

SPANISH LANGUAGE ARTS & READING TEKS

10 MAY 2017

PROPOSED AMENDMENTS

ALIEF ISD (HARRIS), CANUTILLO ISD (EL PASO), EL PASO ISD (EL PASO), AND REGION XIII

Purple = Amendments and Rationale

Text of Proposed New 19 TAC

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

Subchapter A. Elementary

§128.2. Spanish Language Arts and Reading, Kindergarten, Adopted 2017.

(2) (A)

(ii) recognizing spoken alliteration or groups of words that begin with the same **simple syllable or initial sound**.

Rationale: Consistency; Place the emphasis on the syllabic structure of the language. The term alliteration lends itself to initial sound.

(viii) blending spoken phonemes to form **syllables**; **and**

Rationale for vii, viii, and ix: Consistency; Maintains emphasis on the syllabic structure.

(B)

(ii) using letter-sound relationships to decode one, two-syllable words, and multisyllabic words including CV, **YC, CCV, CVC, VCV, CVCV, CCVCV and CVCCV**;

Rationale: Consistency; maintains emphasis on the syllabic patterns and aligns with iii below.

(iv) [(iii)] recognizing that new words are created when **syllables** are changed, added, or deleted;

Rationale: Alignment; It is more natural to the language to manipulate entire syllabic unit.

(C)

(ii) ~~spelling words with common syllabic patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV and CVCCV;~~

Rationale: Alignment; This applies to the syllabic patterns that need to be addressed in reading instruction systematically.

(10) (D)

(vi) ~~[(v)] pronouns, including personal, and the difference in the use of formal pronoun usted and informal tú~~

NOTE: STAFF recommends deleting from Spanish however, it is appropriate to the language, with the above clarification.

(ix) ~~correct spelling of words with grade-appropriate orthographic patterns and rules and high frequency words with adult assistance; and~~

There are inconsistencies with who determines the high frequency words in Spanish. Text books have different lists, districts create their own lists. We respectfully request that one list be used in order to maintain alignment. If no such list exists nor can be created, we suggest to omit the term “high frequency words”.

§128.3. Spanish Language Arts and Reading, Grade 1, Adopted 2017.

(2) (A)

(ii) recognizing spoken alliteration or groups of words that begin with the same ~~simple syllable or initial sound;~~

Rationale: Consistency and alignment; Maintains emphasis on syllabic structure. The term alliteration in itself lends itself to initial sound.

(v) blending spoken ~~complex syllables~~ including ~~silabas trabadas to form multisyllabic words.~~

(vi) segmenting spoken words into ~~syllables~~ , including words with ~~silabas trabadas;~~ and

(vii) manipulating ~~syllables~~ within words;

Rationale: Consistency: For v and vi, in Spanish, the syllabic structure is the determining factor in learning to read. Thus, our instruction needs to be very specific to the syllable in order to be purposeful. Research shows that phonological awareness not crucial to reading in Spanish.

- (ii) decoding words with sílabas trabadas, /bla/, /bra/, /gla/, digraphs- words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x

Rationale: Rigor: Due to the orthographic transparency of the Spanish language, this SE should begin in 1st grade.

- (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi;

Rationale: Rigor: Due to the orthographic transparency of the Spanish language, this SE should begin in 1st grade.

Rationale: Specific to the Language, needs to be systematically taught at the primary grades. Orthographic transparency lends itself to be brought up to an earlier grade.

(C)

- (ii) spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV and CVCCV;

Rationale: Alignment; To include the syllabic patterns that are crucial to the language.

- (iv) spelling multisyllabic words including words with gue, gui, que-, qui-, gue-, gui-, güe-, and güi; que, qui;

Rationale: Alignment; To align with corresponding decoding SE

- (v) spelling contractions such as al and del;

- (vi) spelling words with diphthongs such as /ai/, /au/, and /ie/ as in quie-ro, na-die and ra-dio

Rationale: Clarification and alignment. To align with the decoding SE.

(11)(D)

- (vii) pronouns, including the use of personal and possessive pronouns and the difference in the use of formal pronoun usted and informal tú ;

Rationale: Clarification. Very Specific to the Language and requires systematic instruction. Due to the high complexity we will add more as the grades progress. In Spanish, it is more common to refer to these using the terms suggested than the ones given before.

§128.4. Spanish Language Arts and Reading, Grade 2, Adopted 2017.

(2)(B)

(vi) spelling words that use the syllables que-, qui-, gue-, gui-, güe-, and güi;

Rationale: Alignment with decoding

(11)(D)

(iii) singular, plural, common, and proper nouns, including gender and number specific articles;

Rationale: Clarification; Very Specific to the language (el, la, los, las)

(vii) pronouns, including personal, possessive, objective, and the difference in the use of formal pronoun usted and informal tú;

Rationale: Clarification; w/ specificity to the Language

(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high frequency words;

Rationale: Alignment with ELAR

See recommendation in the previous grade levels about a standardized list of high frequency words in Spanish.

§128.5. Spanish Language Arts and Reading, Grade 3, Adopted 2017.

(2)(B)

(i) spelling palabras agudas and graves (words with an accent on the last/penultimate syllable);

Rationale: Clarification

(11)(D)

(ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional, including the difference between ser and estar;

Rationale: Clarification; Specific to Language

(iii) singular, plural, common, and proper nouns including gender and number specific articles;

Rationale: Clarification where specific to the language and for alignment to English where applicable

(vii) pronouns including personal, possessive, objective and reflexive pronouns;

Rationale: Clarification and rigor required in the language.

(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high frequency words; and

Rationale: Align to English; See recommendation above regarding list of words

§128.6. Spanish Language Arts and Reading, Grade 4, Adopted 2017.

(2)(A)

- (i) decoding palabras agudas, graves, esdrújulas and sobreesdrújulas (words with the stress on the last syllable, penultimate, antepenultimate, and words with the stress on the syllable before the antepenultimate);

Rationale: Clarification to match the words with the order of the explanation.

(B)

- (i) spelling palabras agudas y graves (words with the stress on the last and penultimate syllable) with an orthographic accent;

Rationale: Clarification to match the words with the order of the explanation.

(11)(D)

- (vii) pronouns ,including personal, possessive, objective, reflexive and prepositional;

Rationale: Clarification and rigor required in the language.

- (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high frequency words; and

Rationale: Alignment with ELAR

See note above for suggestion regarding list of high frequency words.

§128.7. Spanish Language Arts and Reading, Grade 5, Adopted 2017.

(11)(D)

(vii) pronouns, **including personal, possessive, objective, reflexive, prepositional and indefinite** ;

Rationale: Alignment with ELAR

Rationale: Clarification and rigor required in the language.

xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high frequency words; and

Rationale: Alignment with ELAR

See recommendation in the previous grade levels about a standardized list of high frequency words in Spanish.

Subchapter B. Middle School

§128.20. Implementation of Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language, Middle School, Adopted 2017.

§128.21. Spanish Language Arts and Reading, Grade 6, Adopted 2017.

(11)(D)

(v) **[indefinite]**pronouns, **including personal, possessive, objective, reflexive, prepositional, indefinite, and relative**;

Rationale: Clarification and rigor required in the language.

§128.22. English Learners Language Arts (ELLA), Grade 7, Adopted 2017.

(3) (C) [~~(D)~~] [~~use and~~] determine the meaning and usage of grade-level academic **Spanish** words derived from Greek, Latin, and other languages, including omni, logo/logos, gen, vid/vis, fil, luc, and sens/sent; un-, re-, -mente, ; and -ción/sión, im-, dis-, in-, pre-,

Rationale: Alignment with ELAR (w/ examples in Spanish)

(E) use multiple-meaning words, homographs, homophones, and commonly confused terms correctly such as porque, porqué, por qué, and por que; sino and si no; and también and tan bien, ;and

Rationale: Align to previous grade levels

(11)(D)

(ix) [~~(xi)~~] correct spelling , including commonly confused terms such as porque, porqué, por qué, and por que; sino and si no; and también and tan bien .

Rationale: Alignment with ELAR

§128.23. English Learners Language Arts (ELLA), Grade 8, Adopted 2017.

(3) (C) [~~(D)~~ use and] determine the meaning and usage of grade-level academic **Spanish** words derived from Greek, Latin, and other languages, including: duc, auto, bio, graf, metro, fon, port, and tele; and terr, crono, audi, geo, dict, and foto.

Rationale: Alignment with ELAR (w/ necessary differences applicable to Spanish)

(11)(D)

(ix) [~~(xi)~~] correct spelling , ; and commonly confused terms such as porque, porqué, por qué, and por que; sino and si no; and también and tan bien, ;and

Rationale: Alignment with ELAR (w/ specificity to the Spanish language)