Spring 2016* Thursday
9:00-11:50 AM
Room EDUC 402

Faculty
Dr. Elena Izquierdo
ielena@utep.edu
Office Hours: R 8:00 a.m.-845 p.m. or by appointment
FINAL: MAY 12 9:00 – 11:50 a.m.

COURSE INFORMATION
BED 4345* Biliteracy Development – BlackBoard Enhanced
3 Credit Hours
Language(s) of Instruction: English/Spanish/Dual Language Setting
Pre Requisite: BED 4340

COURSE DESCRIPTION
Biliteracy Development (3-1)
Develops an understanding of first and second language acquisition, its stages, and conventions. Integrates this knowledge base and applications in the interrelated components of reading and writing across all developmental stages. In addition, develops a knowledge base of the principles, components and stages of reading development for children who develop literacy in two languages. Integrates strategies to build on the linguistic knowledge that children bring in their first language in order to teach them a concept not yet developed.

COURSE PURPOSE
This course provides students with the knowledge and skills necessary for developing literacy/biliteracy in Spanish/English, simultaneously or successively, for children in schools. Particular emphasis is given to matters of transfer and the critical role of the child’s first language (L1) in literacy development and its effect on literacy in (L2) English. The course will introduce social cultural, cognitive, and linguistic factors that influence in the literacy/biliteracy process.

Este curso tiene como propósito el apoyar a los estudiantes que serán maestros/as a desarrollar los conocimientos, habilidades y estrategias necesarias para enseñar a leer y escribir en dos idiomas (español e inglés) dentro del aula bilingüe. El curso estará organizado alrededor de temas que están relacionados con los factores socioculturales, cognitivos, lingüísticos y académicos que intervienen en el desarrollo de la biliteracidad. Pondremos énfasis en las estrategias que aprovechan los conocimientos lingüísticos y
conceptuales del niño/a en su lengua materna para la enseñanza de y en la segunda lengua.

COLLEGE’S CONCEPTUAL THEME
This course aligns with the University and College of Education’s mission and vision in addressing the preparation of educators/future teachers with a special emphasis and support for student learning and development within linguistically and culturally diverse border region settings. It provides students opportunities to apply bilingual/ELL education knowledge as they develop and deliver teaching activities that are aligned to the State standards for English and Spanish Language Arts and Reading Development. This section integrates a literacy service learning component where students tutor public school children in literacy/biliteracy which provides university students with the experience of working with children in biliteracy contexts. Este curso comparte la misión y visión del Colegio de Educación, ya que prepara futuros maestros para la realidad de esta región fronteriza, caracterizada por la diversidad cultural y lingüística. Este curso contribuye a la misión de UTEP al brindar conocimientos a los futuros maestros sobre los temas de educación bilingüe y la lectura y escritura en dos idiomas. El curso incluye participación en el campamento de lecto-escritura o 6 horas de tutoría en lectura con un estudiante de alguna escuela en la comunidad. Los estudiantes universitarios diseñan e implementan sesiones de tutoría con los niños en los varios componentes en el proceso de la lectura.

COURSE OBJECTIVES/OBJETIVOS DEL CURSO
- Analyze and understand the biliteracy development perspectives in planning, instruction and assessment; Analizar y entender el desarrollo de las prácticas de la biliteracidad en la planificación, instrucción y evaluación
- Understand and apply the State Standards for Spanish/English Language Arts and Reading TEKS and Assessments; Conocer y poner en práctica los estándares y evaluaciones que requiere el estado para el desarrollo de la lecto-escritura (TEKS) en español y en inglés;
- Develop observation skills as children learn to read and write; Desarrollar habilidades de observación de los alumnos de tutoría mediante la implementación de estrategias en su desarrollo de la lecto-escritura;
- Develop communicative skills in Spanish/English literacy development and utilizing its academic language Desarrollar habilidades comunicativas en español/inglés leyendo y escribiendo textos académicos.

REQUIRED TEXTS:

Texas Essential Knowledge and Skills in Spanish
http://www.tea.state.tx.us/index2.aspx?id=2147493469

Texas Essential Knowledge and Skills in English
http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html

ADDITIONAL REQUIRED READINGS/RESOURCES

TEJAS LEE http://www.tejaslee.org/

State law and Chapter 89: Commissioner’s Rule (TAC Chapter 89)
http://ritter.tea.state.tx.us/curriculum/biling/index.html

All students are expected to be prepared and to be active participants and check their course online, emails, assignments, etc. on a regular basis. Reading the assignments is essential to meaningful participation. Students are responsible for working with their groups. Group work is mandatory, and provides a forum for discussion that cannot be duplicated outside of class. **Incomplete or late assignments will not be accepted.** All students are required to maintain a high level of professionalism and respect for one another as we engage in discussions and group work.

Your attendance and active participation are vital to this course. The Teacher Education Department considers missing more than one day of class as excessive. The student may be dropped for lack of attendance. If you have an emergency you need to inform me immediately and provide documentation. If you miss one day of class, contact me immediately. Please PUT AWAY CELL PHONES *NO TEXTING* *Use of laptops for any purpose outside this course is not allowed.*

**POLITICAS DEL CURSO:**
Se requiere asistencia y participación completas. **Con 1 ausencia**, reserovo el derecho de retirar al alumno de la clase. Favor de notificarme de inmediato en caso de alguna emergencia tomando en cuenta que la entrega de documentación (justificante) será necesaria.

Todos los proyectos asignados deben ser entregadas a tiempo. No aceptaré trabajos presentados después del plazo fijado, con excepción de que haya
sido por una ausencia justificada. Usted es responsable de hacer cualquier trabajo que no entregó durante su ausencia.

Espero una participación activa en las discusiones y actividades de la clase. Es obligatorio leer todas las lecturas asignadas. Por favor apague su teléfono celular. No se permite el uso de computadoras por asuntos no relacionados con la clase.

Disability Policy:  
If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Center for Accommodations and Support (CASS) formerly known as the Disabled Student Services Office (DSSO) located in Union East Room 106. Students who have been designated as disabled must reactivate their standing with the Center for Accommodations and Support (CASS) on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of the Center for Accommodations and Support Services (CASS)-- http://sa.utep.edu/cass/. You may call 747-5148 for general information about the Americans with Disabilities Act (ADA).

Academic Dishonesty: 
Academic dishonesty – which includes cheating, plagiarism, and collusion – is a violation of the norms and ethics of the university community and will not be tolerated.

MARK YOUR CALENDARS NOW:

MAY 12 9:00 – 11:50 a.m.  
FINAL PART I: Biliteracy Lesson Plan Presentation  
FINAL PART II: EXAM will be comprehensive: multiple choice and true/false

MAY 13 Online  
FINAL PART III: Summative Self Reflection of Biliteracy and one Journal of ALL Terminologies
### SCHEDULE OF ACTIVITIES/PROGRAMACIÓN DE TEMAS Y ACTIVIDADES

**All assignments are due on Black Board**

**LATE WORK WILL NOT BE ACCEPTED.** January 21, 2016 - May 5, 2016* Final May 12

#### MODULE 1: Language and Biliteracy

**Guiding Questions:** What is Language in its natural settings? What are the different philosophies, perspectives, views of literacy/biliteracy? (analytical/synthetic, word recognition, socio-psycholinguistic)

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<thead>
<tr>
<th>Date</th>
<th>Topic/Concepts</th>
<th>Activities</th>
<th>Assignments for Next Class</th>
<th>DUE DATES BB Assignments</th>
</tr>
</thead>
</table>
| 01/21/16   | Creating a Community of Learners - Intro Voice Overs | Voice Over Introductions (page 13 on syllabus)  
Review of Syllabus Terminologies Journal  
5 Expert Groups  
Intro to Genres | Pretest  
- What Does “Balance Literacy Approach” Mean? by Sebastian Wren  
- Chapter 1: What is Literacy Square?  
- Chapter 2: Oracy Journal of Terminologies (JT)  
Spanish Language Arts and Reading (SLAR) and English Language Arts and Reading (ELAR) TEKS; | Pretest Opens 01/21  
Due 01/24/16 Voice Over Introductions – 5 pts  
Due 01/28/16 by 8:30 a.m.  
JT 1 - 1 pt  
Due 1/28/16 by 8:30 a.m.  
JT 2 - 1 pt |
| 01/28/16   | Perspectives of literacy/ biliteracy  | 5 Expert Groups: What Does Balance Literacy Approach Mean?  
Sebastian Wren  
Spanish Language Arts and Reading (SLAR) and English Language Arts and Reading (ELAR) TEKS;  | Quiz 1  
01/28 Opens 9:00-9:30  
Quiz 2  
01/28 Opens 9:00-9:30 | Quiz 1  
Due 02/04/16 by 8:30 a.m.  
JT 3 - 1 pt |
| 02/04/16   | Daily Genre                           |                                                                            |                                                                                           |                          |

*AP Calculator: 96/180  = 53.3%
## Module 2: Curriculum and Instruction

**Guiding Questions:** What is Curriculum? What is pedagogy? How does pedagogy differ from instruction-teaching? What are State Standards? How are the TEKS organized?

<table>
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<tr>
<th>Date</th>
<th>Topic/Concepts</th>
<th>Activities</th>
<th>Assignments for Next Class</th>
<th>Due Dates BB Assignments</th>
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</thead>
</table>
| **02/11/16** | **Curriculum and Instruction** | STATE STANDARDS  
CCSS, TEKS-SLAR/ELAR  
SLAR Intro  
Cross-Linguistic Processes  
Meta language  
5 Group Assignments - TEKS Alignment  
VIDEO: LEER MAS; Texas Reads! | 5 GROUPS: Readings/Jigsaw and LEER MAS  
Readings/Jigsaw  
(1) Phonemic Awareness/Conocimiento fonémico  
(2) Phonics/La fonética  
(3) Fluency/Fluidez  
(4) Vocabulary/El vocabulario  
(5) Comprehension/La comprensión | Quiz 3  
02/11 Opens  
9:00 - 9:15 a.m. |
| **02/18/16** | **Video: Velocidad lectora y Fluidez lectora, ¿Cuál es la diferencia?** | Video: Velocidad lectora y Fluidez lectora, ¿Cuál es la diferencia?  
5 GROUPS: Readings/Jigsaw and LEER MAS | LEER MAS  
(1) Oral language/lenguaje oral  
(2) Phonological Awareness Conocimiento fonológico  
(3) Print & Book Knowledge/Conocimiento de la letra impresa  
(4) Alphabetic Principle/Relación entre las letras y los sonidos  
(5) Fluidez  
(6) Comprehension  
(7) Expression escrita | SLAR/TEKS exam 02/18 Opens  
9:00 - 9:30 a.m. |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Concepts</th>
<th>Activities</th>
<th>Assignments for Next Class</th>
<th>DUE DATES BB Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>02/25/16</td>
<td>CURRICULUM AND INSTRUCTION</td>
<td>Group Presentations: Readings/Jigsaw and LEER MAS Camp preparations/Preparaciones para el campamento</td>
<td>Chapter 4: Writing (CM &amp; JT) Chapter 5: Metalanguage (JT) Dyslexia and the Spanish-speaking and bilingual (English/Spanish speaking) student</td>
<td>LEER MAS 02/25 Opens 9:00 - 9:30 a.m. JT 4 - 1 pt JT 5 - 1 pt</td>
</tr>
<tr>
<td>02/25/16</td>
<td>MODULE 3: Metalanguage, Writing and Assessment Guiding Questions: What is the purpose of Assessment?</td>
<td>02/25 Opens 9:00 – 9:30 a.m.</td>
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<tr>
<td>03/03/16</td>
<td>Date</td>
<td>Topic/Concepts</td>
<td>Activities</td>
<td>Assignments for Next Class</td>
</tr>
<tr>
<td>03/03/16</td>
<td>Daily Genre</td>
<td>Metalanguage and Assessment Daily Genre Chapter 4 Chapter 5</td>
<td>Phonemes Reading English/Spanish Phonologies L1/L1 Transfer Dyslexia and the Spanish-speaking and bilingual</td>
<td>Chapter 6: Reading Assessment (Outline) Quiz 4&amp;5 03/03 Opens9:00 – 9:30 a.m. Reflexión y Plan de Estudios #1 Writing Process/El proceso de la escritura Due 03/06 by 11:30 p.m.</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Details</td>
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<td>03/07-11</td>
<td>Spring Break</td>
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<tr>
<td>03/17/16</td>
<td>Metalanguage and Assessment</td>
<td><strong>Chapter 6: Reading</strong>&lt;br&gt;Assessment Texas Primary Reading Inventory/Tejas LEE. Selecting, adapting, and developing appropriate assessments for reading;&lt;br&gt;Spanish Language Arts and Reading (SLAR) and English Language Arts and Reading (ELAR)TEKS;&lt;br&gt;*Literacy Camp/Campamento de Lectura #2</td>
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<tr>
<td>03/24/16</td>
<td>Metalanguage and Assessment</td>
<td><strong>Reading Assessment</strong> Texas Primary Reading Inventory/Tejas LEE&lt;br&gt;Spanish Language Arts and Reading (SLAR) and English Language Arts and Reading (ELAR)TEKS;&lt;br&gt;*Literacy Camp/Campamento de Lectura #3</td>
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<tr>
<td></td>
<td>Chapter 7: Writing Assessment (Outline)</td>
<td><strong>Quiz 6</strong>&lt;br&gt;03/17 Opens 9:00-9:30 a.m.&lt;br&gt;• Reflexión y Plan de Estudios #2 Writing Process/El proceso de la escritura&lt;br&gt;Due 03/20 by 11:30 p.m.</td>
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</tbody>
</table>

Due 03/31/16 by 8:30 a.m.<br>Outline Ch. 7 - 1 pt
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/31/16</td>
<td>Chapter 7: Writing</td>
<td>Writing Assessment Biliteracy One supana time...</td>
<td>04/03 by 11:30 p.m.</td>
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<tr>
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<td>*Literacy Camp/Campamento de Lectura #4</td>
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</tr>
<tr>
<td>04/07/16</td>
<td>Metalanguage and Assessment</td>
<td>Writing Assessment Biliteracy My favorite animal...</td>
<td>04/10 by 11:30 p.m.</td>
</tr>
<tr>
<td></td>
<td>Daily Genre</td>
<td>*Literacy Camp/Campamento de Lectura #5</td>
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<td></td>
<td>Unit Lesson Planning</td>
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<td></td>
<td>Quiz 7 04/07</td>
<td>Reflectión y Plan de Estudios #4 Writing Process/El proceso de la escritura</td>
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<td>Opens 9:00 - 9:15 a.m.</td>
<td>Due 04/03 by 11:30 p.m.</td>
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<td>Reflectión Final y Plan de Estudios #5 Writing Process/El proceso de la escritura</td>
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<td>Due 04/10 by 11:30 p.m.</td>
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</table>
**MODULE FOUR: UNIT AND LESSON PLANS**

**Guiding Questions:** Why Lesson Planning? What is a Unit Lesson?

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<thead>
<tr>
<th>Date</th>
<th>Topic/Concepts</th>
<th>Activities</th>
<th>Assignments for Next Class</th>
<th>DUE DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/14/16</td>
<td>Lesson Planning Unit Lesson</td>
<td>Sign up Groups for Chapter (9, 10) Unit lesson plans</td>
<td>Chapters 8: Putting it all together (Outline)</td>
<td>Due 04/28/16 by 8:30 a.m. Outline Ch. 8 - 1 pt</td>
</tr>
<tr>
<td>04/21/16</td>
<td>Lesson Planning Unit Lesson</td>
<td>Chapters 8- Putting it all together</td>
<td>Chapter 9: A Kindergarten Biliteracy Unit</td>
<td></td>
</tr>
<tr>
<td>04/28/16</td>
<td>Lesson Planning Unit Lesson</td>
<td>Chapter 9 –A Kindergarten Biliteracy Unit</td>
<td>Chapter 10: Expository Unit</td>
<td>Quiz 8 04/28 Opens 9:00 - 9:15 a.m.</td>
</tr>
<tr>
<td>05/05/16</td>
<td>Lesson Planning Unit Lesson</td>
<td>Chapter 10-Expository Unit</td>
<td>-Leteracy/Biliteracy Review -Course Evaluation</td>
<td>Quiz 9&amp;10 05/05 Opens 9:00 - 9:30 a.m.</td>
</tr>
</tbody>
</table>

**BB Assignments**

- Due 04/28/16 by 8:30 a.m.
- Outline Ch. 8 - 1 pt
- Quiz 8 04/28 Opens 9:00 - 9:15 a.m.
- Quiz 9&10 05/05 Opens 9:00 - 9:30 a.m.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
</table>
| 05/12/16   | **Final Part II**  
             Biliteracy Lesson Plan Presentations  
             **9:00-10:00 a.m.**  
             **Final Part I**  
             Comprehensive Exam  
             **10:00-11:50 a.m.** |
|            | **Due 05/13/16**  
             Summative Self Reflection of Biliteracy and one Journal of ALL Terminologies  
             7 pts  
             Due 11:30 p.m. |
**GRADING SCALE: EVALUACIÓN:**

Points will be assigned based on assignments/projects turned in on time and on the quality of each assignment. Points for each assignment are as follows:

La evaluación de los trabajos/proyectos se basará en la entrega puntual y calidad del trabajo. Los puntajes son:

<table>
<thead>
<tr>
<th>Assignment/Proyecto</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>1. LA LUZ Creating a Community of Learners/Creando una comunidad de aprendices</td>
<td>5</td>
</tr>
<tr>
<td>2. 10 Chapter Quizzes/10 Exámenes del texto (2 pts each)</td>
<td>20</td>
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<tr>
<td>3. TEKS Quiz/Exámen de TEKS</td>
<td>3</td>
</tr>
<tr>
<td>4. LEER MAS Quiz/ Exámen de LEER MAS</td>
<td>3</td>
</tr>
<tr>
<td>5. Group Readings/Jigsaw and LEER MAS Presentations/Presentaciones de Lecturas en Grupo/Jigsaw y LEER MAS</td>
<td>5</td>
</tr>
<tr>
<td>6. 5 Journal of Terminologies and 3 Outlines/ 5 Cuadernos de terminologías y 3 esquemas del capítulo (1 each)</td>
<td>8</td>
</tr>
<tr>
<td>7. 5 Lesson Plans and Reflections (3 pts each)</td>
<td>15</td>
</tr>
</tbody>
</table>

**FINAL**

- 8. Comprehensive: multiple choice and true/false | 20 |
- 9. Biliteracy Lesson Plan Foldable | 15 |
- 10. Summative Self Reflection of Biliteracy and one Journal of ALL Terminologies | 6 |

**TOTAL POINTS/Puntaje total**

| 100 |

**ASSIGNMENT RUBRICS**

- VOICE OVER INTRODUCTIONS: Creating a Community of Learners

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**A** 90-100
**B** 80-89
**C** 70-79
**D** 60-69
**F** Below 60

You are responsible for checking your blackboard emails, assignments, discussion boards, announcements and calendar every day. Everything will be posted on blackboard.

Ustedes son los responsables de revisar blackboard, su correo electrónico, trabajos, discusiones y calendario todos los días. Todo se pondrá en blackboard.
Introductions are an effective way to meet your classmates and professor – a first impression! However, if the introduction is not created with care and some planning, it can easily turn into a first impression you want to take back. In 1-3 powerpoint presentation slides that must include one picture of yourself and a voice over of 2-3 minutes only, introduce yourself to the class. In your presentation, talk about yourself, what you know about biliteracy and how does it impact your life? Submit your assignment in the designated area in Blackboard, Tareas/Asignaturas.

PRESENTACIONES CON VOZ GRABADA: Creando una comunidad de aprendices
Las presentaciones son una manera efectiva de conocer a los compañeros y al profesor – es una primera impresión. Sin embargo, si la presentación no está planeada y hecha con cuidado, puedes proyectar una imagen incorrecta sobre ti. En 1-3 diapositivas de powerpoint deberás incluir tu fotografía y voz grabada de 2-3 minutos solamente para presentarte a tu clase. En tu presentación, incluye ¿qué conoces de la biliteracidad y cómo influye en tu vida personal? Esta tarea debe de ser adjuntada en blackboard, Tareas/Asignaturas.

Included below are web links that guide you in the development of Voice Over. This can be done for any power point. For more information about how to include narrative in presentations, use the following resources.

<table>
<thead>
<tr>
<th>Office Version</th>
<th>Microsoft Link</th>
<th>Video Tutorial</th>
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</table>

Voice Over Introductions Rubric

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<tr>
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<th>5</th>
<th>4-3</th>
<th>2-0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>The assignment presents a good</td>
<td>The assignment presents some information about</td>
<td>The assignment presents none or limited</td>
</tr>
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</table>

February 2010
<table>
<thead>
<tr>
<th>Rubric for Presentations [5 pts]</th>
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<tbody>
<tr>
<td><strong>Exceptional 5 pts</strong></td>
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</table>

**Communication**
- Language is appropriate for an academic course. The student talks in the presentation and does **not read** the power point.
- Language is somewhat appropriate for an academic course. The student **mostly reads** the power point in the presentation.
- Language is not appropriate for an academic course. The student **only reads** the power point in the presentation.

**Organization**
- Clear and organized and has required length.
- Not well organized and is somewhat the required length.
- Not organized and is not clear. Does not meet the required length.

**Creativity**
- The assignment is appealing and attractive. Effort and time is reflected in the work.
- The assignment is somewhat appealing. Some effort is reflected in the work.
- The assignment is not appealing. Effort is not reflected in the work.
| Rubrica para evaluar las reflexiones de tutoria # 1-6 en el campamento de lecto-escritura - Individual [3 puntos] |
|---|---|---|---|
| **Content** | An **abundance** of material clearly related to the component; points are clearly made and supports the reading development process; varied use of materials | **Sufficient** information that relates to topic; many good points made but there is an uneven balance and little variation | There is a great deal of information that is not clearly connected to the topic | Not clear; information does not support component. |
| **Coherence and Organization** | Clearly stated and developed; specific examples are appropriate and clearly developed; flows together well; good transitions; succinct but not choppy; well organized | Most information presented in logical sequence; generally very well organized but better transitions from idea to idea needed | Concept and ideas are loosely connected; lacks clear transitions; flow and organization are choppy | Presentation is choppy and disjointed; does not flow; vague; no apparent logical order of presentation |
| **Creativity** | Very original presentation of material; uses the unexpected to full advantage; captures audience’s attention | Some originality apparent; good variety and blending of materials/media | Little variation; material presented with little originality or interpretation; some media. | Repetitive with little or no variety; insufficient use of multimedia |
| **Material** | Balanced use of materials properly used to develop component; varied and appropriate | Use of materials not as varied and not as well connected to component | Choppy use of materials; lacks smooth transition from one point to another; materials not clearly connected to thesis | Little or no materials used; imbalance in use of materials—too much of one, not enough of another |
| **Speaking Skills** | Poised, clear articulation; proper volume; steady rate; good posture and eye contact; enthusiasm; confidence | Clear articulation but not as polished | Some mumbling; little eye contact; uneven rate; little or no expression; **READS** | Inaudible or too loud; no eye contact; rate too slow/fast; speaker seemed uninterested and used monotone; **READS ALL** |
| **Audience Response** | Involved the audience in the presentation; points made in creative way; held the audience’s attention throughout | Presented facts with some interesting "twists"; held the audience’s attention most of the time | Some related facts but went off topic and lost the audience; mostly presented facts with little or no imagination | Incoherent; audience lost interest and could not determine the point of the activity/presentation. |
| **Length of Presentation** | Within minutes of allotted time | Within minutes of allotted time | Somewhat within minutes of allotted time | Too long or too short; ten or more minutes above or below the allotted time |

| 3 puntos | 2 punto | 1-0 puntos |
| (1) Describe en detalle por lo menos tres estrategias de enseñanza que apoyen mínimo 3 de las siguientes; la comprensión lectora, el desarrollo de vocabulario, la fluidez y la escritura, de una manera integrada y relevante para su alumno. | (1) Describe de manera general y sin mucho detalle por lo menos dos estrategias de enseñanza que apoyen mínimo 2 de las siguientes; la comprensión lectora, el desarrollo de vocabulario, la fluidez y la escritura, de una manera integrada y relevante para su alumno. | (1) No describe estrategias de enseñanza que apoyan por lo menos dos de las siguientes: la comprensión lectora, el desarrollo de vocabulario, la fluidez y la escritura. |
| (2) Escribe una reflexión sobre la experiencia de tutorías. | (2) Escribe una reflexión superficial sobre la experiencia de tutorías. | (2) No escribe una reflexión sobre la experiencia de tutorías. |
| (3) Adjunta evidencia de su trabajo (diario y trabajos del alumno/a) | (3) Lo incluido no es evidencia clara del trabajo descrito. | (3) No añade evidencia. |
| (4) Edita el trabajo, respetando la ortografía y gramática del español. | (4) Edita parcialmente el trabajo. | (4) No edita el trabajo. |

**COURSE STANDARDS AND STUDENT LEARNING OUTCOMES**

**BED Standard I** The bilingual education teacher has communicative competence and academic language proficiency in the first language (L1) and in the second language (L2).

**By the end of course, the student will be able to:**

**To evaluate these outcomes, the faculty member will use the following assessment procedures:**
1. **Apply** appropriate terminology for reading development in Spanish/English when discussing and writing about literacy **using the Spanish Language Arts and Reading (SLAR) TEKS in Spanish.**

   a. Course graded chapter and lecture assignments;
   b. Class discussion of reading terminology in Spanish;
   c. Reading quizzes.

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**BED Standard IV.** The bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in the primary language.

<table>
<thead>
<tr>
<th>By the end of course, the student will be able to:</th>
<th>To evaluate these outcomes, the faculty member will use the following assessment procedures:</th>
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</thead>
<tbody>
<tr>
<td>2. Understand the statewide language arts curriculum for Spanish in grades EC–6 as specified in the Texas Essential Knowledge and Skills (TEKS) and apply this knowledge to promote bilingual students’ L1/L2 literacy development in grades EC–6.</td>
<td>a. Course graded chapter and lecture assignments;</td>
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<tr>
<td></td>
<td>b. Class discussion on the <strong>Spanish Language Arts and Reading (SLAR)</strong> and <strong>English Language Arts and Reading (ELAR)TEKS</strong>;</td>
</tr>
<tr>
<td>3. Explain literacy development in L1/L2 and the 3 philosophies of reading development and apply appropriate instructional modifications to deliver the statewide language arts curriculum in L1/L2 to students at various levels of literacy development;</td>
<td>c. Discussion of philosophies of reading development; and discussion of phonetics, phonology, morphology, syntactic features; semantics; pragmatics</td>
</tr>
<tr>
<td>4. Demonstrate knowledge of major language components (e.g., phonetics, phonology, morphology, syntactic features, semantics, pragmatics) and apply this knowledge to address students’ language development needs in L1/L2.</td>
<td>d. Reading quizzes.</td>
</tr>
</tbody>
</table>

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**BED Standard V.** The bilingual education teacher has a comprehensive knowledge of the development and assessment of biliteracy.

<table>
<thead>
<tr>
<th>By the end of course, the student will be able to:</th>
<th>To evaluate these outcomes, the faculty member will use the following assessment procedures:</th>
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<tbody>
<tr>
<td>5. Explain the knowledge of bi-directional transfer in L1/L2 literacy and promote students’ biliteracy (e.g., by maintaining students’ literacy in L1 while developing students’ literacy in L2);</td>
<td>a. Course graded chapter and lecture assignments;</td>
</tr>
<tr>
<td>6. Apply this knowledge to lesson plans to plan appropriate literacy instruction in L1/L2 and include authentic children’s literature in L1/L2.</td>
<td>b. Class discussion of transfer; the <strong>Introduction of the Spanish Language Arts and Reading (SLAR)</strong></td>
</tr>
<tr>
<td></td>
<td>c. Reading quizzes.</td>
</tr>
</tbody>
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**Standards: BED IV/LA I:** Oral Language: Teachers of young children understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young children to develop listening and speaking skills
By the end of course, the student will be able to:

<table>
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<tr>
<th>By the end of course, the student will be able to:</th>
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<tr>
<td>7. Explain about the importance of oral language in the development of reading; and 8. Apply at least two strategies that develop oral language.</td>
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</tbody>
</table>

To evaluate these outcomes, the faculty member will use the following assessment procedures:

<table>
<thead>
<tr>
<th>To evaluate these outcomes, the faculty member will use the following assessment procedures:</th>
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</thead>
<tbody>
<tr>
<td>a. Course graded chapter and lecture assignments; TEKS: Oral Language/Listening/Speaking</td>
</tr>
<tr>
<td>22. Escuchar y hablar/escuchar. Los estudiantes hablan claramente y de forma directa, y utilizando las convenciones del lenguaje. Los estudiantes continúan aplicando estándares previos con mayor complejidad. Se espera que los estudiantes compartan información e ideas hablando de manera audible y clara, y usando las reglas gramaticales.</td>
</tr>
<tr>
<td>FIRST: 28. Escuchar y hablar/escuchar. Los estudiantes usan destrezas de comprensión para escuchar con atención a los demás en ambientes formales e informales. Los estudiantes continúan aplicando estándares previos con mayor complejidad.</td>
</tr>
<tr>
<td>SECOND 28. Escuchar y hablar/escuchar. Los estudiantes usan destrezas de comprensión para escuchar con atención a los demás en ambientes formales e informales. Los estudiantes continúan aplicando estándares previos con mayor complejidad.</td>
</tr>
<tr>
<td>29. Escuchar y hablar. Los estudiantes hablan claramente y de forma directa, y utilizando las convenciones del lenguaje. Los estudiantes continúan aplicando estándares previos con mayor complejidad. Se espera que los estudiantes compartan información e ideas sobre un tema hablando de manera clara, con un ritmo apropiado y usando las reglas gramaticales pertinentes.</td>
</tr>
<tr>
<td>b. Class discussion on the oral language component in TPRI/Tejas Lee;</td>
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<tr>
<td>c. Group Presentations; and</td>
</tr>
<tr>
<td>d. Reading quizzes.</td>
</tr>
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</table>

Standards: BED IV/LA II Phonological and Phonemic Awareness: Teachers of young children understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young children develop this awareness and its relationship to written language.

By the end of course, the student will be able to:

<table>
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<tr>
<th>By the end of course, the student will be able to:</th>
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<tbody>
<tr>
<td>9. Explain about the importance of phonological/phonemic awareness and the phonological continuum scale; 10. Develop at least 5 strategies that develop phonological/phonemic awareness;</td>
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</table>

To evaluate these outcomes, the faculty member will use the following assessment procedures:

<table>
<thead>
<tr>
<th>To evaluate these outcomes, the faculty member will use the following assessment procedures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Course graded chapter and lecture assignments; TEKS: Phonological/Phonemic Awareness</td>
</tr>
<tr>
<td>KINDER 2. Lectura/primeras destrezas de la lectura/conciencia fonológica. Los estudiantes muestran conciencia fonológica.</td>
</tr>
</tbody>
</table>
11. Explain about the Alphabetic Principle and its role in reading development.

2a) identifiquen que una oración está compuesta de un grupo de palabras
2b) identifiquen las sílabas en las palabras habladas
2c) produzcan rimas oralmente como respuesta a palabras habladas (ej., “¿Qué rima con mesa?”)
2d) distingan pares de palabras que ríman enunciadas oralmente de aquellas que no ríman
2e) reconozcan el concepto de la aliteración en palabras habladas o grupos de palabras que comienzan con el mismo sonido inicial (ej., “Pepe Pecas pica papas”);
2f) mezclen fonemas hablados para formar sílabas y palabras (ej., /m/ /a/ diga ma; ma-pa diga “mapa”)
2g) separen el sonido sílabico inicial en las palabras habladas (ej., /pa/ta, /la/ta, /ra/ta)
2h) separan palabras multisílabicas habladas en dos o tres sílabas (ej., /to/ /ma/ /te/)

3. **Lectura/primeras destrezas de la lectura/fonética**

Los estudiantes utilizan las relaciones entre las letras y los sonidos, así como el análisis morfológico para decodificar el español escrito

3a) decodifiquen los sonidos de las cinco vocales
3b) decodifiquen sílabas
3c) usen el conocimiento fonológico para combinar sonidos con letras individuales y con sílabas, incluyendo consonantes fuertes y suaves, tales como la "r", "c" y "g"
3d) decodifiquen la "y" escrita cuando se usa como una conjunción, como en "mamá y papá"
3e) se familiaricen con el concepto de la "h" como letra muda
3f) se familiaricen con las grafías /ch/ /rr/
3g) se familiaricen con el concepto de que la "ll" y la "y" tienen el mismo sonido (ej., llave, ya)
3h) utilicen el conocimiento de las relaciones entre las consonantes y las vocales para decodificar sílabas y palabras de un texto y las que no dependen de un contenido (ej. palabras que tengan CV, VC, CVC, CVCV)
3i) reconozcan que las palabras nuevas se forman al cambiar, añadir o quitar sílabas.

b. Class discussion on the **phonological/phonemic** components in TPRI/Tejas Lee;
c. Group Presentations; and
d. Reading quizzes.

**Standards: BED IV/LA VI**: Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for children to improve their reading fluency.

**By the end of course, the student will be able to:**

12. Explain about the role of fluency in the reading process;
13. Develop 2 strategies that develop fluency.

**To evaluate these outcomes, the faculty member will use the following assessment procedures:**

a. Course graded chapter and lecture assignments;

**TEKS: Fluency**

5. **Lectura/fluidez.**

Los estudiantes lean textos apropiados a su grado escolar con fluidez y comprensión. Se espera que los estudiantes lean textos apropiados para el grado
4. Lectura/fluidez.
Los estudiantes leen textos apropiados para su grado escolar con fluidez y comprensión. Se espera que los estudiantes lean textos apropiados para el grado escolar en voz alta, con precisión, con expresión, con un fraseo apropiado y con comprensión.

b. Class discussion on the **fluency** component in TPRI/Tejas Lee;
c. Group Presentations; and
d. Reading quizzes.

**Standards: BED IV/LA VII**: Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young children strategies for improving their comprehension.

<table>
<thead>
<tr>
<th>By the end of course, the student will be able to:</th>
<th>To evaluate these outcomes, the faculty member will use the following assessment procedures:</th>
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<tbody>
<tr>
<td>14. Explain the role of Comprehension in the reading process.</td>
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<tr>
<td>15. Develop 2 comprehension strategies.</td>
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<tr>
<td>a. Course graded chapter and lecture assignments;</td>
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<tr>
<td>b. Class discussion on Comprehension</td>
<td></td>
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</tbody>
</table>

**TEKS Comprehension**:

**KINDER**: 6. Lectura/comprensión de textos literarios/tema y género. Los estudiantes analizan, infieren, sacan conclusiones sobre el tema y el género en diferentes contextos culturales, históricos y contemporáneos, y proporcionan evidencia del texto para apoyar su comprensión.

**FIRST**: 7. Lectura/comprensión de textos literarios/tema y género. Los estudiantes analizan, infieren, sacan conclusiones sobre el tema y el género en diferentes contextos culturales, históricos y contemporáneos, y proporcionan evidencia del texto para apoyar su comprensión.

**SECOND**: 6. Lectura/comprensión de textos literarios/tema y género. Los estudiantes analizan, infieren y sacan conclusiones sobre el tema y el género en diferentes contextos culturales, históricos y contemporáneos, y proporcionan evidencia del texto para apoyar su comprensión.

c. **Comprehension** component in TPRI/Tejas Lee;
d. Group Presentations; and
e. Reading quizzes.

**Standards: BED IV/LA VIII**: Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young children develop competence in written communication.

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<thead>
<tr>
<th>By the end of course, the student will be able to:</th>
<th>To evaluate these outcomes, the faculty member will use the following assessment procedures:</th>
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<tbody>
<tr>
<td>Standards: BED IV/LA: Writing Conventions: Teachers understand how young children use writing conventions and how to help children develop those conventions.</td>
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<tr>
<td><strong>By the end of course, the student will be able to:</strong></td>
<td><strong>To evaluate these outcomes, the faculty member will use the following assessment procedures:</strong></td>
</tr>
<tr>
<td>16. Explain the development process in children’s writing</td>
<td>a. Course graded chapter and lecture assignments;</td>
</tr>
<tr>
<td>17. Develop a writing activity using the writing process.</td>
<td>TEKS ESCRITURA</td>
</tr>
<tr>
<td></td>
<td>Los estudiantes usan elementos del proceso de la escritura (planificar, desarrollar borradores, revisar, corregir y publicar) para redactar un texto.</td>
</tr>
<tr>
<td></td>
<td>FIRST: 17. Expresión escrita/proceso de escritura.</td>
</tr>
<tr>
<td></td>
<td>Los estudiantes usan elementos del proceso de la escritura (planificar, desarrollar borradores, revisar, corregir y publicar) para redactar un texto.</td>
</tr>
<tr>
<td></td>
<td>SECOND: 17. Expresión escrita/proceso de escritura.</td>
</tr>
<tr>
<td></td>
<td>Los estudiantes utilizan los elementos del proceso de escritura (planificar, desarrollar borradores, revisar, corregir y publicar) para redactar un texto</td>
</tr>
<tr>
<td>18. Select, adapt, or develop appropriate assessments for different purposes in the biliteracy development (e.g., diagnosis, program evaluation, proficiency);</td>
<td>a. Course graded chapter and lecture assignments;</td>
</tr>
<tr>
<td></td>
<td>b. Class discussion of the English Language Proficiency Standards (ELPS); and</td>
</tr>
<tr>
<td></td>
<td>c. Reading quizzes.</td>
</tr>
<tr>
<td>19. Interpret results of tests commonly used in Bilingual/ESL programs in Texas;</td>
<td>a. Course graded chapter and lecture assignments;</td>
</tr>
<tr>
<td></td>
<td>b. Class discussion of TELPAS and ELPS; and</td>
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<tr>
<td></td>
<td>c. Reading quizzes.</td>
</tr>
</tbody>
</table>
| 21. Use ongoing assessments to plan and adjust instruction that addresses biliteracy and enables emerging bilingual students to achieve learning goals. | a. Course graded chapter and lecture assignments; 
   b. Class discussion of ongoing assessments; informal & formal assessments; Progress Monitoring and 
   c. Reading quizzes. |
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.

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.

Source: The provisions of this §128.11 adopted to be effective November 26, 2008, 33 TexReg 9465.
§128.12. Spanish Language Arts and Reading, Grade 1, 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 first 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 write, read, 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; Genesee 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 in Grade 1 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 are represented in written Spanish by specific sequences of letters;

(B) identify upper- and lower-case letters;
(C) sequence the letters of the alphabet;

(D) recognize the distinguishing features of a sentence (e.g., capitalization of first word, beginning and ending punctuation, the em dash to indicate dialogue);

(E) read texts by moving from top to bottom of the page and tracking words from left to right with return sweep; and

(F) identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents).

(2) Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:

(A) orally generate a series of original rhyming words using a variety of endings (e.g., -ita, -osa, -ión);

(B) recognize the change in a spoken word when a specified syllable or phoneme is added, changed, or removed (e.g., "ma-lo" to "ma-sa"; "to-mo" to "co-mo");

(C) blend spoken phonemes to form syllables and words (e.g., sol, pato);

(D) distinguish orally presented rhyming pairs of words from non-rhyming pairs;

(E) identify syllables in spoken words, including diphthongs and hiatus (le-er, rí-o, quie-ro, na-die, ra-dio, sa-po); and

(F) separate spoken multi-syllabic words into two to four syllables (e.g., ra-na, má-qui-na, te-lé-fo-no).

(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. 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 (e.g., "mamá y papá");

(E) decode words in context and in isolation by applying the knowledge of letter-sound relationships in different structures including:

(i) open syllable (e.g., CV, la; VCV, ala; CVCV, toma);

(ii) closed syllable (e.g., VC, un; CVC, mes);
(iii) consonant blends (e.g., bra/bra-zo; glo/glo-bo); and

(iv) consonant digraphs (e.g., ch/chi-le; ll/lla-ve; rr/pe-rrro);

(F) decode words with the silent "h";

(G) decode words that use syllables que-, qui-, as in queso and quito; gue-, gui-, as in guiso and juguete; and güe-, güi-, as in pingüino and agüita;

(H) decode words that have the same sounds represented by different letters (e.g., "r" and "rr," as in ratón and perro; "ll" and "y," as in llave and yate; "g" and "j." as in gigante and jirafa; "c," "k," and "q," as in casa, kilo, and quince; "c," "s," and "z," as in cereal, semilla, and zapato; "j" and "x," as in cojín and México; "i" and "y," as in imán and doy; "b" and "v." as in burro and vela);

(I) identify the stressed syllable (sílaba tónica);

(J) decode words with an orthographic accent (e.g., "papá," "mamá"); and

(K) use knowledge of the meaning of base words to identify and read common compound words (e.g., sacapuntas, abrelata, salvavida).

(4) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:

(A) confirm predictions about what will happen next in text by "reading the part that tells";

(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts; and

(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).

(5) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing, and comprehension.

(6) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

(A) identify words that name actions (verbs) and words that name persons, places, or things (nouns);

(B) determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., paraguas);
(C) determine what words mean from how they are used in a sentence, either heard or read;

(D) identify and sort words into conceptual categories (e.g., opposites, living things); and

(E) alphabetize a series of words to the first or second letter and use a dictionary to find words.

(7) 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) connect the meaning of a well-known story or fable to personal experiences; and

(B) explain the function of recurring phrases (e.g., "Había una vez" or "Colorín Colorado, este cuento se ha acabado") in traditional folk- and fairy tales.

(8) 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 and use rhythm, rhyme, and alliteration in poetry.

(9) 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) describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events; and

(B) describe characters in a story and the reasons for their actions and feelings.

(10) 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 respond by providing evidence from text to support their understanding. Students are expected to determine whether a story is true or a fantasy and explain why.

(11) 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 recognize sensory details in literary text.

(12) 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.

(13) 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 and explain the author’s purpose in writing the text.

(14) 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) restate the main idea, heard or read;

(B) identify important facts or details in text, heard or read;

(C) retell the order of events in a text by referring to the words and/or illustrations; and

(D) use text features (e.g., title, tables of contents, illustrations) to locate specific information in text.

(15) 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 written multi-step directions with picture cues to assist with understanding; and

(B) explain the meaning of specific signs and symbols (e.g., map features).

(16) 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) recognize different purposes of media (e.g., informational, entertainment) (with adult assistance); and

(B) identify techniques used in media (e.g., sound, movement).

(17) 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 generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas);

(B) develop drafts by sequencing ideas through writing sentences;

(C) revise drafts by adding or deleting a word, phrase, or sentence;

(D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; and
(E) publish and share writing with others.

(18) 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 brief stories that include a beginning, middle, and end; and

(B) write short poems that convey sensory details.

(19) 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) write brief compositions about topics of interest to the student;

(B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing); and

(C) write brief comments on literary or informational texts.

(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) understand and use the following parts of speech in the context of reading, writing, and speaking:

   (i) verbs in the past, present, and future in the indicative mode (canto, canté);

   (ii) nouns (singular/plural, common/proper);

   (iii) adjectives (e.g., descriptive: verde, alto);

   (iv) adverbs (e.g., time: before, next);

   (v) prepositions and prepositional phrases ("por la mañana");

   (vi) personal pronouns (e.g., yo, ellos); and

   (vii) time-order transition words (e.g., primero, luego, después);

(B) speak in complete sentences with correct article-noun agreement (e.g., la pelota, el mapa, el agua, la mano, el águila); and

(C) identify and read abbreviations (e.g., Sr., Sra.).

(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) form upper- and lower-case letters legibly in text, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences;

(B) recognize and use basic capitalization for:

(i) the beginning of sentences; and

(ii) names of people; and

(C) recognize and use punctuation marks at the beginning and end of exclamatory and interrogative sentences and at the end of declarative sentences.

(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:

(A) use phonological knowledge to match sounds to letters and syllables to construct words;

(B) use syllable-sound patterns to generate a series of original rhyming words using a variety of ending patterns (e.g., -ción, -illa, -ita, -ito);

(C) blend phonemes to form syllables and words (e.g., mismo, tarde);

(D) become familiar with words using orthographic patterns including:

(i) words that use syllables with hard /r/ spelled as "r" or "rr," as in ratón and carro;

(ii) words that use syllables with soft /r/ spelled as "r" and always between two vowels, as in pero and perro;

(iii) words that use syllables with silent "h," as in hora and ahora;

(iv) words that use syllables que-, qui-, as in queso and quito; gue-, gui-, as in guiso and juguete; and güe-, güi-, as in paragüero and agüita;

(v) words that have the same sound represented by different letters (e.g., "r" and "rr," as in ratón and perro; "ll" and "y," as in llave and yate; "g" and "j," as in gigante and jirafa; "c," "k," and "q," as in casa, kilo, and quince; "c," "s," and "z," as in cereal, semilla, and zapato; "j" and "x," as in cojín and México; "i" and "y," as in imán and doy; "b" and "v," as in burro and vela); and

(vi) words using "n" before "v" (e.g., invitar), "m" before "b" (e.g., cambiar), and "m" before "p" (e.g., importante);

(E) become familiar with words with consonant blends (e.g., bra/bra-zo-, glo/glo-bo-);
(F) use knowledge of syllabic sounds, word parts, word segmentation, and syllabication to spell;

(G) become familiar with words that have a prosodic or orthographic accent on the last syllable (palabras agudas) (e.g., calor, ratón);

(H) become familiar with the appropriate use of accents on words commonly used in questions and exclamations (e.g., cuál, dónde, cómo);

(I) become familiar with creating the plural form of words ending in "z" by replacing the "z" with "c" before adding -es (e.g., lápiz, lápices, feliz, felices); and

(J) use resources to find correct spellings.

(23) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students (with adult assistance) are expected to:

(A) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics; and

(B) decide what sources of information might be relevant to answer these questions.

(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 (with adult assistance) are expected to:

(A) gather evidence from available sources (natural and personal) as well as from interviews with local experts;

(B) use text features (e.g., table of contents, alphabetized index) in age-appropriate reference works (e.g., picture dictionaries) to locate information; and

(C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams).

(25) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students (with adult assistance) are expected to revise the topic as a result of answers to initial research questions.

(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 (with adult assistance) are expected to create a visual display or dramatization to convey the results of the research.

(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 and ask relevant questions to clarify information; and
(B) follow, restate, and give oral instructions that involve a short related sequence of actions.

(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 share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.

(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 follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.

Source: The provisions of this §128.12 adopted to be effective November 26, 2008, 33 TexReg 9465.

§128.13. Spanish Language Arts and Reading, Grade 2, 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 second 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 write, read, 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 2 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 distinguish features of a sentence (e.g., capitalization of first word, beginning and ending punctuation, commas, quotation marks, and em dash to indicate dialogue).

(2) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds and spelling based on orthographic rules to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

(A) decode words in context and in isolation by applying the knowledge of letter-sound relationships in different syllabic structures. including:

(i) open syllable (CV) (e.g., la/la-ta; to/to-ma);

(ii) closed syllable (CVC) (e.g., mes, sol);

(iii) diphthongs (e.g., viernes, pie, fui);

(iv) hiatus (e.g., fideo, poeta);

(v) consonant blends (e.g., bra/bra-zo; glo/glo-bo); and

(vi) consonant digraphs (e.g., ch/chi-le; ll/lla-ve; rr/pe-rrro);

(B) use orthographic rules to segment and combine syllables including vowel diphthongs (e.g., pue-de, sien-te, va-ca);

(C) decode words with silent "h" with increasing accuracy;

(D) become familiar with words that use syllables que-, qui-, as in queso and quito; gue-, gui-, as in guiso and juguete; and güe-, güi-, as in pingüino and agüita;

(E) decode words that have same sounds represented by different letters with increased accuracy (e.g., "r" and "rr," as in ratón and perro; "ll" and "y," as in llave and yate; "g" and "j," as in gigante and jirafa; "c," "k," and "q," as in casa, kilo, and quince; "c," "s," and "z," as in cereal, semilla, and zapato; "j" and "x," as in cojín and México; "i" and "y," as in imán and doy; "b" and "v," as in burro and vela);
(F) read words with common prefixes (e.g., in-, des-) and suffixes (e.g., -mente, -dad, -oso);

(G) identify and read abbreviations (e.g., Sr., Dra.);

(H) identify the stressed syllable (sílaba tónica);

(I) decode words with an orthographic accent (e.g., papá, avión); and

(J) use knowledge of the meaning of base words to identify and read common compound words (e.g., sacapuntas, abrelatas, sobrecama).

(3) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:

(A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions;

(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; and

(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).

(4) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing, and comprehension.

(5) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

(A) use prefixes and suffixes to determine the meaning of words (e.g., componer/descomponer; obedecer/desobedecer);

(B) use context to determine the relevant meaning of unfamiliar words or multiple-meaning words;

(C) identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning; and

(D) alphabetize a series of words and use a dictionary or a glossary 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 moral lessons as themes in well-known fables, legends, myths, or stories; and

(B) compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot.

(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 describe how rhyme, rhythm, and repetition interact to create images in poetry.

(8) 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 identify the elements of dialogue and use them in informal plays.

(9) 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) describe similarities and differences in the plots and settings of several works by the same author; and

   (B) describe main characters in works of fiction, including their traits, motivations, and feelings.

(10) 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 respond by providing evidence from text to support their understanding. Students are expected to distinguish between fiction and nonfiction.

(11) 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 recognize that some words and phrases have literal and non-literal meanings (e.g., take steps).

(12) 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.

(13) 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 and explain the author's purpose in writing the text.
(14) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about and understand expository text and provide evidence from text to support their understanding. Students are expected to:

(A) identify the main idea in a text and distinguish it from the topic;

(B) locate the facts that are clearly stated in a text;

(C) describe the order of events or ideas in a text; and

(D) use text features (e.g., table of contents, index, headings) to locate specific information in text.

(15) Reading/Comprehension of Informational Text/Procedural Text. Students understand how to glean and use information in procedural texts and documents. Students are expected to:

(A) follow written multi-step directions; and

(B) use common graphic features to assist in the interpretation of text (e.g., captions, illustrations).

(16) 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) recognize different purposes of media (e.g., informational, entertainment);

(B) describe techniques used to create media messages (e.g., sound, graphics); and

(C) identify various written conventions for using digital media (e.g., e-mail, website, video game).

(17) 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 generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas);

(B) develop drafts by sequencing ideas through writing sentences;

(C) revise drafts by adding or deleting words, phrases, or sentences;

(D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; and

(E) publish and share writing with others.
(18) 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 brief stories that include a beginning, middle, and end; and

   (B) write short poems that convey sensory details.

(19) 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) write brief compositions about topics of interest to the student;

   (B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing); and

   (C) write brief comments on literary or informational texts.

(20) 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 statements about issues that are important to the student for the appropriate audience in the school, home, or local community.

(21) 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:

   (i) regular and irregular verbs (past, present, and future in the indicative mode);

   (ii) nouns (singular/plural, common/proper);

   (iii) adjectives (e.g., descriptive: viejo, maravilloso);

   (iv) articles (e.g., un, una, la, el);

   (v) adverbs (e.g., time: antes, después; manner: cuidadosamente);

   (vi) prepositions and prepositional phrases;

   (vii) pronouns (e.g., él, su); and

   (viii) time-order transition words; and

   (B) distinguish among declarative, interrogative, exclamatory, and imperative sentences.
(22) 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 leaving appropriate margins for readability;

(B) use capitalization for:

(i) proper nouns; and

(ii) the salutation and closing of a letter;

(C) understand that months and days of the week are not capitalized;

(D) recognize and use punctuation marks, including beginning and ending punctuation in sentences; and

(E) identify, read, and write abbreviations (e.g., Sra., Dr.).

(23) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:

(A) become familiar with words using orthographic patterns including:

(i) words that use syllables with hard /r/ spelled as "r" or "rr," as in ratón and carro;

(ii) words that use syllables with soft /r/ spelled as "r" and always between two vowels, as in loro and cara;

(iii) words that use syllables with silent "h," as in hora and hoy;

(iv) words that use syllables que-, qui-, as in queso and quito; gué-, gui-, as in guiso and juguete; and güé-, güi-, as in paragüero and agüita;

(v) words that have the same sound represented by different letters (e.g., "r" and "rr," as in ratón and perro; "ll" and "y," as in llave and yate; "g" and "j," as in gigante and jirafa; "c," "k," and "q," as in casa, kilo, and quince; "c," "s," and "z," as in cereal, semilla, and zapato; "j" and "x," as in cojín and México; "i" and "y," as in imán and doy; "b" and "v," as in burro and vela); and

(vi) words using "n" before "v" (e.g., invitación), "m" before "b" (e.g., cambiar), and "m" before "p" (e.g., comprar);

(B) spell words with consonant blends (e.g., bra/bra-zo-, glo/glo-bo-);

(C) spell the plural form of words ending in "z" by replacing the "z" with "c" before adding -es (e.g., lápiz, lápices, feliz, felices);
(D) use knowledge of syllabic sounds, word parts, word segmentation, and syllabication to spell;

(E) spell words that have a prosodic or orthographic accent on the last syllable (palabras agudas) (e.g., feliz, canción);

(F) become familiar with words that have a prosodic or orthographic accent on the second-to-last syllable (palabras graves) (e.g., casa, árbol);

(G) use accents appropriately on words commonly used in questions and exclamations (e.g., cuál, dónde, cómo);

(H) mark accents appropriately when conjugating verbs in the simple past in the indicative mode (e.g., corrió, jugó);

(I) identify, read, and write abbreviations (e.g., Sr., Dra.); and

(J) use resources to find correct spellings.

(24) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:

(A) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics; and

(B) decide what sources of information might be relevant to answer these questions.

(25) 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) gather evidence from available sources (natural and personal) as well as from interviews with local experts;

(B) use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information; and

(C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams).

(26) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to revise the topic as a result of answers to initial research questions.

(27) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students (with adult assistance) are expected to create a visual display or dramatization to convey the results of the research.
(28) 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 and ask relevant questions to clarify information; and

(B) follow, restate, and give oral instructions that involve a short related sequence of actions.

(29) 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 that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.

(30) 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 listening to others, speaking when recognized, and making appropriate contributions.

Source: The provisions of this §128.13 adopted to be effective November 26, 2008, 33 TexReg 9465.


(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 third 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 3 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/Phonics. Students use the relationships between letters and sounds and spelling based on orthographic rules to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

(A) use orthographic rules to segment and combine syllables including diphthongs (e.g., na-die, ra-dio);
(B) decode words with silent "h" with increasing accuracy;
(C) decode words that use the syllables que-, qui-, as in queso and quito; gue-, gui-, as in guiso and juguete; and güe-, güi-, as in pingüino and agüita;
(D) develop automatic recognition of words that have the same sounds represented by different letters with increased accuracy (e.g., "r" and "rr," as in ratón and perro; "ll" and "y," as in llave and yate; "g" and "j," as in gigante and jirafa; "c," "k," and "q." as in casa, kilo, and quince; "c," "s," and "z," as in cereal, semilla, and zapato; "j" and "x," as in cojín and México; "i" and "y," as in imán and doy; "b" and "v," as in burro and vela);
(E) read words with common prefixes (e.g., in-, des-) and suffixes (e.g., -mente, -dad, -oso);
(F) identify the syllable that is stressed (sílaba tónica);
(G) decode words with an orthographic accent (e.g., día, también, después);
(H) use knowledge of the meaning of base words to identify and read common compound words (e.g., sacapuntas, abrelatas, salvavidas); and
(I) monitor accuracy in decoding words that have same sound represented by different letters.
(2) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:

(A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions;

(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; and

(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).

(3) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing, and comprehension.

(4) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

(A) identify the meaning of common prefixes (e.g., ex-, des-) and suffixes (e.g., -era, -oso), and know how they change the meaning of roots;

(B) use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs (e.g., vino-la bebida; vino-del verbo venir);

(C) identify and use antonyms, synonyms, and homophones (e.g., tubo, tuvo);

(D) identify and apply playful uses of language (e.g., tongue twisters, palindromes, riddles); and

(E) alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings and syllabication of unknown words.

(5) 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) paraphrase the themes and supporting details of fables, legends, myths, or stories; and

(B) compare and contrast the settings in myths and traditional folktales.

(6) 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 describe the characteristics of
various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse).

(7) 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 explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed.

(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) 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.

(9) 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 respond by providing evidence from text to support their understanding. Students are expected to explain the difference in point of view between a biography and autobiography.

(10) 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 language that creates a graphic visual experience and appeals to the senses.

(11) 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).

(12) 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 and locate the author's stated purposes in writing the text.

(13) 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 details or facts that support the main idea;
(B) draw conclusions from the facts presented in text and support those assertions with textual evidence;

(C) identify explicit cause and effect relationships among ideas in texts; and

(D) use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.

(14) 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 identify what the author is trying to persuade the reader to think or do.

(15) 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 and explain a set of written multi-step directions; and

(B) locate and use specific information in graphic features of text.

(16) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

(A) understand how communication changes when moving from one genre of media to another;

(B) explain how various design techniques used in media influence the message (e.g., shape, color, sound); 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).

(17) 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) publish written work for a specific audience.

(18) 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).

(19) Writing. Students write about their own experiences. Students are expected to write about important personal experiences.

(20) 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 that demonstrate an understanding of the text.

(21) 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.

(22) 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: dorado, rectangular; limiting: este, ese, aquel);

(iv) articles (e.g., un, una, lo, la, el, los, las);

(v) adverbs (e.g., time: luego, antes; manner: cuidadosamente);

(vi) prepositions and prepositional phrases;

(vii) possessive pronouns (e.g., su, sus, mi, mis, suyo);

(viii) coordinating conjunctions (e.g., y, o, pero); and

(ix) time-order transition words and transitions that indicate a conclusion (e.g., finalmente, por último);

(B) use the complete subject and the complete predicate in a sentence;

(C) use complete simple and compound sentences; and

(D) identify, read, and write abbreviations (e.g., Ave, Dra., Atte.).

(23) 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 in cursive script with spacing between words in a sentence;

(B) use capitalization for:

   (i) geographical names and places;

   (ii) historical periods; and

   (iii) official titles of people;

(C) recognize and use punctuation marks including commas; and

(D) use correct mechanics including paragraph indentations or "sangrías."

(24) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:

(A) spell words with increased accuracy using orthographic rules, including:

   (i) words that use syllables with hard /r/ spelled as "r" or "rr," as in ratón and carro;
(ii) words that use syllables with soft /r/ spelled as "r" and always between two vowels, as in pero and perro;

(iii) words that use syllables with silent "h" (e.g., ahora, almohada);

(iv) words that use syllables que-, qui-, as in queso and quito; gue-, gui-, as in guiso and juguete; and güe-, güi-, as in paragüero and agüita;

(v) words that have the same sound represented by different letters (e.g., "r" and "rr," as in ratón and perro; "ll" and "y," as in llave and yate; "g" and "j," as in gigante and jirafa; "c," "k," and "q," as in casa, kilo, and quince; "c," "s," and "z," as in cereal, semilla, and zapato; "j" and "x," as in cojín and México; "i" and "y," as in imán and doy; "b" and "v," as in burro and vela; and

(vi) words using "n" before "v" (e.g., invitación), "m" before "b" (e.g., cambiar), and "m" before "p" (e.g., comprar);

(B) spell words with consonant blends with increased accuracy (e.g., bra/bra-zo-, glo/glo-bo-);

(C) spell with increased accuracy the plural form of words ending in "z" by replacing the "z" with "c" before adding -es (e.g., capaz, capaces; raíz, raíces);

(D) use knowledge of syllabic sounds, word parts, word segmentation, and syllabication to spell;

(E) write with increased accuracy using accent marks, including:

(i) words that have a prosodic or orthographic accent on the last syllable (palabras agudas) (e.g., feliz, canción); and

(ii) words that have a prosodic or orthographic accent on the second-to-last syllable (palabras graves) (e.g., casa, árbol);

(F) become familiar with words that have an orthographic accent on the third-to-last syllable (palabras esdrújulas) (e.g., último, cómico, mecánico);

(G) become familiar with the concept of hiatus and diphthongs and the implications for orthographic accents (e.g., le-er, rí-o; quie-ro, vio);

(H) use with increased accuracy accents on words commonly used in questions and exclamations (e.g., cuál, dónde, cómo);

(I) differentiate the meaning or function of a word based on the diacritical accent (e.g., se/sé, el/elé, mas/más);

(J) mark accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (e.g., corrió, jugó, tenía, gustaría, vendrá); and
(K) use print and electronic resources to find and check correct spellings.

(25) 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.

(26) 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, captions, key words, 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.

(27) 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).

(28) 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.

(29) 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.

(30) 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 speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.

(31) 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.

Source: The provisions of this §128.14 adopted to be effective November 26, 2008, 33 TexReg 9465.

§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.
§128.16. Spanish Language Arts and Reading, Grade 5, Beginning with School Year 2009-2010.

(a) Introduction.

(1) The Spanish Language Arts and Reading Texas Essential Knowledge and Skills (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 fifth 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
(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; Genesee 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 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 5 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 context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words;

(C) produce analogies with known antonyms and synonyms;

(D) identify and explain the meaning of common idioms, adages, and other sayings; and

(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, spelling, alternate word choices, and parts of speech of 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) compare and contrast the themes or moral lessons of several works of fiction from various cultures;

(B) describe the phenomena explained in origin myths from various cultures; and

(C) explain the effect of a historical event or movement on the theme of a work of 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 analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems.

(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 analyze the similarities and differences between an original text and its dramatic adaptation.

(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) describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events;
(B) explain the roles and functions of characters in various plots, including their relationships and conflicts; and

(C) explain different forms of third-person points of view in stories.

(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 the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life.

(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 evaluate the impact of sensory details, imagery, and figurative language in literary text.

(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 summarize or 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, including culturally relevant texts, to support their understanding. Students are expected to draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved.

(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 ideas and supporting details in a text in ways that maintain meaning and logical order;

(B) determine the facts in text and verify them through established methods;

(C) analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas;

(D) use multiple text features and graphics to gain an overview of the contents of text and to locate information; and

(E) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.
(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:

(A) identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument; and

(B) recognize exaggerated, contradictory, or misleading statements in text.

(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) interpret details from procedural text to complete a task, solve a problem, or perform procedures; and

(B) interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.

(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 how messages conveyed in various forms of media are presented differently (e.g., documentaries, online information, televised news);

(B) consider the difference in techniques used in media (e.g., commercials, documentaries, news);

(C) identify the point of view of media presentations; and

(D) analyze various digital media venues for levels of formality and informality.

(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, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;

(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;

(C) revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed;
(D) edit drafts for grammar, mechanics, and spelling; and

(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.

(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 include:

(i) a clearly defined focus, plot, and point of view;

(ii) a specific, believable setting created through the use of sensory details; and

(iii) dialogue that develops the story; and

(B) write poems using:

(i) poetic techniques (e.g., alliteration, onomatopoeia);

(ii) figurative language (e.g., similes, metaphors); and

(iii) graphic elements (e.g., capital letters, line length).

(17) Writing. Students write about their own experiences. Students are expected to write a personal narrative that conveys thoughts and feelings about an experience.

(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 multi-paragraph essays to convey information about the topic that:

(i) present effective introductions and concluding paragraphs;

(ii) guide and inform the reader's understanding of key ideas and evidence;

(iii) include specific facts, details, and examples in an appropriately organized structure; and

(iv) use a variety of sentence structures and transitions to link paragraphs;

(B) write formal and informal letters that convey ideas, include important information, demonstrate a sense of closure, and 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 include sound reasoning, detailed and relevant evidence, and consideration of alternatives.

(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) collective nouns (e.g., manada, rebaño);

(iii) adjectives (e.g., descriptive, including those expressing origin (gentilicios): auto francés, dólar americano) and their comparative and superlative forms (e.g., bueno, mejor, la mejor);

(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) indefinite pronouns (e.g., todos, juntos, nada, cualquier);

(vii) subordinating conjunctions (e.g., mientras, porque, aunque, si); and

(viii) transitional words (e.g., también, por lo tanto);

(B) become familiar with regular and irregular verbs in the present and past tenses in the subjunctive mode (e.g., que diga; que dijera);

(C) use the complete subject and the complete predicate in a sentence;

(D) use complete simple and compound sentences with correct subject-verb agreement; and

(E) identify and read abbreviations (e.g., Sr., Atte.).

(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) use capitalization for:

(i) abbreviations;
(ii) initials and acronyms; and

(iii) organizations;

(B) recognize and use punctuation marks including:

(i) commas in compound sentences; and

(ii) proper punctuation and spacing for quotations and em dash; and

(C) use proper mechanics, including italics for titles of books.

(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:

(A) spell words with more advanced orthographic patterns and rules, 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);

(iii) words that have an orthographic accent on the third-to-last syllable (palabras esdrújulas) (e.g., último, cómico, mecánico); and

(iv) words that have a prosodic or orthographic accent on the fourth-to-last syllable (palabras sobresdrújulas);

(B) mark accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (e.g., corrió, jugó, tenía, gustaría, vendrá);

(C) 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);

(D) correctly spell words containing hiatus and diphthongs (e.g., le-er, rí-o, quie-ro, vio);

(E) differentiate between commonly confused terms (e.g., porque, por qué; asimismo, así mismo; sino, si no; también, tan bien);
(F) use spelling patterns, rules, and print and electronic resources to determine and check correct spellings; and

(G) know how to use the spell-check function in word processing while understanding its limitations.

(23) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:

(A) brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic; and

(B) generate a research plan for gathering relevant information 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 data from a range of print and electronic resources in Spanish (e.g., reference texts, periodicals, web pages, online sources) and data from experts;

(B) differentiate between primary and secondary sources;

(C) record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes;

(D) identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format; 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:

(A) refine the major research question, if necessary, guided by the answers to a secondary set of questions; and

(B) evaluate the relevance, validity, and reliability of sources for the research.

(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 synthesize the research into a written or an oral presentation that:

(A) compiles important information from multiple sources;
(B) develops a topic sentence, summarizes findings, and uses evidence to support conclusions;

(C) presents the findings in a consistent format; and

(D) uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).

(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 to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective;

(B) follow, restate, and give oral instructions that include multiple action steps; and

(C) determine both main and supporting ideas in the speaker's message.

(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 give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and 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 student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.

Source: The provisions of this §128.16 adopted to be effective November 26, 2008, 33 TexReg 9465.
Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading

Subchapter A. Elementary

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

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

(a) The provisions of §§110.11-110.16 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 §110.10(b)

Source: The provisions of this §110.10 adopted to be effective September 4, 2008, 33 TexReg 7162; amended to be effective February 22, 2010, 35 TexReg 1462.

§110.11. English Language Arts and Reading, Kindergarten, Beginning with School Year 2009-2010.

(a) Introduction.

(1) The English Language Arts and Reading Texas Essential Knowledge and Skills (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 English language in speaking and writing. The Reading strand is structured to reflect the major topic areas of the National Reading Panel Report. In Kindergarten, students engage in activities that build on their natural curiosity and prior knowledge to develop their reading, writing, and oral language skills.

(2) For students whose first language is not English, the students’ native language serves as a foundation for English language acquisition.
(A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL’s ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.

(B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time
English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.

(C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners’ abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.

(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 English 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., "What rhymes with hat?");

(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 spoken onset or initial sound (e.g., "baby boy bounces the ball");

(F) blend spoken onsets and rimes to form simple words (e.g., onset/c/ and rime/at/ make cat);
blend spoken phonemes to form one-syllable words (e.g., /m/ .../a/ .../n/ says man);

isolate the initial sound in one-syllable spoken words; and

segment spoken one-syllable words into two to three phonemes (e.g., dog:/d/ .../o/ .../g/).

Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:

identify the common sounds that letters represent;

use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words);

recognize that new words are created when letters are changed, added, or deleted; and

identify and read at least 25 high-frequency words from a commonly used list.

Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:

predict what might happen next in text based on the cover, title, and illustrations; and

ask and respond to questions about texts read aloud.

Reading/Vocabulary Development. Students understand new vocabulary and use it correctly when reading and writing. Students are expected to:

identify and use words that name actions, directions, positions, sequences, and locations;

recognize that compound words are made up of shorter words;

identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures); and

use a picture dictionary to find words.

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:

identify elements of a story including setting, character, and key events;

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) 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., in, on, under, over); and
(v) pronouns (e.g., I, me);

(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 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 letters;

(B) use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., "cut"); and

(C) 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.

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.

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.
§110.12. English Language Arts and Reading, Grade 1, Beginning with School Year 2009-2010.

(a) **Introduction.**

(1) The English Language Arts and Reading Texas Essential Knowledge and Skills (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 English language in speaking and writing. The Reading strand is structured to reflect the major topic areas of the National Reading Panel Report. In first 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 write and read (or be read to) on a daily basis.

(2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.

(A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.

(B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the
focus is on academic English, concepts, and the language structures specific to the content.

(C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners’ abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.

(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 in Grade 1 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 English is written and printed. Students are expected to:

(A) recognize that spoken words are represented in written English by specific sequences of letters;
(B) identify upper- and lower-case letters;
(C) sequence the letters of the alphabet;
(D) recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation);
(E) read texts by moving from top to bottom of the page and tracking words from left to right with return sweep; and
(F) identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents).

(2) Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:

(A) orally generate a series of original rhyming words using a variety of phonograms (e.g., -ake, -ant, -ain) and consonant blends (e.g., bl, st, tr);
(B) distinguish between long- and short-vowel sounds in spoken one-syllable words (e.g., bit/bite);
(C) recognize the change in a spoken word when a specified phoneme is added, changed, or removed (e.g., /b/ɪ/l/ə/w/ to /g/ɪ/l/ə/w/);
(D) blend spoken phonemes to form one- and two-syllable words, including consonant blends (e.g., spr);
(E) isolate initial, medial, and final sounds in one-syllable spoken words; and
(F) segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., splat = /s/p/l/a/t/).

(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

(A) decode words in context and in isolation by applying common letter-sound correspondences, including:
§110.A. 

(i) single letters (consonants) including b, c=/k/, c=/s/, d, f, g=/g/ (hard), g=/j/ (soft), h, j, k, l, m, n, p, qu=/kw/, r, s=/s/, s=/z/, t, v, w, x=/ks/, y, and z;

(ii) single letters (vowels) including short a, short e, short i, short o, short u, long a (a-e), long e (e), long i (i-e), long o (o-e), long u (u-e), y=long e, and y=long i;

(iii) consonant blends (e.g., bl, st);

(iv) consonant digraphs including ch, tch, sh, th=as in thing, wh, ng, ck, kn, -dge, and ph;
(v) vowel digraphs including oo as in foot, oo as in moon, ea as in eat, ea as in bread, ee, ow as in how, ow as in snow, ou as in out, ay, ai, aw, au, ew, oa, ie as in chief, ie as in pie, and -igh; and

(vi) vowel diphthongs including oy, oi, ou, and ow;

(B) combine sounds from letters and common spelling patterns (e.g., consonant blends, long- and short-vowel patterns) to create recognizable words;

(C) use common syllabication patterns to decode words, including:

(i) closed syllable (CVC) (e.g., mat, rab-bit);

(ii) open syllable (CV) (e.g., he, ba-by);

(iii) final stable syllable (e.g., ap-ple, a-ble);

(iv) vowel-consonant-silent "e" words (VCe) (e.g., kite, hide);

(v) vowel digraphs and diphthongs (e.g., boy-hood, oat-meal); and

(vi) r-controlled vowel sounds (e.g., tar); including er, ir, ur, ar, and or);

(D) decode words with common spelling patterns (e.g., -ink, -onk, -ick);

(E) read base words with inflectional endings (e.g., plurals, past tenses);

(F) use knowledge of the meaning of base words to identify and read common compound words (e.g., football, popcorn, daydream);

(G) identify and read contractions (e.g., isn't, can't);

(H) identify and read at least 100 high-frequency words from a commonly used list; and

(I) monitor accuracy of decoding.

(4) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:

(A) confirm predictions about what will happen next in text by "reading the part that tells";

(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts; and

(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a
portion aloud).

(5) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

(6) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

(A) identify words that name actions (verbs) and words that name persons, places, or things (nouns);

(B) determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., lunchtime);

(C) determine what words mean from how they are used in a sentence, either heard or read;

(D) identify and sort words into conceptual categories (e.g., opposites, living things); and

(E) alphabetize a series of words to the first or second letter and use a dictionary to find words.
(7) 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) connect the meaning of a well-known story or fable to personal experiences; and

(B) explain the function of recurring phrases (e.g., "Once upon a time" or "They lived happily ever after") in traditional folk- and fairy tales.

(8) 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 and use rhythm, rhyme, and alliteration in poetry.

(9) 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) describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events; and

(B) describe characters in a story and the reasons for their actions and feelings.

(10) 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 respond by providing evidence from text to support their understanding. Students are expected to determine whether a story is true or a fantasy and explain why.

(11) 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 recognize sensory details in literary text.

(12) 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.

(13) 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 and explain the author’s purpose in writing about the text.

(14) 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) restate the main idea, heard or read;
(B) identify important facts or details in text, heard or read;
(C) retell the order of events in a text by referring to the words and/or illustrations; and
(D) use text features (e.g., title, tables of contents, illustrations) to locate specific information in text.

(15) 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 written multi-step directions with picture cues to assist with understanding; and
(B) explain the meaning of specific signs and symbols (e.g., map features).
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) recognize different purposes of media (e.g., informational, entertainment) (with adult assistance); and

(B) identify techniques used in media (e.g., sound, movement).

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 generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas);

(B) develop drafts by sequencing ideas through writing sentences;

(C) revise drafts by adding or deleting a word, phrase, or sentence;

(D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; and

(E) publish and share writing with others.

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 brief stories that include a beginning, middle, and end; and

(B) write short poems that convey sensory details.

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) write brief compositions about topics of interest to the student;

(B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing); and

(C) write brief comments on literary or informational texts.

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:

(i) verbs (past, present, and future);
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(ii) nouns (singular/plural, common/proper);
(iii) adjectives (e.g., descriptive: green, tall);
(iv) adverbs (e.g., time: before, next);
(v) prepositions and prepositional phrases;
(vi) pronouns (e.g., I, me); and
(vii) time-order transition words;

(B) speak in complete sentences with correct subject-verb agreement; and

(C) ask questions with appropriate subject-verb inversion.
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 in text, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences;

(B) recognize and use basic capitalization for:
   (i) the beginning of sentences;
   (ii) the pronoun "I"; and
   (iii) names of people; and

(C) recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences.

Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:

(A) use phonological knowledge to match sounds to letters to construct known words;

(B) use letter-sound patterns to spell:
   (i) consonant-vowel-consonant (CVC) words;
   (ii) consonant-vowel-consonant-silent e (CVCe) words (e.g., "hope"); and
   (iii) one-syllable words with consonant blends (e.g., "drop");

(C) spell high-frequency words from a commonly used list;

(D) spell base words with inflectional endings (e.g., adding "s" to make words plurals); and

(E) use resources to find correct spellings.

Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students (with adult assistance) are expected to:

(A) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics; and

(B) decide what sources of information might be relevant to answer these questions.

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 available sources (natural and
personal) as well as from interviews with local experts;

(B) use text features (e.g., table of contents, alphabetized index) in age-appropriate reference works (e.g., picture dictionaries) to locate information; and

(C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams).

(25) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students (with adult assistance) are expected to revise the topic as a result of answers to initial research questions.

(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 (with adult assistance) are expected to create a visual display or dramatization to convey the results of the research.
(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 and ask relevant questions to clarify information; and

(B) follow, restate, and give oral instructions that involve a short related sequence of actions.

(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 share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.

(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 follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.

Source: The provisions of this §110.12 adopted to be effective September 4, 2008, 33 TexReg 7162.

§110.13. English Language Arts and Reading, Grade 2, Beginning with School Year 2009-2010.

(a) Introduction.

(1) The English Language Arts and Reading Texas Essential Knowledge and Skills (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 English language in speaking and writing. The Reading strand is structured to reflect the major topic areas of the National Reading Panel Report. In second 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 write and read (or be read to) on a daily basis.

(2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.
(A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.

(B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.

(C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their
native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.

(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 2 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 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 English is written and printed. Students are expected to distinguish features of a sentence (e.g., capitalization of first word, ending punctuation, commas, quotation marks).

(2) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

(A) decode multisyllabic words in context and independent of context by applying common letter-sound correspondences including:

(i) single letters (consonants and vowels);
(ii) consonant blends (e.g., thr, spl);
(iii) consonant digraphs (e.g., ng, ck, ph); and
(iv) vowel digraphs (e.g., ie, ue, ew) and diphthongs (e.g., oi, ou);
use common syllabication patterns to decode words including:

(i) closed syllable (CVC) (e.g., pic-nic, mon-ster);
(ii) open syllable (CV) (e.g., ti-ger);
(iii) final stable syllable (e.g., sta-tion, tum-ble);
(iv) vowel-consonant-silent "e" words (VCe) (e.g., in-vite, cape);
(v) r-controlled vowels (e.g., per-fect, cor-ner); and
(vi) vowel digraphs and diphthongs (e.g., boy-hood, oat-meal);

decode words by applying knowledge of common spelling patterns (e.g., -ight, -ant);

read words with common prefixes (e.g., un-, dis-) and suffixes (e.g., -ly, -less, -ful);

identify and read abbreviations (e.g., Mr., Ave.);

identify and read contractions (e.g., haven't, it's);
(G) identify and read at least 300 high-frequency words from a commonly used list; and

(H) monitor accuracy of decoding.

(3) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:

(A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions;

(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; and

(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).

(4) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

(5) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

(A) use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow);

(B) use context to determine the relevant meaning of unfamiliar words or multiple-meaning words;

(C) identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning; and

(D) alphabetize a series of words and use a dictionary or a glossary 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 moral lessons as themes in well-known fables, legends, myths, or stories; and

(B) compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot.
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 describe how rhyme, rhythm, and repetition interact to create images in poetry.

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 identify the elements of dialogue and use them in informal plays.

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) describe similarities and differences in the plots and settings of several works by the same author; and

(B) describe main characters in works of fiction, including their traits, motivations, and feelings.
(10) **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 respond by providing evidence from text to support their understanding. Students are expected to distinguish between fiction and nonfiction.

(11) **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 recognize that some words and phrases have literal and non-literal meanings (e.g., take steps).

(12) **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.

(13) **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 and explain the author’s purpose in writing the text.

(14) **Reading/Comprehension of Informational Text/Expository Text.** Students analyze, make inferences and draw conclusions about and understand expository text and provide evidence from text to support their understanding. Students are expected to:

- (A) identify the main idea in a text and distinguish it from the topic;
- (B) locate the facts that are clearly stated in a text;
- (C) describe the order of events or ideas in a text; and
- (D) use text features (e.g., table of contents, index, headings) to locate specific information in text.

(15) **Reading/Comprehension of Informational Text/Procedural Text.** Students understand how to glean and use information in procedural texts and documents. Students are expected to:

- (A) follow written multi-step directions; and
- (B) use common graphic features to assist in the interpretation of text (e.g., captions, illustrations).

(16) **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) recognize different purposes of media (e.g., informational, entertainment);

(B) describe techniques used to create media messages (e.g., sound, graphics); and

(C) identify various written conventions for using digital media (e.g., e-mail, website, video game).

(17) 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 generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas);

(B) develop drafts by sequencing ideas through writing sentences;

(C) revise drafts by adding or deleting words, phrases, or sentences;

(D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; and

(E) publish and share writing with others.
(18) **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 brief stories that include a beginning, middle, and end; and
(B) write short poems that convey sensory details.

(19) **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) write brief compositions about topics of interest to the student;
(B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing); and
(C) write brief comments on literary or informational texts.

(20) **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 statements about issues that are important to the student for the appropriate audience in the school, home, or local community.

(21) **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:
   (i) verbs (past, present, and future);
   (ii) nouns (singular/plural, common/proper);
   (iii) adjectives (e.g., descriptive: old, wonderful; articles: a, an, the);
   (iv) adverbs (e.g., time: before, next; manner: carefully, beautifully);
   (v) prepositions and prepositional phrases;
   (vi) pronouns (e.g., he, him); and
   (vii) time-order transition words;
(B) use complete sentences with correct subject-verb agreement; and
(C) distinguish among declarative and interrogative sentences.

(22) **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 leaving appropriate margins for readability;

(B) use capitalization for:
   (i) proper nouns;
   (ii) months and days of the week; and
   (iii) the salutation and closing of a letter; and

(C) recognize and use punctuation marks, including:
   (i) ending punctuation in sentences;
   (ii) apostrophes and contractions; and
(iii) apostrophes and possessives.

(23) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:

(A) use phonological knowledge to match sounds to letters to construct unknown words;

(B) spell words with common orthographic patterns and rules:

(i) complex consonants (e.g., hard and soft c and g, ck);

(ii) r-controlled vowels;

(iii) long vowels (e.g., VCe-hope); and

(iv) vowel digraphs (e.g., oo-book, fool, ee-feet), diphthongs (e.g., ou-out, ow-cow, oi-coil, oy-toy);

(C) spell high-frequency words from a commonly used list;

(D) spell base words with inflectional endings (e.g., -ing and -ed);

(E) spell simple contractions (e.g., isn't, aren't, can't); and

(F) use resources to find correct spellings.

(24) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:

(A) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics; and

(B) decide what sources of information might be relevant to answer these questions.

(25) 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) gather evidence from available sources (natural and personal) as well as from interviews with local experts;

(B) use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information; and

(C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams).

(26) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to revise the topic as a result of answers to initial research questions.

(27) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose
of the research and their audience. Students (with adult assistance) are expected to create a visual display or dramatization to convey the results of the research.

(28) 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 and ask relevant questions to clarify information; and

(B) follow, restate, and give oral instructions that involve a short related sequence of actions.

(29) 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 that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.

(30) 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 listening to others, speaking when recognized, and making appropriate contributions.

Source: The provisions of this §110.13 adopted to be effective September 4, 2008, 33 TexReg 7162.

§110.14. English Language Arts and Reading, Grade 3, Beginning with School Year 2009-2010.

(a) Introduction.

(1) The English Language Arts and Reading Texas Essential Knowledge and Skills (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 English 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 third 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 and write on a daily basis.

(2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.

(A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency,
spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.

(B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.

(C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners’ abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.
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 3 as described in subsection (b) of this section.

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/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:

(A) decode multisyllabic words in context and independent of context by applying common spelling patterns including:

(i) dropping the final "e" and add endings such as -ing, -ed, or -able (e.g., use, using, used, usable);

(ii) doubling final consonants when adding an ending (e.g., hop to hopping);

(iii) changing the final "y" to "i" (e.g., baby to babies);

(iv) using knowledge of common prefixes and suffixes (e.g., dis-, -ly); and

(v) using knowledge of derivational affixes (e.g., -de, -ful, -able);

(B) use common syllabication patterns to decode words including:

(i) closed syllable (CVC) (e.g., mag-net, splen-did);

(ii) open syllable (CV) (e.g., ve-to);

(iii) final stable syllable (e.g., puz-zle, con-trac-tion);

(iv) r-controlled vowels (e.g., fer-ment, car-pool); and

(v) vowel digraphs and diphthongs (e.g., ei-ther);

(C) decode words applying knowledge of common spelling patterns (e.g., -eigh, -ought);
identify and read contractions (e.g., I'd, won't); and
monitor accuracy in decoding.

(2) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:

(A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions;

(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; and

(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).
(3) **Reading/Fluency.** Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

(4) **Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing. Students are expected to:
   (A) identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots;
   (B) use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs;
   (C) identify and use antonyms, synonyms, homographs, and homophones;
   (D) identify and apply playful uses of language (e.g., tongue twisters, palindromes, riddles); and
   (E) alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words.

(5) **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) paraphrase the themes and supporting details of fables, legends, myths, or stories; and
   (B) compare and contrast the settings in myths and traditional folktales.

(6) **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 describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse).

(7) **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 explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed.
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(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) 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.

(9) 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 respond by providing evidence from text to support their understanding. Students are expected to explain the difference in point of view between a biography and autobiography.

(10) 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 language that creates a graphic visual experience and appeals to the senses.
(11) 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).

(12) 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 and locate the author’s stated purposes in writing the text.

(13) 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 details or facts that support the main idea;
(B) draw conclusions from the facts presented in text and support those assertions with textual evidence;
(C) identify explicit cause and effect relationships among ideas in texts; and
(D) use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.

(14) 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 identify what the author is trying to persuade the reader to think or do.

(15) 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 and explain a set of written multi-step directions; and
(B) locate and use specific information in graphic features of text.

(16) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

(A) understand how communication changes when moving from one genre of media to another;
elementary §110.A.

(B) explain how various design techniques used in media influence the message (e.g., shape, color, sound); 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).

(17) 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
publish written work for a specific audience.

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).

Writing. Students write about their own experiences. Students are expected to write about important personal experiences.

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 that demonstrate an understanding of the text.

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.

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) verbs (past, present, and future);
   (ii) nouns (singular/plural, common/proper);
   (iii) adjectives (e.g., descriptive: wooden, rectangular; limiting: this, that; articles: a, an, the);
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(iv) adverbs (e.g., time: before, next; manner: carefully, beautifully);  

(v) prepositions and prepositional phrases;  

(vi) possessive pronouns (e.g., his, hers, theirs);  

(vii) coordinating conjunctions (e.g., and, or, but); 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.  

(23) 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 in cursive script with spacing between words in a sentence;

(B) use capitalization for:
   (i) geographical names and places;
   (ii) historical periods; and
   (iii) official titles of people;

(C) recognize and use punctuation marks including:
   (i) apostrophes in contractions and possessives; and
   (ii) commas in series and dates; and

(D) use correct mechanics including paragraph indentations.

(24) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:

(A) use knowledge of letter sounds, word parts, word segmentation, and syllabication to spell;

(B) spell words with more advanced orthographic patterns and rules:
   (i) consonant doubling when adding an ending;
   (ii) dropping final "e" when endings are added (e.g., -ing, -ed);
   (iii) changing y to i before adding an ending;
   (iv) double consonants in middle of words;
   (v) complex consonants (e.g., scr-, -dge, -tch); and
   (vi) abstract vowels (e.g., ou as in could, touch, through, bought);

(C) spell high-frequency and compound words from a commonly used list;

(D) spell words with common syllable constructions (e.g., closed, open, final stable syllable);

(E) spell single syllable homophones (e.g., bear/bare; week/weak; road/rode);

(F) spell complex contractions (e.g., should've, won't); and

(G) use print and electronic resources to find and check correct spellings.

(25) 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.

(26) 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, captions, key words, 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.

(27) 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).

(28) 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.

(29) 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.

(30) 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 speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.

(31) 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.

Source: The provisions of this §110.14 adopted to be effective September 4, 2008, 33 TexReg 7162.
and Skills (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 English 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 and write on a daily basis.

(2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.

(A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic
vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.

(B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.

(C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.

(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 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 fluency (rate, 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 English 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, syllabication, and pronunciation 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) verbs (irregular verbs);
(ii) nouns (singular/plural, common/proper);
(iii) adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest);
(iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot);
(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;
(vi) reflexive pronouns (e.g., myself, ourselves);
(vii) correlative conjunctions (e.g., either/or, neither/nor); and
(viii) use 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;
(ii) titles of books, stories, and essays; and
(iii) languages, races, and nationalities; and

(C) recognize and use punctuation marks including:

(i) commas in compound sentences; and
(ii) quotation marks.

(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:

(A) spell words with more advanced orthographic patterns and rules:
(i) plural rules (e.g., words ending in f as in leaf, leaves; adding -es);
(ii) irregular plurals (e.g., man/men, foot/feet, child/children);
(iii) double consonants in middle of words;
(iv) other ways to spell sh (e.g., -sion, -tion, -cian); and
(v) silent letters (e.g., knee, wring);
(B) spell base words and roots with affixes (e.g., -ion, -ment, -ly, dis-, pre-);
(C) spell commonly used homophones (e.g., there, they're, their; two, too, to); and
(D) use spelling patterns and 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.

Source: The provisions of this §110.15 adopted to be effective September 4, 2008, 33 TexReg 7162.

§110.16. English Language Arts and Reading, Grade 5, Beginning with School Year 2009-2010.

(a) Introduction.

(1) The English Language Arts and Reading Texas Essential Knowledge and Skills (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 English 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 fifth 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 and write on a daily basis.

(2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.

(A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and
strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.

(B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.

(C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners’ abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted
schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.

(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 5 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 fluency (rate, 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 English words derived from Latin, Greek, or other linguistic roots and affixes;

(B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words;

(C) produce analogies with known antonyms and synonyms;

(D) identify and explain the meaning of common idioms, adages, and other sayings; and

(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of 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) compare and contrast the themes or moral lessons of several works of fiction from various cultures;

(B) describe the phenomena explained in origin myths from various cultures; and

(C) explain the effect of a historical event or movement on the theme of a work of 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 analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems.

(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 analyze the similarities and differences between an original text and its dramatic adaptation.

(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) describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events;

(B) explain the roles and functions of characters in various plots, including their relationships and conflicts; and

(C) explain different forms of third-person points of view in stories.

(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 the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life.

(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 evaluate the impact of sensory details, imagery, and figurative language in literary text.

(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 summarize or 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 draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved.

(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 ideas and supporting details in a text in ways that maintain meaning and logical order;

(B) determine the facts in text and verify them through established methods;

(C) analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the
relationships among the ideas;

(D) use multiple text features and graphics to gain an overview of the contents of text and to locate information; and

(E) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.

(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:

(A) identify the author’s viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument; and

(B) recognize exaggerated, contradictory, or misleading statements in text.

(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) interpret details from procedural text to complete a task, solve a problem, or perform procedures; and

(B) interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.

(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 how messages conveyed in various forms of media are presented differently (e.g., documentaries, online information, televised news);

(B) consider the difference in techniques used in media (e.g., commercials, documentaries, news);

(C) identify the point of view of media presentations; and

(D) analyze various digital media venues for levels of formality and informality.

(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, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;

(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;

(C) revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed;
(D) edit drafts for grammar, mechanics, and spelling; and
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.

(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 include:
   (i) a clearly defined focus, plot, and point of view;
   (ii) a specific, believable setting created through the use of sensory details; and
   (iii) dialogue that develops the story; and

(B) write poems using:
   (i) poetic techniques (e.g., alliteration, onomatopoeia);
   (ii) figurative language (e.g., similes, metaphors); and
   (iii) graphic elements (e.g., capital letters, line length).

(17) Writing. Students write about their own experiences. Students are expected to write a personal narrative that conveys thoughts and feelings about an experience.

(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 multi-paragraph essays to convey information about the topic that:
   (i) present effective introductions and concluding paragraphs;
   (ii) guide and inform the reader's understanding of key ideas and evidence;
   (iii) include specific facts, details, and examples in an appropriately organized structure; and
   (iv) use a variety of sentence structures and transitions to link paragraphs;

(B) write formal and informal letters that convey ideas, include important information, demonstrate a sense of closure, and 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 include sound reasoning, detailed and relevant evidence, and consideration of alternatives.

(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) verbs (irregular verbs and active voice);
(ii) collective nouns (e.g., class, public);
(iii) adjectives (e.g., descriptive, including origins: French windows, American cars) and their comparative and superlative forms (e.g., good, better, best);
(iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot);
(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;
(vi) indefinite pronouns (e.g., all, both, nothing, anything);
(vii) subordinating conjunctions (e.g., while, because, although, if); and
(viii) transitional words (e.g., also, therefore);

(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) use capitalization for:
   (i) abbreviations;
   (ii) initials and acronyms; and
   (iii) organizations;
(B) recognize and use punctuation marks including:
   (i) commas in compound sentences; and
   (ii) proper punctuation and spacing for quotations; and
(C) use proper mechanics including italics and underlining for titles and emphasis.

(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:

(A) spell words with more advanced orthographic patterns and rules:
   (i) consonant changes (e.g., /t/ to /sh/ in select, selection; /k/ to /sh/ in music, musician);
   (ii) vowel changes (e.g., long to short in crime, criminal; long to schwa in define, definition; short to schwa in legality, legal); and
   (iii) silent and sounded consonants (e.g., haste, hasten; sign, signal; condemn, condemnation);
(B) spell words with:
   (i) Greek Roots (e.g., tele, photo, graph, meter);
(ii) Latin Roots (e.g., spec, scrib, rupt, port, ject, dict);
(iii) Greek suffixes (e.g., -ology, -phobia, -ism, -ist); and
(iv) Latin derived suffixes (e.g., -able, -ible; -ance, -ence);

(C) differentiate between commonly confused terms (e.g., its, it's; affect, effect);
(D) use spelling patterns and rules and print and electronic resources to determine and check correct spellings; and
(E) know how to use the spell-check function in word processing while understanding its limitations.

(23) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:
(A) brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic; and
(B) generate a research plan for gathering relevant information 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 data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts;
(B) differentiate between primary and secondary sources;
(C) record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes;
(D) identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format; 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:
(A) refine the major research question, if necessary, guided by the answers to a secondary set of questions; and
(B) evaluate the relevance, validity, and reliability of sources for the research.

(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 synthesize the research into a written or an oral presentation that:
(A) compiles important information from multiple sources;
(B) develops a topic sentence, summarizes findings, and uses evidence to support conclusions;
(C) presents the findings in a consistent format; and
(D) uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).

(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 to and interpret a speaker’s messages (both verbal and nonverbal) and ask questions to clarify the speaker’s purpose or perspective;

(B) follow, restate, and give oral instructions that include multiple action steps; and

(C) determine both main and supporting ideas in the speaker’s message.

(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 give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and 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 student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.

Source: The provisions of this §110.16 adopted to be effective September 4, 2008, 33 TexReg 7162.