.2 g-1

- (xii) demonstrate spelling knowledge by spelling words that use the [syllable] güe-
- (xiii) demonstrate spelling knowledge by spelling words that use the [syllable] güi-
- (xiv) apply spelling knowledge by spelling multisyllabic words
- (xv) apply spelling knowledge by spelling words with diphthongs
- (xvi) apply spelling knowledge by spelling words with hiatus
- (xviii) apply spelling knowledge by spelling words with prefixes
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