

Chapter 128. Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language

Subchapter A. Elementary

Statutory Authority: The provisions of this Subchapter A issued under the Texas Education Code, §§7.102(c)(4), 28.002, 28.005, and 29.051, unless otherwise noted.

§128.10. Implementation of Texas Essential Knowledge and Skills for Spanish Language Arts and Reading, Elementary, Beginning with School Year 2009-2010.

- (a) The provisions of §§128.11-128.16 of this subchapter shall be implemented by school districts beginning with the 2009-2010 school year.
- (b) Students must develop the ability to comprehend and process material from a wide range of texts. Student expectations for Reading/Comprehension Skills as provided in this subsection are described for the appropriate grade level.

Figure: 19 TAC §128.10(b)

Source: The provisions of this §128.10 adopted to be effective November 26, 2008, 33 TexReg 9465; amended to be effective February 22, 2010, 35 TexReg 1463.

§128.11. Spanish Language Arts and Reading, Kindergarten, Beginning with School Year 2009-2010.

- (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, not mere translations from English. The Spanish Language Arts and Reading TEKS are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the Spanish language in speaking and writing. The Reading strand is structured to reflect major topic areas of the National Reading Panel Report as well as other current and relevant research on Spanish literacy development. In Kindergarten, students engage in activities that build on their natural curiosity and prior knowledge to develop their reading, writing, and oral language skills. Students should be read to on a daily basis.
 - (2) Research consistently shows that literacy development in the student's native language facilitates learning in English (Collier & Thomas, 1997; Cummins, 2001). Students can develop cognition, learn, and achieve best when they can understand the language of instruction (August, Calderon, & Carlo, 2003). Students who have strong literacy skills in their primary language can be expected to transfer those skills to English and *progress rapidly* in learning in English. Although English and Spanish look very similar on the surface (i.e., similar alphabets; directionality; cognates) the conventions of each language presuppose the reading process in that language. Consequently, systematic instruction in the appropriate sequence of skills is critical. For this reason, the Spanish Language Arts and Reading TEKS reflect language arts standards that are authentic to the Spanish language and not mere translations from English.
 - (A) 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. Spanish uses frequency words that are identified by the rate of occurrence in grade appropriate text and used to build on 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.

- (B) Spanish instruction maximizes access to English content. Students with strong literacy skills in Spanish phonemic awareness, phonics, vocabulary, and reading comprehension can be expected to transfer those skills to English. The "transfer" of knowledge and skills from one language to another refers to the metalinguistic and metacognitive processes and awareness that students gain in developing literacy in two languages. Current research on bilingual instruction (e.g., August & Shanahan, 2006; Genesse et al., 2006) shows how students use native literacy knowledge when learning to read and write in another language.
 - (C) The effective transfer of skills transpires as students develop their metalinguistic skills and as they engage in a contrastive analysis of the Spanish and English languages (Cummins, 2007). Transfer matters occur within fundamentals of language that are common to Spanish and English; within fundamentals that are similar, but not exact in both languages; and in fundamentals specific to each language and not applicable to the other language. The strength of learning through formal instruction in Spanish determines the extent of transfer in English (August, Calderon, & Carlo, 2000; Slavin & Calderon, 2001; Garcia, 2001). In other words, for transfer to occur, comprehension of the "rules" and the realization of their applicability to the new language specific tasks are necessary.
 - (D) The concept of transfer necessitates the use of some of both languages in which both (Spanish and English) *co-exist with flexibility*. 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. This is *reliant* on the type of bilingual program model being used (See Texas Education Code, §29.066).
- (3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations at Kindergarten as described in subsection (b) of this section.
 - (4) To meet Texas Education Code, §28.002(h), which states, "... each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.
- (b) Knowledge and skills.
 - (1) Reading/Beginning Reading Skills/Print Awareness. Students understand how Spanish is written and printed. Students are 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 (e.g., through kinesthetic or tactile actions such as clapping and jumping);
 - (F) hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right; and
 - (G) identify different parts of a book (e.g., front and back covers, title page).
- (2) Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:
- (A) identify a sentence made up of a group of words;
 - (B) identify syllables in spoken words;
 - (C) orally generate rhymes in response to spoken words (e.g., "¿Qué rima con mesa?");
 - (D) distinguish orally presented rhyming pairs of words from non-rhyming pairs;
 - (E) recognize spoken alliteration or groups of words that begin with the same initial sound (e.g., "Pepe Pecas pica papas");
 - (F) blend spoken phonemes to form syllables and words (e.g., /m/ ... /a/ says ma, ma-pa says "mapa");
 - (G) isolate the initial syllabic sound in spoken words (e.g., /pa/ta, /la/ta, /ra/ta); and
 - (H) separate spoken multi-syllabic words into two to three syllables (e.g., /to/ /ma/ /te/).
- (3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds and morphological analysis to decode written Spanish. Students are expected to:
- (A) decode the five vowel sounds;
 - (B) decode syllables;
 - (C) use phonological knowledge to match sounds to individual letters and syllables, including hard and soft consonants such as "r," "c," and "g";
 - (D) decode the written "y" when used as a conjunction, as in "mamá y papá";
 - (E) become familiar with the concept that "h" is silent;
 - (F) become familiar with the digraphs /ch/, /rr/;
 - (G) become familiar with the concept that "ll" and "y" have the same sound (e.g., llave, ya);
 - (H) use knowledge of consonant/vowel sound relationships to decode syllables and words in text and independent of content (e.g., CV, VC, CVC, CVCV words); and
 - (I) recognize that new words are created when syllables are changed, added, or deleted.
- (4) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:
- (A) predict what might happen next in text based on the cover, title, and illustrations; and
 - (B) ask and respond to questions about texts read aloud.
- (5) Reading/Vocabulary Development. Students understand new vocabulary and use it correctly when reading and writing. Students are expected to:
- (A) identify and use words that name actions, directions, positions, sequences, and locations;
 - (B) become familiar with grade appropriate vocabulary including content and function words;

- (C) recognize that compound words are made by putting two words together (e.g., *saca + puntas = sacapuntas*);
 - (D) identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures); and
 - (E) use a picture dictionary to find words.
- (6) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:
- (A) identify elements of a story including setting, character, and key events;
 - (B) discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience;
 - (C) recognize sensory details; and
 - (D) recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures.
- (7) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds.
- (8) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:
- (A) retell a main event from a story read aloud; and
 - (B) describe characters in a story and the reasons for their actions.
- (9) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic of an informational text heard.
- (10) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text, and provide evidence from text to support their understanding. Students are expected to:
- (A) identify the topic and details in expository text heard or read, referring to the words and/or illustrations;
 - (B) retell important facts in a text, heard or read;
 - (C) discuss the ways authors group information in text; and
 - (D) use titles and illustrations to make predictions about text.
- (11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:
- (A) follow pictorial directions (e.g., recipes, science experiments); and
 - (B) identify the meaning of specific signs (e.g., traffic signs, warning signs).
- (12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students (with adult assistance) are expected to:

- (A) identify different forms of media (e.g., advertisements, newspapers, radio programs); and
 - (B) identify techniques used in media (e.g., sound, movement).
- (13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students (with adult assistance) are expected to:
- (A) plan a first draft by generating ideas for writing through class discussion;
 - (B) develop drafts by sequencing the action or details in the story;
 - (C) revise drafts by adding details or sentences;
 - (D) edit drafts by leaving spaces between letters and words; and
 - (E) share writing with others.
- (14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:
- (A) dictate or write sentences to tell a story and put the sentences in chronological sequence; and
 - (B) write short poems.
- (15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to dictate or write information for lists, captions, or invitations.
- (16) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:
- (A) 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 (singular/plural);
 - (iii) descriptive words;
 - (iv) prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., en, de, por la tarde, en la mañana); and
 - (v) personal pronouns (e.g., yo, ellos);
 - (B) speak in complete sentences to communicate; and
 - (C) use complete simple sentences.
- (17) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:
- (A) form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression);
 - (B) capitalize the first letter in a sentence; and
 - (C) use punctuation at the beginning (when appropriate) and at the end of a sentence.
- (18) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:
- (A) use phonological knowledge to match sounds to individual letters or syllables;
 - (B) use letter-sound correspondences to spell mono- and multi-syllabic words;

- (C) use knowledge of consonant/vowel sound relationships to spell syllables and words in text and independent of content (e.g., CV, ma; VC, un; VCV, oso; CVC, sol; CVCV, mesa);
 - (D) use "y" to represent /i/ when used as a conjunction (e.g. mamá y papá); and
 - (E) write one's own name.
- (19) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students (with adult assistance) are expected to:
- (A) ask questions about topics of class-wide interest; and
 - (B) decide what sources or people in the classroom, school, library, or home can answer these questions.
- (20) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students (with adult assistance) are expected to:
- (A) gather evidence from provided text sources; and
 - (B) use pictures in conjunction with writing when documenting research.
- (21) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:
- (A) listen attentively by facing speakers and asking questions to clarify information; and
 - (B) follow oral directions that involve a short related sequence of actions.
- (22) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas by speaking audibly and clearly using the conventions of language.
- (23) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including taking turns and speaking one at a time.