

SPANISH LANGUAGE ARTS & READING TEKS, K-8
FRIDAY 21 APRIL 2017
PROPOSED AMENDMENTS

AMENDMENTS STILL NEEDED IN SPANISH:

STRAND 4

Grade 8

128.23

(9)

~~(B) identify structural elements such as rhyme, repetition, and alliteration and analyze how language contributes to the meaning of a poem;~~

Rationale: There are two SEs for Grade 8 Spanish poetry when all other grade levels English and Spanish only have one. The SE labeled 128.23 (C) is the same as the English poetry SE 110.24 (C)- see below. It is important that the SEs be the same for dual language classroom.

Grade 8

128.23

(9)

~~(B)~~ (B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry;

Rationale: This is the same as English. See above

Note: This would change the letters in Grade 8 ELLA for the rest of STRAND 4.

Grade 7

128.22

(9)

(E) ~~explain how informational text is designed to organize and convey ideas; and~~

Rationale: This is an additional SE for informational text that is not addressed in English and is a duplicate of 9(Diii)

Grade 8

128.23

(9)

(F) ~~explain how informational text is designed to organize and convey ideas; and~~

Rationale: This is an additional SE for informational text that is not addressed in English and is a duplicate of 9(Eiii)

Grade 7

128.22

(9)

(F)

(ii) ~~analyzing the evidence presented~~

Rationale: This is an additional SE for informational text that is not addressed in English and is a duplicate of 9(Fiii)

CORRECTIONS TO ALREADY APPROVED AMENDMENTS:

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone, seconded by Ms. Hardy, and carried unanimously to recommend that the State Board of Education add new §§110.22(b)(8)(F), 110.23(b)(8)(F), and 110.24(b)(8)(F) and §§128.21(b)(9)(F), 128.22(b)(9)(G), 128.23(b) **ADD APPROPRIATE NUMBER AND LETTER HERE** “analyze characteristics of multimodal and digital texts.”*

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone, seconded by Ms. Hardy, and carried unanimously to recommend that the State Board of Education amend §110.23(b)(8)(D)(ii) to read: **ADD 128.22 (b)(D)(ii)** “features such as references or acknowledgements ~~graphic and text features~~; and”*

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone, seconded by Ms. Hardy, and carried unanimously to recommend that the State Board of Education amend §110.24(b)(7)(A) to read: **ADD 128.23(b)(7)(A)** “analyze how themes are developed through the interaction of characters and events relationships among thematic development, characterization, point of view, setting, and plot in a variety of literary texts;”*

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone, seconded by Ms. Hardy, and carried unanimously to recommend that the State Board of Education amend §110.24(b)(8)(C) to read: **ADD 128.23(b)(8)(C)** “analyze ~~describe~~ how playwright(s) develop dramatic action through the use of acts and scenes;”*

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone, seconded by Ms. Hardy, and carried unanimously to recommend that the State Board of Education amend §110.24(b)(8)(D)(ii) to read: **ADD 128.23(b)(8)(C)** “features such as footnotes, endnotes, and citations; and”*

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously to recommend that the State Board of Education add new §128.2(b)(2)(B)(iii) to read:*

“decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/ and consonant blends silabas trabadas such as /bla/, /bra/, /gla/, and /gra/;” **The “i” in “silabas” requires and accent; please replace it with this: “sílabas”**

Applies to §128.3(b)(2)(B)(iii) and §128.3(b)(2)(C)(iii) as well

REQUEST: Replace all mention of “consonant blends” with the proper Spanish term “sílabas trabadas” (this means that a vowel is needed/added to the consonant blend which is appropriate to Spanish). This was amended in other SEs. This would ensure consistency within and across the SEs in all grade levels.

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously to recommend that the State Board of Education amend §128.3(b)(2)(C)(iii) to read:*

“decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/ and silabas trabadas such as /bla/, /bra/, /gla/, and /gra/;”

CHANGE “decoding” should be “spelling”; everything under “C” refers to spelling in Grade 1

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously to recommend that the State Board of Education add new §128.4(b)(2)(B)(iii) to read:*

“decoding words that use the syllables que-, qui-, gue-, gui-, güe-, and güi.”

CHANGE “decoding” should be “spelling”; everything under “B” refers to spelling in Grade 2