

SPANISH LANGUAGE ARTS & READING TEKS
2ND READING
PROPOSED AMENDMENTS

ALIEF ISD (HARRIS), CANUTILLO ISD (EL PASO), EL PASO ISD (EL PASO), SAN ELIZARIO ISD (EL PASO),
LA FE PREP (EL PASO), FT HANCOCK ISD (HUDSPETH)
REGION XIII & REGION XIX

ADD:

INTRODUCTION

(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. 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.

STRAND 1

KINDERGARTEN

128.2

(1)

- (A) listen actively and ask questions to understand information, and answer questions using multi-word responses
- (B) follow and restate oral directions that involve a short, related sequence of actions;

KINDERGARTEN

128.2

(2)

(A)

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

~~(x) segmenting spoken one-syllable words into individual phonemes;~~

Rationale: doesn't apply to Spanish

STRAND 1 (cont.)

GRADE 1

128.3

(2)

(A)

- (iii) recognizing the change in spoken word when a specified ~~phoneme~~ syllable is added, changed, or removed;
- (iv) segmenting spoken ~~one-syllable~~ words into individual ~~phonemes~~-syllables
- (v) blending spoken ~~phonemes to form one-syllable words~~ complex syllables, including consonant blends;

Rationale: English is phonetic Spanish is syllabic

- (vi) segmenting spoken ~~one-syllable~~ words of ~~three to five phonemes~~ into individual ~~phonemes~~ syllables, including words with consonant blends; and
- (vii) manipulating ~~phonemes~~ syllables within base words;
- (ii) decoding words in isolation and in context with all vowel and consonant sounds; decoding words with consonant blends and digraphs;

Rationale: brining the 2nd grade TEKS to 1st grade

GRADE 2

128.4

(2)

(A)

- (ii) ~~decoding words in isolation and in context with all vowel and consonant sounds~~; decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x;

GRADE 1

128.3

(2)

(B)

- (ii) ~~decoding words in isolation and in context with all vowel and consonant sounds~~;

STRAND 1 (cont.)

KINDERGARTEN

128.2

(2)

(B)

(iii) decoding words silent h and consonant digraphs such as /ch/, /rr/, and /ll/

Rationale: Pulling TEKS to K from 1st grade; correcting misspellings

GRADE 1

128.3

(2)

(B)

(iii) decoding words with silent h with and-consonant digraphs such as /ch/, /rr/, and /ll/ and consonant blends silabas trabadas such as /bl/, /br/, /gl/, and /gr/ bla/, /bra/, /gla/, /gra/

Rationale: Pulling TEKS from grade 3 to grade 1; correcting misspellings; requires a verb to be true in Spanish

GRADE 2

128.4

(2)

(A)

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

Rationale: Pulling TEKS from grade 3 to grade 2; correcting misspellings

(B)

(ii) spelling words with consonant blends and digraphs

Rationale: DELETE HERE because its misplaced

STRAND 1 (cont.)

GRADE 1

128.3

(2)

- (iii) ~~decoding spelling words with silent h with and-consonant digraphs such as /ch/, /rr/, and /ll/ and consonant blends~~ silabas trabadas such as ~~/bl/, /br/, /gl/, and /gr/~~ bla/, /bra/, /gla/, /gra/

Rationale: Correcting language rules and misspellings

GRADE 2

128.4

(2)

(A)

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

Rationale: Pulling TEKS to a lower grade

(B)

- (ii) ~~spelling words with consonant blends and digraphs~~

Rationale: *DELETE HERE because its misplaced*

- (vii) spelling words with silent "h" and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-

Rationale: *adding to a lower grade*

GRADE 3

128.5

(3)

GRADE 4

128.6

(3)

GRADE 5

128.7

(3)

GRADE 6

128.21

(3)

Note: ELAR states "IDENTIFY" SLAR states "USE and IDENTIFY"

STRAND 1 (cont.)

GRADE 3

128.5

(3)

- (D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.

Rationale: TEKS from ELAR (adding for alignment)

GRADE 2

128.4

(3)

GRADE 3

128.5

(3)

GRADE 4

128.6

(3)

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

Rationale: Add Grade 5 TEKS to Grades 2, 3, and 4

GRADE 4

128.6

(3)

GRADE 5

128.7

(3)

GRADE 6

128.21

(3)

- (E) ~~complete analogies using knowledge of antonyms and synonyms.~~

Rationale: These have been deleted from ELAR (because SAT has eliminated these types of analogies)

STRAND 6

KINDERGARTEN

128.2

(10)

- (ii) verbs, including the difference between ser / estar
- (iii) singular and plural nouns, including gender specific articles;
- (v) pronouns including the use of formal pronoun USTED and informal TÚ;

GRADE 1

128.3

(11)

- (ii) past and present verbs, including the difference between ser / estar
- (iii) singular, plural, common, and proper nouns, including gender specific articles;
- (v) pronouns including the use of formal pronoun USTED and informal TÚ;

GRADE 2

128.4

(11)

- (ii) past and present verbs, including the difference between ser / estar
- (iii) singular, plural, common, and proper nouns, including gender specific articles;
- (v) pronouns including the use of formal pronoun USTED and informal TÚ;

GRADE 3

128.5

(11)

- (ii) past and present verbs, including the difference between ser / estar