

Draft Spanish Language Arts and Reading, Kindergarten

(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, and writing through the integrated strands of developing and sustaining foundational language skills; comprehension; response; collaboration; multiple genres; author’s purpose and craft; composition and presentation; and inquiry and research. The strands focus on authentic reading and writing to ensure a literate Texas and 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 eight 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. Each strand is of equal value and may be presented in any order throughout the year. All 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. As skills and knowledge are obtained in each of the eight 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. 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) Research consistently shows that language and literacy development in the students’ 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 develop a unique interdependent system (Escamilla et al. 2007; Grosjean, 1989; Valdes and Figueroa, 1994) where languages interconnect to increase linguistic functionality. This linguistic interdependence of language acquisition facilitates 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 in English base on a Common Underlying Proficiency between the two languages (Cummins 1991). Consequently, direct and systematic instruction (Genesee et al., 2005) in the appropriate sequence of Spanish skills with early ESL 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).**
- (4) English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires**

additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. 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 discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.

- (5) 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 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 English Language Proficiency Standards and proficiency-level descriptors located in Chapter 74, Subchapter B.
- (6) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Dr. Kate Kinsella, NCLB, 2010). Students need practice with academic language if they are to become proficient in that language; they must learn to speak the language of science, history, mathematics, art, literature, and technical subjects if they are to become thinkers in those disciplines (Fisher, Frey & Rothenberg, 2008).
- (7) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and skills.

- (1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop word structure knowledge through phonological awareness, print concepts, and phonics to decode and encode texts. Students apply knowledge and relationships found when studying the structures, origins, and contextual meanings of words. The student is expected to:
 - (A) recognize that spoken words can be represented by print for communication;
 - (B) identify upper- and lower-case letters;
 - (C) demonstrate the one-to-one correspondence between a spoken word and a printed word in text;
 - (D) recognize the difference between a letter and a printed word;
 - (E) recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries such as by kinesthetic (clapping) or tactile actions (manipulatives);
 - (F) hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right;
 - (G) identify different parts of a book including portada, contraportada, lomo, título de la página, texto e ilustraciones;
 - (H) identify a sentence made up of a group of words;
 - (I) identify syllables in spoken words;
 - (J) orally generate rhymes in response to spoken words such as ";Qué rima con mesa?";
 - (K) distinguish orally presented rhyming pairs of words from non-rhyming pairs;
 - (L) recognize spoken alliteration or groups of words that begin with the same initial sound such as "Pepe Pecas pica papas";

- (M) blend spoken phonemes to form syllables and words such as /m/ ... /a/ says ma, ma-pa says "mapa";
 - (N) isolate the initial syllabic sound in spoken words such as /pa/ta, /la/ta, /ra/ta;
 - (O) separate spoken multi-syllabic words into two to three syllables such as /to/ /ma/ /te/;
 - (P) use phonological knowledge to match sounds to individual letters or syllables such as "b" (burro) and "v" (vaca);
 - (Q) use letter-sound correspondences to spell mono- and multi-syllabic words;
 - (R) use knowledge of consonant/vowel sound relationships to spell syllables and words in text and independent of content such as ma, un, oso, sol, mesa;
 - (S) use "y" to represent /i/ when used as a conjunction such as mamá y papá; and
 - (T) write one's own name.
- (2) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop word structure knowledge through phonological awareness, print concepts, and phonics to decode and encode texts. Students apply knowledge and relationships found when studying the structures, origins, and contextual meanings of words. The student is expected to:
- (A) decode syllables using the five vowel sounds such as ma, me, mi, mo, mu;
 - (B) use phonological knowledge to match sounds to individual letters and syllables, including hard and soft consonants such as "r," "c," and "g";
 - (C) decode the written "y" when used as a conjunction, as in "mamá y papá";
 - (D) understand the concept that "h" is silent such as hijo, hermano, hoy, hola;
 - (E) understand the digraphs /ch/, /rr/ such as chico, chile, perro, carro;
 - (F) understand the concept that "ll" and "y" have the same sound such as llave, lluvia, ya, yegua;
 - (G) use knowledge of consonant/vowel sound relationships to decode syllables and words in text and independent of content such as mes, sol, el, ma-no, bo-ca, co-ci-na;
 - (H) recognize that new words are created when syllables are changed, added, or deleted;
 - (I) identify and use words that name actions, directions, positions, sequences, and locations;
 - (J) understand grade appropriate vocabulary including content and function words;
 - (K) recognize that compound words are made by putting two words together such as saca + puntas = sacapuntas;
 - (L) identify and sort pictures of objects into conceptual categories such as colors, shapes, and textures; and
 - (M) recognize that the purpose of a dictionary is to associate words with meaning.
- (3) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend increasingly complex texts. The student is expected to:
- (A) predict what might happen next in text based on the cover, title, and illustrations;
 - (B) identify the main character or idea and the most important thing about the main character or idea such as "Get the Gist";
 - (C) identify a reason for an action in the story such as "He stopped playing because some kids were making fun of him";
 - (D) identify the topic and details in expository text heard or read, referring to the words and/or illustrations;
 - (E) retell important facts in a text, heard or read;

- (F) discuss the ways authors group information in text;
 - (G) use titles and illustrations to make predictions about text;
 - (H) follow pictorial directions such as recipes and science experiments;
 - (I) identify the meaning of specific signs such as traffic signs and warning signs;
 - (J) identify different forms of media such as advertisements, newspapers, radio programs, and digital media (with adult assistance); and
 - (K) identify techniques used in media such as sound and movement (with adult assistance).
- (4) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students speak and write to effectively convey viewpoints and analysis of texts which are read or heard for a variety of audiences and purposes. The student is expected to:
- (A) ask and respond to questions about texts read aloud;
 - (B) retell the main event of a story read aloud in three parts using transition words such as like, first, then, and finally;
 - (C) describe characters in a story and provide reasons for using descriptors with evidence from story such as “The girl, Sally, was bossy because she kept telling others what to do, like...”;
 - (D) provide evidence from the text to support understanding; and
 - (E) follow oral directions that involve a short related sequence of actions.
- (5) Collaboration: Listening, Speaking, Reading and Writing using Multiple Texts. Students prepare for and participate productively in diverse interactions, building on others’ ideas and expressing their own viewpoints clearly in a variety of contexts. The student is expected to:
- (A) follow agreed-upon rules for discussion, including taking turns and speaking one at a time; and
 - (B) listen attentively by facing speakers and asking questions to clarify information.
- (6) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize genre-specific characteristics, structures, and purposes in order to analyze, respond to, and compose a variety of texts. The student is expected to:
- (A) discuss the big idea (theme) of a folktale or fable and connect it to personal experience; and
 - (B) respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds.
- (7) Author’s Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors’ choices and how they influence and communicate meaning within a text. Students emulate author’s craft purposefully in order to develop their own products and performances. The student is expected to:
- (A) identify elements of a story including setting, character, and key events;
 - (B) recognize sensory details in language and literature as it relates to the five senses;
 - (C) recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures;
 - (D) make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts; and
 - (E) identify the topic of an informational text that is heard.
- (8) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose

multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:

- (A) plan a first draft by generating ideas for writing through class discussion;
 - (B) develop drafts when:
 - (i) dictating or writing sentences to tell a story and put the sentences in chronological sequence
 - (ii) writing short poems
 - (iii) dictating or writing information for lists, captions, or invitations;
 - (C) revise drafts by adding details or sentences;
 - (D) edit drafts by leaving spaces between letters and words;
 - (E) share writing with others;
 - (F) write literary texts to express ideas and feelings about real or imagined people, events, and ideas;
 - (G) understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):
 - (i) verbs, including commands and past and future tenses when speaking;
 - (ii) nouns including singular and plural;
 - (iii) descriptive words;
 - (iv) prepositions and simple prepositional phrases appropriately when speaking or writing such as en, de, por la tarde, en la mañana; and
 - (v) personal pronouns such as yo, ellos;
 - (H) speak and write in complete sentences to communicate;
 - (I) form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression);
 - (J) capitalize the first letter in a sentence;
 - (K) use punctuation marks at the beginning and end of interrogative and exclamatory sentences and at the end of a declarative sentence; and
 - (L) share information and ideas by speaking audibly and clearly using the conventions of language.
- (9) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for self-selected and assigned purposes. The student is expected to:
- (A) ask questions about topics of class-wide interest;
 - (B) decide what sources or people in the classroom, school, library, or home can answer these questions;
 - (C) gather evidence from provided text sources; and
 - (D) use pictures in conjunction with writing when documenting research.