

Prepared Comments for Review of the Final Recommendations for Spanish Language Arts TEKS

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The SLAR TEKS in general appear to follow a logical development and sequence. It is now evident that the introduction for each grade level has been updated and includes more current research. In addition, it is evident that the writing section has been updated and also includes more current research on the writing process utilizing a collaborative approach as previously recommended. Each of the strands are integrated and include the components of listening, speaking, reading and writing as recommended.

The SLAR TEKS appear to follow a logical development. However, I have some specific examples on how to better align and categorize specific skills. These are described under the particular grade level expectations.

It also appears that the correct vocabulary and terminology has been used throughout the TEKS. I understand that the term English learner, although used in the scientific community was not adopted due to legislative references using the term English language learner.

The student expectations are clear and specific. However, I have some recommendations for some minor modifications that are under specific grade level expectations.

The TEKS are aligned horizontally and vertically with some minor adjustments.

When the standards are implemented in a cohesive manner and inter-related across the content areas, they can be met in one school year.

Although, more current studies are included in the updated draft, it is my recommendation that a few more be considered for inclusion in the document to further support the standards.

SLAR Kindergarten

1. The introduction of the SLAR for Kindergarten now includes language regarding the transfer of skills from the native language to the second language.
2. The sub-committee is commended for organizing the phonological awareness tasks in a more sequential order than previously written.
3. It is **recommended** that under Knowledge and Skills-Phonological Awareness (item iii) that the activity for phonological awareness not include the example which makes reference to identifying the same syllable for each word within an alliteration. An alliteration is the ability to identify that words within a phrase or sentence all begin with the same sound. By adding the example that the recognition must include the same initial syllable, actually increases the complexity of the task. It also goes beyond the scope of the definition of an alliteration.
4. Under Knowledge and Skills-C-Phonetic Knowledge item (i) -it is important to understand that letter and sound correlations do not have to begin with learning all the vowel sounds first. In fact, we want students to learn letter and sound correlations so that they can decode and read words. You cannot read words if you only learn vowel sounds. This delays the process of learning to read. You need to learn a vowel and a consonant in order to form syllables and words. Therefore, it is my **recommendation** that the example of learning vowel sounds first be deleted. You can replace this by stating that this process begins with learning vowels and the most common consonants. We want to change the practice that we see in schools and in our adopted basal series whereby 5 weeks of lessons during the kindergarten year, focus on learning vowel sounds. This means students will not decode or read basic words since they have not learned a single consonant sound.
5. Under Knowledge and Skills E.-Develop Vocabulary By: identifying and sorting objects or pictures of objects into conceptual categories, it is **recommended** that the document include the *use* of words for the development of vocabulary. When you read this section it is primarily addressing receptive vocabulary and we need to include expressive vocabulary. When you include the opportunities to use words, students will be able to further demonstrate mastery of the targeted vocabulary.

SLAR- First Grade

1. The sub-committee is recognized for a more thorough introduction with more current research incorporated throughout this section.
2. The introduction of the SLAR for First Grade now includes language regarding the transfer of skills from the native language to the second language with current citations.
3. In reading strategies text structure techniques were added and more specific examples are now included.
4. Under the writing process collaborative writing and an explicit process are now included.
5. Under Knowledge and Skills Phonological Awareness B item (xiii), this task appears to involve more than phonological awareness. It is my **recommendation** that this item be moved to phonetic knowledge since it addresses the ability to use print and decode words. This item is beyond the scope of a phonological awareness task.
6. Under Knowledge and Skills Phonological Awareness item (xiii), it is unclear how idioms fall under the category of phonological awareness. Therefore, it is **recommended** that the sub-committee consider deleting item (xiii) from the category of phonological awareness.
7. Under Knowledge and Skills Phonological Awareness item (xiii), the Spanish word “dichos” is used in an English text. The English reader will not understand or recognize the word. Therefore, it **recommended** that the items written in Spanish be explained or translated for the English readers.
8. It is **recommended** that items (x-xiii) be moved to phonetic knowledge.
9. Under Knowledge and Skills Phonological Awareness, it is **recommended** that *orally blending 2-4 phonemes to form simple words* be added to this category.
10. Under Knowledge and Skills Phonetic Knowledge, the sub-committee is commended for excluding the example of the letters I and Y as the same sound and including examples such as G and J. However, the example of the letters R and RR as having the same sound is not a good example since the letter R has a soft and a hard sound. In addition, the letter R which represents the trilled sound is actually less trilled than that of the letter RR. It is **recommended** that the example of R and RR as having the same sound, be removed.
11. Under Knowledge and Skills Phonetic Knowledge, it is **recommended** that item xii be added under phonetic encoding after item (i).
12. Under Knowledge and Skills Phonetic Knowledge- C, it is **recommended** that the ability to decode diphthongs be added immediately after the ability to decode consonant blends.
13. Under Knowledge and Skills Develop Vocabulary Section E, it is **recommended** that the verb “use” be added to the description when possible. We need students to not only identify and understand words but we need them to use words. This is reflected in the current research for vocabulary development.

SLAR-Second Grade

1. The sub-committee is commended for updating the introduction section with current research.
2. The introduction of the SLAR for Second Grade now includes language regarding the transfer of skills from the native language to the second language with current citations.
3. In reading strategies text structure techniques were added and more specific examples are now included.
4. Under the writing process collaborative writing and an explicit process are now included.
5. Under Knowledge and Skills Develop Vocabulary By Section E- under item (i), it is **recommended** that the following be added to the end of the description: ...to validate understanding and thus use the newly acquired word.
6. Under Knowledge and Skills -D-Develop Vocabulary By- under item (iv), it is **recommended** that the sentence include language such as; *...by using affixes to determine the meanings of words and subsequently use the newly acquired words*. This is necessary as all the examples in the document are for receptive vocabulary and do not include expressive vocabulary. You need to use words in order to demonstrate mastery of word meanings.
7. Under Knowledge and Skills Develop Oral language (item viii), it is **recommended** that Spanish words not be utilized within English text. For example, the document includes the Spanish word; *trabalenguas*. The reader will not understand this word. It is **recommended** that the word *alliterations* be used instead. Under item B the word; *esdrújulas* needs to be explained since it is a Spanish word within English text.
8. Reading strategies were updated in the SLAR TEKS to include text structure techniques.
9. The writing process is more comprehensive and collaborative as previously recommended.
10. The inclusion of electronic resources was incorporated in second grade standards as recommended.

SLAR Third Grade

1. The sub-committee is commended for updating the introduction section and incorporating more current research.
2. The introduction of the SLAR for Third Grade includes language regarding the transfer of skills from the native language to the second language with current citations.
3. The reading strategies section includes text structure techniques as recommended.
4. The writing process was updated as recommended.
5. Under Knowledge and Skills Phonetic Knowledge Section B, it is **recommended** that the example of R and RR as having the same sounds be deleted. The letter R has a soft and a hard sound and this is not the same as the very trilled RR.
6. Under Knowledge and Skills Develop Vocabulary By, Section D, the multiple meanings of words are now incorporated into the document. However, the document needs to include more standards which express the multiple opportunities for use in order to gain mastery of target words. For example, under Section D, item V., it is **recommended** that the sentence end as follows: *...can read; identify and use compounds words.*
7. Under Knowledge and Skills Develop Vocabulary By, Section D. item iii, it is **recommended** that the following language be included at the end: *... and subsequently be able to use words with base words and affixes.*
8. Under Knowledge and Skills Develop Vocabulary By, Section D. item iv, it is **recommended** that the description be written as follows; identifying and using antonyms and synonyms.
9. Under Knowledge and Skills Multiple Genres, item B (i) needs editing as it is not clear.

SLAR Fourth Grade

1. The sub-committee is commended for updating the introduction section with current research.
2. The introduction of the SLAR for Fourth Grade now includes language regarding the transfer of skills from the native language to the second language with the appropriate citations.
3. The SLAR TEKS now include the use of electronic devices for determining the meanings of words as previously recommended.
4. Reading strategies have been incorporated into the SLAR TEKS and incorporates text structure techniques.
5. The writing process includes collaborative writing as recommended
6. Under Knowledge and Skills Demonstrate and Apply Phonetic Knowledge, items i-ii include Spanish words and it is therefore **recommended** that the Spanish words be defined for English readers of the standards.
7. Under Knowledge and Skills Develop Vocabulary By, item iii, it is **recommended** that the sentence end with language such as; ...and subsequently using words with derived from Greek and Latin roots.
8. Under Knowledge and Skills Develop Vocabulary By, item iv, it is **recommended** that the sentence end with language such as; ...and subsequently using these base words with affixes.

SLAR Fifth Grade

1. The sub-committee is commended for updating the introduction and including current research citation.
2. The introduction of the SLAR for Fifth Grade now includes language regarding the transfer of skills from the native language to the second language with current research citations.
3. Reading strategies are now incorporated into SLAR TEKS and include text structure techniques.
4. The writing process has been updated as recommended.
5. The use electronic devices for exploring the meanings of words, has now been incorporated.
6. Under Knowledge and Skills Demonstrate and Apply Phonetic Knowledge item ii and v include Spanish words that should be defined for English readers of the standards.
7. Under Knowledge and Skills, Develop Vocabulary By- Section C, item (i) **recommendation** should include language at the end; ...and subsequently use newly acquired words. Item (ii) should also include...and subsequently use multiple meaning words. Item (iii) should include at the end....and subsequently use words with base words and affixes.

SLAR Grade 6

1. The sub-committee is commended for updating the introduction section and including current research citations.
2. The introduction now includes language regarding the transfer of skills from the native language to the second language and incorporates current research citations.
3. Reading strategies section has been updated in the SLAR TEKS to include text structure techniques.
4. The writing process now includes collaborative writing.
5. Under Knowledge and Skills, Develop Oral Vocabulary By Section C- it is **recommended** that item (ii) include language at the end such as;and subsequently use words with multiple meanings. Item (iii) should also include language at the end such as;and subsequently use the targeted base words and affixes.

SLAR Grade 7

1. Under Knowledge and Skills- Develop Vocabulary By, Section B, item (i) **recommendation;** should include language at the end such as; .. and subsequently *use newly acquired words*.
2. Under Knowledge and Skills- Develop Vocabulary By Section B, item (ii) **recommendation;** should include language at the end such as; .. and subsequently *use multiple meaning words*.
3. Under Knowledge and Skills-Develop Vocabulary By, Section B, item (iii) **recommendation;** should include ... language at the end such as; ..and subsequently *use Greek and Latin derived words*.

SLAR Grade 8

1. Under Knowledge and Skills-Develop Vocabulary By Section B item- (i) **recommendation;** should include language at the end such as; .. and subsequently *use newly acquired words*.
2. Under Knowledge and Skills- Develop Vocabulary By Section B, item (ii) **recommendation;** should include language at the end such as;... and subsequently *use multiple meaning words*.
3. Under Knowledge and Skills, Develop Vocabulary By Section B, item (iii) **recommendation;** should include language at the end such as; ... and subsequently *use Greek and Latin derived words*.

ESOL I and II

The introduction sections include more recent research with the necessary citations. It is **recommended** that the IES Practice Guide on Developing Academic Vocabulary for upper elementary and middle school students for the Content areas be included as a citation in the standards. It addresses how to help these students understand English vocabulary and academic content and includes the citations of the research in this area.

It is also important for the sections Under Knowledge and Skills Develop Vocabulary By (iii) to include language such as; ...and subsequently use the newly acquired words