Subject: Spanish Language Arts and English as a Second Language
Grade: 03
Expectations: 2
Breakouts: 94

(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; 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 to cognitive development and learning (Cummins, 2001; Thomas & Collier, 2002; Coelho, 2001). Emergent bilinguals (Sparrow et al., 2014; Slavin & Cheving, 2013) are students who are in the process of acquiring two or more linguistic codes, becoming bilingual, biliterate, and bicultural. Emergent bilinguals are often defined by their perceived deficits (semilinguals) (Escamilla, 2012). However, research has shown that bilinguals

(x)   demonstrate phonetic knowledge by becoming very familiar with the concept of hiatus

(xi)   demonstrate phonetic knowledge by becoming very familiar with the concept of diphthongs

(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

(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 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 verbs 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)

(lv)   apply spelling knowledge by spelling words that have the same sounds represented by different letters, including soft g, j, and x

(lvi)   apply spelling knowledge by spelling words with hard r

(lvii)   apply spelling knowledge by spelling words with soft r

(lviii) apply spelling knowledge by spelling words using n before v

(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