

## §128.15. Spanish Language Arts and Reading, Grade 4, 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 standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In fourth grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read, write, and 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 Grade 4 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/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with accuracy, expression, appropriate phrasing, and comprehension.
- (2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:
  - (A) determine the meaning of grade-level academic Spanish words derived from Latin, Greek, or other linguistic roots and affixes;
  - (B) use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words;
  - (C) complete analogies using knowledge of antonyms and synonyms (e.g., boy:girl as male:\_\_\_\_ or girl:woman as boy:\_\_\_\_\_);
  - (D) identify the meaning of common idioms; and
  - (E) use a dictionary or glossary to determine the meanings, spelling, and syllabication of unknown words.
- (3) 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) summarize and explain the lesson or message of a work of fiction as its theme; and
  - (B) compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature.
- (4) 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 explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse).
- (5) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to describe the structural elements particular to dramatic literature.
- (6) 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) sequence and summarize the plot's main events and explain their influence on future events;
  - (B) describe the interaction of characters including their relationships and the changes they undergo; and
  - (C) identify whether the narrator or speaker of a story is first or third person.
- (7) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography.
- (8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to identify the author's use of similes and metaphors to produce imagery.

- (9) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).
- (10) 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 explain the difference between a stated and an implied purpose for an expository text.
- (11) 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) summarize the main idea and supporting details in text in ways that maintain meaning;
  - (B) distinguish fact from opinion in a text and explain how to verify what is a fact;
  - (C) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison; and
  - (D) use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information.
- (12) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to explain how an author uses language to present information to influence what the reader thinks or does.
- (13) 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) determine the sequence of activities needed to carry out a procedure (e.g., following a recipe); and
  - (B) explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).
- (14) 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 are expected to:
- (A) explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior;
  - (B) explain how various design techniques used in media influence the message (e.g., pacing, close-ups, sound effects); and
  - (C) compare various written conventions used for digital media (e.g., language in an informal e-mail vs. language in a web-based news article).
- (15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:
- (A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals);
  - (B) develop drafts by categorizing ideas and organizing them into paragraphs;
  - (C) revise drafts for coherence, organization, use of simple and compound sentences, and audience;

- (D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and
  - (E) revise final draft in response to feedback from peers and teacher and publish written work for a specific audience.
- (16) 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) write imaginative stories that build the plot to a climax and contain details about the characters and setting; and
  - (B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).
- (17) Writing. Students write about their own experiences. Students are expected to write about important personal experiences.
- (18) 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:
- (A) create brief compositions that:
    - (i) establish a central idea in a topic sentence;
    - (ii) include supporting sentences with simple facts, details, and explanations; and
    - (iii) contain a concluding statement;
  - (B) write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing); and
  - (C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.
- (19) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and use supporting details.
- (20) 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) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
    - (i) regular and irregular verbs (past, present, future, and perfect tenses in the indicative mode);
    - (ii) nouns (singular/plural, common/proper);
    - (iii) adjectives (e.g., descriptive, including adjective phrases: vestido de domingo) and their comparative and superlative forms (e.g., más que, la más);
    - (iv) adverbs (e.g., frequency: usualmente, a veces; intensity: casi, mucho);
    - (v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;
    - (vi) reflexive pronouns (e.g., me, te, se, nos);
    - (vii) correlative conjunctions (e.g., o/o, ni/ni); and
    - (viii) time-order transition words and transitions that indicate a conclusion;
  - (B) use the complete subject and the complete predicate in a sentence; and

- (C) use complete simple and compound sentences with correct subject-verb agreement.
- (21) 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) write legibly by selecting cursive script or manuscript printing as appropriate;
  - (B) use capitalization for:
    - (i) historical events and documents; and
    - (ii) the first words of titles of books, stories, and essays;
  - (C) recognize and use punctuation marks including commas in compound sentences; colons, semi-colons, ellipses, the hyphen, and em dash; and
  - (D) identify and read abbreviations (e.g., Sr., Atte.).
- (22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:
  - (A) write with increasing accuracy using accent marks including:
    - (i) words that have a prosodic or orthographic accent on the last syllable (palabras agudas) (e.g., feliz, canción);
    - (ii) words that have a prosodic or orthographic accent on the second-to-last syllable (palabras graves) (e.g., casa, árbol); and
    - (iii) words that have an orthographic accent on the third-to-last syllable (palabras esdrújulas) (e.g., último, cómico, mecánico);
  - (B) spell words with hiatus and diphthongs (e.g., le-er, rí-o, quie-ro, vio);
  - (C) spell base words and roots with affixes (e.g., ex-, pre-, post-, -able);
  - (D) spell words with:
    - (i) Greek roots (e.g., tele-, foto-, grafo-, metro-);
    - (ii) Latin roots (e.g., spec, scrib, rupt, port, dict);
    - (iii) Greek suffixes (e.g., -ología, -fobia, -ismo, -ista); and
    - (iv) Latin derived suffixes (e.g., -able, -ible, -ancia);
  - (E) differentiate the meaning or function of a word based on the diacritical accent (e.g., dé, de; tú, tu);
  - (F) mark accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (e.g., corrió, jugó, tenía, gustaría, vendrá); and
  - (G) use spelling patterns, rules, and print and electronic resources to determine and check correct spellings.
- (23) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:
  - (A) generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic; and
  - (B) generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question.
- (24) 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 are expected to:

- (A) follow the research plan to collect information from multiple sources of information both oral and written, including:
    - (i) student-initiated surveys, on-site inspections, and interviews;
    - (ii) data from experts, reference texts, and online searches; and
    - (iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate;
  - (B) use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, italics);
  - (C) take simple notes and sort evidence into provided categories or an organizer;
  - (D) identify the author, title, publisher, and publication year of sources; and
  - (E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.
- (25) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic).
- (26) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used.
- (27) 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 to speakers, ask relevant questions, and make pertinent comments; and
  - (B) follow, restate, and give oral instructions that involve a series of related sequences of action.
- (28) 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 express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively.
- (29) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.