SLAR TEKS

ELAR TEKS

TEKS
TEXAS ESSENTIAL KNOWLEDGE & SKILLS

SLAR/ELAR TEKS Comparison

Kindergarten Through Sixth Grade

About the ELAR and SLAR TEKS

The following pages highlight the minor differences between the 2008 revised Texas Essential Knowledge and Skills (TEKS) for Language Arts and Reading for English (ELAR TEKS) and Spanish (SLAR TEKS).

It is important to note that the ELAR and SLAR TEKS contain substantively similar and equally rigorous expectations for students who are learning English or Spanish. However, because of the different conventions of the languages, there are small but noteworthy differences between the two sets of standards. These differences will influence the teaching and learning of each language.

Both the ELAR and SLAR TEKS consist of the following sections:

- Introduction
- Reading Strand
- Writing Strand
- Oral and Written Conventions Strand
- Research Strand
- Listening and Speaking Strand
- Comprehension skills found in Figure 19

The ELAR TEKS include student expectations for kindergarten through English IV, and the SLAR TEKS include student expectations for kindergarten through sixth grade. Since the SLAR TEKS end with sixth grade, this document compares the student expectations for the ELAR and SLAR TEKS from kindergarten through sixth grade.

For both the ELAR and SLAR TEKS, the student expectations for the Writing Strand and the Listening and Speaking Strand are identical.

Included in this document are the corresponding ELAR and SLAR TEKS student expectations that differ from each other. They are found mainly in the Reading Strand and the Oral and Written Conventions Strand (and in one instance, in the Research Strand, which is described below*); the differences are based on language.

> " (2)… 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…"
>
> —Introduction section of the SLAR TEKS

The following student expectation from the Reading Strand is an example of how the expectations are tailored to reflect the difference in language structures.

SLAR	ELAR
2(B) recognize the change in a spoken word when a specified *syllable or* phoneme is added, changed, or removed …	2(C) recognize the change in a spoken word when a specified phoneme is added, changed, or removed …

Throughout this document, italics are used to indicate the difference between the two versions. In the example above, "syllable or" has been italicized in the SLAR column to show that these words are not found in the corresponding expectation in the ELAR TEKS.

Another example of a difference between the ELAR and SLAR TEKS is the SLAR TEKS student expectation that states students will "mark accents appropriately when conjugating verbs." Since the English language rarely uses accent marks, there is no corresponding ELAR TEKS student expectation. In this document, this difference is notated as follows:

SLAR	ELAR
23(H) mark accents appropriately when conjugating verbs in the simple past in the indicative mode (e.g., corrió, jugó);	N/E

"N/E" means "no equivalent" and indicates that there is no matching student expectation.

Please note that the numbers and letters designating parallel student expectations may not correspond exactly in the two sets of standards; for example, 3(H) in the SLAR TEKS may correspond to 3(B) in the ELAR TEKS. This is because the order of expectations for student language learners varies based on the structural differences between English and Spanish.

Both the ELAR and SLAR TEKS documents can be found on the Texas Education Agency's Web site.

*In the case of a student expectation from the Research Strand for fifth and sixth grades, the words "in Spanish" are the only difference between the corresponding SLAR and ELAR expectations as seen in the example below.

SLAR	ELAR
24(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;	24(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;

READING STRAND
Summary of SLAR and ELAR TEKS Student Expectations Differences

Kindergarten

SLAR	ELAR
Beginning Reading Skills/Print Awareness	
ELAR and SLAR documents identical	
Beginning Reading Skills/Phonological Awareness	
2(E) recognize spoken alliteration or groups of words that begin with the same initial sound (e.g., "Pepe Pecas pica papas");	2(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");
N/E	2(F) blend spoken onsets and rimes to form simple words (e.g., onset /c/ and rime /at/ make cat);
2(F) blend spoken phonemes to form *syllables* and words (e.g., /m/ … /a/ says ma, ma-pa says "mapa");	2(G) blend spoken phonemes to form *one-syllable* words (e.g. /m/.../a/.../n/ says man);
2(G) isolate the initial *syllabic* sound in spoken words (e.g. /pa/ta, /la/ta, /ra/ta);	2(H) isolate the initial sound in *one-syllable* spoken words;
N/E	2(I) segment spoken one-syllable words into two to three phonemes (e.g., dog: /d/ …/o/ …/g/).
2(H) separate spoken multi-syllabic words into two to three syllables (e.g., /to/ /ma/ /te/).	N/E
Beginning Reading Skills/Phonics	
N/E	3(A) identify the common sounds that letters represent;
3(A) decode the five vowel sounds;	N/E
3(B) decode syllables;	N/E
3(C) use phonological knowledge to match sounds to individual letters and syllables, including hard and soft consonants such as "r," "c," and "g";	N/E
3(D) decode the written "y" when used as a conjunction, as in "mamá y papá";	N/E
3(E) become familiar with the concept that "h" is silent;	N/E
3(F) become familiar with the digraphs /ch/, /rr/;	N/E
3(G) become familiar with the concept that "ll" and "y" have the same sound (e.g., llave, ya);	N/E
3(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);	3(B) use knowledge of *letter*-sound relationships to decode *regular words* in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words);
3(I) recognize that new words are created when *syllables* are changed, added, or deleted.	3(C) recognize that new words are created when *letters* are changed, added, or deleted;
N/E	3(D) identify and read at least 25 high-frequency words from a commonly used list.

SLAR	ELAR
Beginning Reading Skills/Strategies	
ELAR and SLAR documents identical	
Fluency	
Not in Kindergarten in either document	
Vocabulary Development	
5(B) become familiar with grade appropriate vocabulary including content and function words;	N/E
5(C) recognize that compound words are made *by putting two words together (e.g., saca + puntas = sacapuntas);*	5(B) recognize that compound words are made *up of shorter words;*
Comprehension of Literary Text/Theme and Genre	
ELAR and SLAR documents identical	
Comprehension of Literary Text/Poetry	
ELAR and SLAR documents identical	
Comprehension of Literary Text/Drama	
Not in Kindergarten in either document	
Comprehension of Literary Text/Fiction	
ELAR and SLAR documents identical	
Comprehension of Literary Text/Nonfiction	
Not in Kindergarten in either document	
Comprehension of Literary Text/Sensory Language	
Not in Kindergarten in either document	
Comprehension of Text/Independent Reading	
Not in Kindergarten in either document	
Comprehension of Informational Text/Culture and History	
ELAR and SLAR documents identical	
Comprehension of Informational Text/Expository Text	
ELAR and SLAR documents identical	
Comprehension of Informational Text/Persuasive Text	
Not in Kindergarten in either document	
Comprehension of Informational Text/Procedural Texts	
ELAR and SLAR documents identical	
Media Literacy	
ELAR and SLAR documents identical	

First Grade

SLAR	ELAR
Beginning Reading Skills/Print Awareness	
ELAR and SLAR documents identical	
Beginning Reading Skills/Phonological Awareness	
2(A) orally generate a series of original rhyming words using a variety of *endings* (e.g., -ita, -osa, -ión);	2(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);
N/E	2(B) distinguish between long- and short-vowel sounds in spoken one-syllable words (e.g., bit/bite);
2(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");	2(C) recognize the change in a spoken word when a specified phoneme is added, changed, or removed (e.g., /b/l/o/w/ to /g/l/o/w/);
2(C) blend spoken phonemes to form *syllables and words* (e.g., sol, pato);	2(D) blend spoken phonemes to form *one- and two-syllable words*, *including consonant blends* (e.g., spr);
2(D) distinguish orally presented rhyming pairs of words from non-rhyming pairs;	N/E
N/E	2(E) isolate initial, medial, and final sounds in one-syllable spoken words;
2(E) identify syllables in spoken words, including diphthongs and hiatus (le-er, ri-o, quie-ro, na-die, ra-dio, sa-po):	N/E
2(F) separate spoken multi-syllabic words into two to four syllables (e.g., "ra-na", "má-qui-na", "te-lé-fo-no").	N/E
N/E	2(F) segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., splat = /s/p/l/a/t/).
Beginning Reading Skills/Phonics	
3(A) decode the five vowel sounds;	N/E
3(B) decode syllables;	N/E
3(C) use phonological knowledge to match sounds to individual letters and syllables including hard and soft consonants such as "r," "c," and "g";	N/E
3(D) decode the written "y" when used as a conjunction (e.g., "mamá y papá");	N/E

SLAR	ELAR
Note: This expectation has some equivalents.	***Note: This expectation has some equivalents.***
3(E) decode words in context and in isolation by applying *the knowledge of* letter-sound *relationships in different structures* including:	3(A) decode words in context and in isolation by applying *common* letter-sound *correspondences*, including:
(i) *Correlated to ELAR 3(C)*	
(ii) *Correlated to ELAR 3(C)*	
N/E	(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;
N/E	(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., bra/bra-zo; glo/glo-bo);	(iii) consonant blends (e.g., bl, st);
(iv) consonant digraphs (e.g., ch/chi-le; ll/lla-ve; rr/pe-rro);	(iv) consonant digraphs including ch, tch, sh, th=as in thing, wh, ng, ck, kn, -dge, and ph;
N/E	(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;
N/E	(vi) vowel diphthongs including oy, oi, ou, and ow;
N/E	3(B) combine sounds from letters and common spelling patterns (e.g., consonant blends, long- and short-vowel patterns) to create recognizable words;
Note: The two roman numerals shown below come from SLAR expectation 3(E) above.	***Note: This expectation has some equivalents.***
	3(C) use common syllabication patterns to decode words, including:
(ii) closed syllable (e.g., VC, un ; CVC, mes);	(i) closed syllable (CVC) (e.g., mat, rab-bit);
(i) open syllable (e.g., CV, la ; VCV, ala ; CVCV, toma);	(ii) open syllable (CV) (e.g., he, ba-by);
N/E	(iii) final stable syllable (e.g., ap-ple, a-ble);
N/E	(iv) vowel-consonant-silent "e" words (VCe) (e.g., kite, hide);
N/E	(v) vowel digraphs and diphthongs (e.g., boy-hood, oat-meal);
N/E	(vi) r-controlled vowel sounds (e.g., tar); including er, ir, ur, ar, and or;
3(F) decode words with the silent "h";	N/E
3(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;	N/E

SLAR	ELAR
3(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);	N/E
3(I) identify the stressed syllable (sílaba tónica);	N/E
3(J) decode words with an orthographic accent (e.g., "papá", "mamá");	N/E
N/E	3(D) decode words with common spelling patterns (e.g., -ink, -onk, -ick);
N/E	3(E) read base words with inflectional endings (e.g., plurals, past tenses);
N/E	3(G) identify and read contractions (e.g., isn't, can't);
N/E	3(H) identify and read at least 100 high-frequency words from a commonly used list;
N/E	3(I) monitor accuracy of decoding.
Beginning Reading/Strategies	
ELAR and SLAR documents identical	
Fluency	
5 read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing, and comprehension.	5 read aloud grade-level appropriate text with *fluency (rate,* accuracy, expression, appropriate phrasing) and comprehension.
Vocabulary Development	
ELAR and SLAR documents identical	
Comprehension of Literary Text/Poetry	
ELAR and SLAR documents identical	
Comprehension of Literary Text/Drama	
Not in first grade in either document	
Comprehension of Literary Text/Fiction	
ELAR and SLAR documents identical	
Comprehension of Literary Text/Nonfiction	
ELAR and SLAR documents identical	
Comprehension of Literary Text/Sensory Language	
ELAR and SLAR documents identical	
Comprehension of Text/Independent Reading	
ELAR and SLAR documents identical	
Comprehension of Informational Text/Culture and History	
ELAR and SLAR documents identical	
Comprehension of Informational Text/Expository Text	
ELAR and SLAR documents identical	

SLAR	ELAR
Comprehension of Informational Text/Persuasive Text	
Not in first grade in either document	
Comprehension of Informational Text/Procedural Texts	
ELAR and SLAR documents identical	
Media Literacy	
ELAR and SLAR documents identical	

©2009 University of Texas System/Texas Education Agency

Second Grade

SLAR	ELAR
Beginning Reading Skills/Print Awareness	
1 distinguish features of a sentence (e.g., capitalization of first word, *beginning and* ending punctuation, commas, quotation marks, *and em dash to indicate dialogue).*	1 distinguish features of a sentence (e.g., capitalization of first word, ending punctuation, commas, quotation marks).
Beginning Reading Skills/Phonological Awareness	
Not in second grade in either document	
Beginning Reading Skills/Phonics	
2(A) decode words in context and *in isolation* by applying *the knowledge of* letter-sound *relationships in different syllabic structures* including: 　N/E (i) *Correlated to ELAR 2(B)* (ii) *Correlated to ELAR 2(B)* (iii) diphthongs (e.g., viernes, pie, fui); (iv) hiatus (e.g., fideo, poeta); (v) consonant blends (e.g., bra/bra-zo; glo/glo-bo); (vi) consonant digraphs (e.g., ch/chi-le; ll/lla-ve; rr/pe-rro); 　N/E	2(A) decode *multisyllabic* words in context and *independent of context* by applying *common* letter-sound *correspondences*, including: (i)　single letters (consonants and vowels); 　N/E 　N/E (ii)　consonant blends (e.g., thr, spl); (iii) consonant digraphs (e.g., ng, ck, ph); (iv) vowel digraphs (e.g., ie, ue, ew) and diphthongs (e.g., oi, ou);
Note: The two roman numerals shown below come from SLAR Expectation 2(A) above. (i)　open syllable (CV) (e.g., la/la-ta; to/to-ma,); (ii)　closed syllable (CVC) (e.g., mes, sol);); 　N/E 　N/E 　N/E 　N/E	*Note: This expectation has some equivalents.* 2(B) *use common syllabication patterns to decode words including:* (ii)　open syllable (CV) (e.g., ti-ger); (i)　closed syllable (CVC) (e.g., pic-nic, mon-ster); (iii) final stable syllable (e.g., sta-tion, tum-ble); (iv) vowel-consonant-silent "e" words (VCe) (e.g., in-vite, cape); (vi) vowel digraphs and diphthongs (e.g., boy-hood, oat-meal); (v)　r-controlled vowels (e.g., per-fect, cor-ner).
2(B) use orthographic rules to segment and combine syllables including vowel diphthongs (e.g., pue-de, sien-te, va-ca);	N/E
2(C) decode words with silent "h" with increasing accuracy;	N/E
2(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;	N/E

SLAR	ELAR
2(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);	N/E
N/E	2(C) decode words by applying knowledge of common spelling patterns (e.g., -ight, -ant);
2(H) identify the stressed syllable (*sílaba tónica*);	N/E
2(I) decode words with an orthographic accent (e.g., papá, avión);	N/E
2(J) use knowledge of the meaning of base words to identify and read common compound words (e.g., sacapuntas, abrelatas, sobrecama);	N/E
N/E	2(F) identify and read contractions (e.g., haven't, it's);
N/E	2(G) identify and read at least 300 high-frequency words from a commonly used list;
N/E	2(H) monitor accuracy of decoding.
Beginning Reading/Strategies	
ELAR and SLAR documents identical	
Fluency	
4 read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing, and comprehension.	4 read aloud grade-level appropriate text with *fluency (rate,* accuracy, expression, appropriate phrasing) and comprehension.
Vocabulary Development	
ELAR and SLAR documents identical	
Comprehension of Literary Text/Poetry	
ELAR and SLAR documents identical	
Comprehension of Literary Text/Drama	
ELAR and SLAR documents identical	
Comprehension of Literary Text/Fiction	
ELAR and SLAR documents identical	
Comprehension of Literary Text/Nonfiction	
ELAR and SLAR documents identical	
Comprehension of Literary Text/Sensory Language	
ELAR and SLAR documents identical	
Comprehension of Text/Independent Reading	
ELAR and SLAR documents identical	
Comprehension of Informational Text/Culture and History	
ELAR and SLAR documents identical	

SLAR	ELAR
Comprehension of Informational Text/Expository Text	
ELAR and SLAR documents identical	
Comprehension of Informational Text/Persuasive Text	
Not in second grade in either document.	
Comprehension of Informational Text/Procedural Texts	
ELAR and SLAR documents identical	
Media Literacy	
ELAR and SLAR documents identical	

Third Grade

Note: Student expectations at third grade begin with Phonics.

SLAR	ELAR
Phonics	
1(A) use orthographic rules to segment and combine syllables including diphthongs (e.g., na-die, ra-dio);	N/E
1(B) decode words with silent "h" with increasing accuracy;	N/E
1(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;	N/E
1(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);	N/E
1(E) read words with common prefixes (e.g., in-, des-) and suffixes (e.g., -mente, -dad, -oso);	N/E
1(F) identify the syllable that is stressed (*sílaba tónica*);	N/E
1(G) decode words with an orthographic accent (e.g., día, también, después);	N/E
1(H) use knowledge of the meaning of base words to identify and read common compound words (e.g., sacapuntas, abrelatas, salvavidas);	N/E
N/E	1(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); (v) using knowledge of derivational affixes (e.g., -de, -ful, -able);

SLAR	ELAR

N/E	1(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);
	    (v) vowel digraphs and diphthongs (e.g., ei-ther);
	    (iv) r-controlled vowels(e.g., fer-ment, car-pool);

N/E	1(C) decode words applying knowledge of common spelling patterns (e.g., -eigh, -ought);
N/E	1(D) identify and read contractions (e.g., I'd, won't);
1(I) monitor accuracy in decoding *words that have same sound represented by different letters.*	1(E) monitor accuracy in decoding.
Beginning Reading/Strategies	
ELAR and SLAR documents identical	
Fluency	
3 read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing, and comprehension.	3 read aloud grade-level appropriate text with *fluency (rate,* accuracy, expression, appropriate phrasing) and comprehension.
Vocabulary Development	
4(C) identify and use antonyms, synonyms, and homophones (e.g., tubo, tuvo);	4(C) identify and use antonyms, synonyms, *homographs*, and homophones;
Comprehension of Literary Text/Poetry	
ELAR and SLAR documents identical	
Comprehension of Literary Text/Drama	
ELAR and SLAR documents identical	
Comprehension of Literary Text/Fiction	
ELAR and SLAR documents identical	
Comprehension of Literary Text/Nonfiction	
ELAR and SLAR documents identical	
Comprehension of Literary Text/Sensory Language	
ELAR and SLAR documents identical	
Comprehension of Text/Independent Reading	
ELAR and SLAR documents identical	
Comprehension of Informational Text/Culture and History	
ELAR and SLAR documents identical	
Comprehension of Informational Text/Expository Text	
ELAR and SLAR documents identical	
Comprehension of Informational Text/Persuasive Text	
ELAR and SLAR documents identical	
Comprehension of Informational Text/Procedural Texts	
ELAR and SLAR documents identical	
Media Literacy	
ELAR and SLAR documents identical	

Fourth Grade

Note: Student expectations at fourth grade begin with Fluency.

SLAR	ELAR
Fluency	
1 read aloud grade-level stories with accuracy, expression, appropriate phrasing, and comprehension.	1 read aloud grade-level stories with *fluency (rate*, accuracy, expression, appropriate phrasing) and comprehension.
Vocabulary Development	
2(E) use a dictionary or glossary to determine the meanings, *spelling*, and syllabication of unknown words.	2(E) use a dictionary or glossary to determine the meanings, syllabication, and *pronunciation* of unknown words.
Comprehension of Literary Text/Poetry	
ELAR and SLAR documents identical	
Comprehension of Literary Text/Drama	
ELAR and SLAR documents identical	
Comprehension of Literary Text/Fiction	
ELAR and SLAR documents identical	
Comprehension of Literary Text/Nonfiction	
ELAR and SLAR documents identical	
Comprehension of Literary Text/Sensory Language	
ELAR and SLAR documents identical	
Comprehension of Text/Independent Reading	
ELAR and SLAR documents identical	
Comprehension of Informational Text/Culture and History	
ELAR and SLAR documents identical	
Comprehension of Informational Text/Expository Text	
ELAR and SLAR documents identical	
Comprehension of Informational Text/Persuasive Text	
ELAR and SLAR documents identical	
Comprehension of Informational Text/Procedural Texts	
ELAR and SLAR documents identical	
Media Literacy	
ELAR and SLAR documents identical	

©2009 University of Texas System/Texas Education Agency

Fifth Grade

Note: Student expectations at fifth grade begin with Fluency.

SLAR	ELAR
Fluency	
1 read aloud grade-level stories with accuracy, expression, appropriate phrasing, and comprehension.	1 read aloud grade-level stories with *fluency (rate*, accuracy, expression, appropriate phrasing) and comprehension.
Vocabulary Development	
2(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.	2(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 word.
Comprehension of Literary Text/Poetry	
ELAR and SLAR documents identical	
Comprehension of Literary Text/Drama	
ELAR and SLAR documents identical	
Comprehension of Literary Text/Fiction	
ELAR and SLAR documents identical	
Comprehension of Literary Text/Nonfiction	
ELAR and SLAR documents identical	
Comprehension of Literary Text/Sensory Language	
ELAR and SLAR documents identical	
Comprehension of Text/Independent Reading	
ELAR and SLAR documents identical	
Comprehension of Informational Text/Culture and History	
ELAR and SLAR documents identical	
Comprehension of Informational Text/Expository Text	
ELAR and SLAR documents identical	
Comprehension of Informational Text/Persuasive Text	
ELAR and SLAR documents identical	
Comprehension of Informational Text/Procedural Texts	
ELAR and SLAR documents identical	
Media Literacy	
ELAR and SLAR documents identical	

Sixth Grade

Note: Student expectations at sixth grade begin with Fluency.

SLAR	ELAR
Fluency	
1(A) *read* aloud grade-level text *with accuracy, expression, appropriate phrasing, and comprehension;*	N/E
1(B) *use prosody* when reading aloud grade-level text based on the reading purpose and the nature of the text.	1 *adjust fluency* when reading aloud grade-level text based on the reading purpose and the nature of the text;
Vocabulary Development	
N/E	2(D) explain the meaning of foreign words and phrases commonly used in written English (e.g., RSVP, que sera sera);
Comprehension of Literary Text/Poetry	
ELAR and SLAR documents identical	
Comprehension of Literary Text/Drama	
5 explain the similarities and differences in the setting, characters, and plot of a play, *including original works in Spanish,* and those in a film based upon the same story line.	5 explain the similarities and differences in the setting, characters, and plot of a play and those in a film based upon the same story line.
Comprehension of Literary Text/Fiction	
ELAR and SLAR documents identical	
Comprehension of Literary Text/Nonfiction	
ELAR and SLAR documents identical	
Comprehension of Literary Text/Sensory Language	
ELAR and SLAR documents identical	
Comprehension of Text/Independent Reading	
ELAR and SLAR documents identical	
Comprehension of Informational Text/Culture and History	
ELAR and SLAR documents identical	
Comprehension of Informational Text/Expository Text	
ELAR and SLAR documents identical	
Comprehension of Informational Text/Persuasive Text	
ELAR and SLAR documents identical	
Comprehension of Informational Text/Procedural Texts	
ELAR and SLAR documents identical	
Media Literacy	
ELAR and SLAR documents identical	

ORAL AND WRITTEN CONVENTIONS STRAND
Summary of SLAR and ELAR TEKS Student Expectations Differences

Kindergarten

SLAR	ELAR
Conventions	
16(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;	16(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;
(v) *personal* pronouns (e.g., yo, ellos);	(v) pronouns (e.g., I, me);
Handwriting, Capitalization, and Punctuation	
17(C) use punctuation *at the beginning (when appropriate) and* at the end of a sentence;	17(C) use punctuation at the end of a sentence;
Spelling	
18(A) use phonological knowledge to match sounds to *individual* letters *or syllables;*	18(A) use phonological knowledge to match sounds to letters;
18(B) use letter-sound correspondences to spell mono- and multi-syllabic words;	N/E
18(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);	18(B) use *letter*-sound *correspondences* to spell *consonant-vowel-consonant* (CVC) words (e.g., "cut");
18(D) use "y" to represent /i/ when used as a conjunction (e.g., mamá y papá);	N/E

First Grade

SLAR	ELAR
Conventions	
20(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); (vi) *personal* pronouns *(e.g., yo, ellos);*	20(A) understand and use the following parts of speech in the context of reading, writing, and speaking: (i) verbs (past, present, and future); (vi) pronouns (e.g., I, me);
20(B) speak in complete sentences with correct article-noun agreement (e.g., la pelota, el mapa, el agua, la mano, el águila);	N/E
N/E	20(B) speak in complete sentences with correct subject-verb agreement;
N/E	20(C) ask questions with appropriate subject-verb inversion;
20(C) identify and read abbreviations (e.g., Sr., Sra.).	N/E
Handwriting, Capitalization, and Punctuation	
21(B) recognize and use basic capitalization for: (ii) N/E	21(B) recognize and use basic capitalization for: (ii) the pronoun "I";
21(C) recognize and use punctuation marks at the *beginning and* end of exclamatory and interrogative sentences and at the end of declarative sentences.	21(C) recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences.
Spelling	
22(A) use phonological knowledge to match sounds to letters *and syllables* to construct words;	22(A) use phonological knowledge to match sounds to letters to construct *known* words;
22(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);	N/E
22(C) blend phonemes to form syllables and words (e.g., mismo, tarde);	N/E
N/E	22(B) use letter-sound patterns to spell: (i) consonant-vowel-consonant (CVC) words; (ii) consonant-vowel-consonant-silent e (CVCe) words (e.g., "hope"); (iii) one-syllable words with consonant blends (e.g., "drop");

SLAR	ELAR

22(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 vowels, as in pero and perro;
    (iii) words that use syllables with silent "h," as in hora and ahora;
	N/E

(iv) words that use syllables que-, qui-, in queso and; gue-, gui-, as in guiso and; 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);
    (vi) words using "n" before "v" (e.g., invitar), "m" before "b" (e.g., cambiar), and "m" before "p" (e.g., importante);
	N/E

22(E) become familiar with words with consonant blends (e.g., bra/bra-zo-, glo/glo-bo-);	N/E
22(F) use knowledge of syllabic sounds, word parts, word segmentation, and syllabication to spell;	N/E
22(G) become familiar with words that have a prosodic or orthographic accent on the last syllable (palabras agudas) (e.g., calor, ratón);	N/E
22(H) become familiar with the appropriate use of accents on words commonly used in questions and exclamations (e.g., cuál, dónde, cómo);	N/E
22(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);	N/E
N/E	22(C) spell high-frequency words from a commonly used list;
N/E	22(D) spell base words with inflectional endings (e.g., adding "s" to make words plural);

Second Grade

SLAR	ELAR
Conventions	

21(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;*
   (iv) articles (e.g., un, una, la, el);
	21(A) understand and use the following parts of speech in the context of reading, writing, and speaking:
	   (i) verbs (past, present, and future);
	
	   N/E

N/E	21(B) use complete sentences with correct subject-verb agreement;
21(B) distinguish among declarative, interrogative, *exclamatory, and imperative* sentences.	21(C) distinguish among declarative and interrogative, sentences.
Handwriting, Capitalization, and Punctuation	
22(C) *understand that months and days of the week are not capitalized;*	22(B) use capitalization for: (ii) *months and days of the week*

22(D) recognize and use punctuation marks, including *beginning and* ending punctuation in sentences;	22(C) recognize and use punctuation marks, including:
	   (i) *ending punctuation in sentences;*
	   (ii) *apostrophes and contractions;*
	   (iii) *apostrophes and possessives.*

22(E) identify, read, and write abbreviations (e.g., Srta., Dr.).	N/E
Spelling	
N/E	23(A) use phonological knowledge to match sounds to letters to construct unknown words;

N/E	23(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);
	   (iv) vowel digraphs (e.g., oo-book, fool, ee-feet, diphthongs (e.g., ou-out, ow-cow, oi-coil, oy-toy);

23(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; gue-, gui-, as in guiso and juguete; and güe-, güi-, as in paragüero and agüita;
	N/E

SLAR	ELAR
(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); (vi) words using "n" before "v" (e.g., invitación), "m" before "b" (e.g., cambiar), and "m" before "p" (e.g., comprar);	N/E
23(B) spell words with consonant blends (e.g., bra/bra-zo-, glo/glo-bo-);	N/E
23(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);	N/E
23(D) use knowledge of syllabic sounds, word parts, word segmentation, and syllabication to spell;	N/E
23(E) spell words that have a prosodic or orthographic accent on the last syllable (palabras agudas) (e.g., feliz, canción);	N/E
23(F) become familiar with words that have a prosodic or orthographic accent on the second-to-last syllable (palabras graves) (e.g., casa, árbol);	N/E
23(G) use accents appropriately on words commonly used in questions and exclamations (e.g., cuál, dónde, cómo);	N/E
23(H) mark accents appropriately when conjugating verbs in the simple past in the indicative mode (e.g., corrió, jugó);	N/E
23(I) identify, read, and write abbreviations (e.g., Sr., Dra.);	
N/E	23(C) spell high-frequency words from a commonly used list;
N/E	23(D) spell base words with inflectional endings (e.g., -ing and -ed);
N/E	23(E) spell simple contractions (e.g., isn't, aren't, can't);

Third Grade

SLAR	ELAR
Conventions	

22(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);*
  (iv) articles (e.g., un, una, lo, la, el, los, las);
	22(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);
	
	  N/E

22(C) use complete simple and compound sentences;	22(C) use complete simple and compound sentences *with correct subject-verb agreement;*
22(D) identify, read, and write abbreviations (e.g., Ave., Dra., Atte.).	N/E
Handwriting, Capitalization, and Punctuation	

23(C) recognize and use punctuation marks including commas;	23(C) recognize and use punctuation marks, including:
	  (i) *apostrophes in contractions and possessives;*
	  (ii) commas *in series and dates;*

23(D) use correct mechanics including paragraph indentation or *"sangrías."*	23(D) use correct mechanics including paragraph indentations.
Spelling	
N/E	24(A) use knowledge of letter sounds, word parts, word segmentation, and syllabication to spell;

24(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);
  (vi) words using "n" before "v" (e.g., invitación), "m" before "b" (e.g., cambiar), and "m" before "p" (e.g., comprar);
	N/E

SLAR	ELAR
N/E	24(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); (vi) abstract vowels (e.g., ou as in could, touch, through, bought);
24(B) spell words with consonant blends with increased accuracy (e.g., bra/bra-zo-, glo/glo-bo-);	N/E
24(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, raices).	N/E
24(D) use knowledge of syllabic sounds, word parts, word segmentation, and syllabication to spell;	N/E
24(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); (ii) words that have a prosodic or orthographic accent on the second-to- last syllable (palabras graves) (e.g., casa, árbol);	N/E
24(F) become familiar with words that have an orthographic accent on the third-to-last syllable (palabras esdrújulas) (e.g., último, cómico, mecánico);	N/E
24(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);	N/E
24(H) use with increased accuracy accents on words commonly used in questions and exclamations (e.g., cuál, dónde, cómo);	N/E
24(I) differentiate the meaning or function of a word based on the diacritical accent (e.g., se/sé, el/él, mas/más);	N/E
24(J) mark accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (e.g., corrió, jugó, tenía, gustaría, vendrá);	N/E
N/E	24(C) spell high-frequency and compound words from a commonly used list;
N/E	24(D) spell words with common syllable constructions (e.g., closed, open, final stable syllable);
N/E	24(E) spell single syllable homophones (e.g., bear/bare; week/weak; road/rode);
N/E	24(F) spell complex contractions (e.g., should've, won't);

Fourth Grade

SLAR	ELAR
Conventions	
20(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);* (iii) adjectives (e.g., descriptive, including *adjective phrases*: vestido de domingo) and their comparative and superlative forms (e.g., más que, la más);	22(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (i) verbs *(irregular verbs);* (iii) adjectives (e.g., descriptive, including *purpose*: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest);
Handwriting, Capitalization, and Punctuation	
21(B) use capitalization for: N/E (ii) *the first words of* titles of books, stories, and essays;	21(B) use capitalization for: (iii) *languages, races, and nationalities;* (ii) titles of books, stories, and essays;
21(C) recognize and use punctuation marks including commas in compound sentences; *colons, semi-colons, ellipses, the hyphen, and em dash;*	21(C) recognize and use punctuation marks including: (i) commas in compound sentences; (ii) *quotation marks.*
21(D) identify and read abbreviations (e.g., Sr., Atte.).	N/E
Spelling	
N/E	22(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); (v) silent letters (e.g., knee, wring);
22(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); (iii) words that have an orthographic accent on the third-to-last syllable (palabras esdrújulas) (e.g., último, cómico, mecánico);	N/E
22(B) spell words with hiatus and diphthongs (e.g., le-er, rí-o; quie-ro, vio);	N/E

SLAR	ELAR

22(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);
   (iv) Latin derived suffixes (e.g., -able, -ible, -ancia);
	N/E

22(E) differentiate the meaning or function of a word based on the diacritical accent (e.g., dé, de; tú, tu);	N/E
22(F) mark accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (e.g., corrió, jugó, tenía, gustaría, vendrá);	N/E
N/E	22(C) spell commonly used homophones (e.g., there, they're, their; two, too, to);

Fifth Grade

SLAR	ELAR
Conventions	
20(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);*	20(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);*
20(B) become familiar with regular and irregular verbs in the present and past tenses in the subjunctive mode (e.g., que diga, que dijera);	N/E
20(E) identify and read abbreviations (e.g., Sr., Atte.).	N/E
Handwriting, Capitalization, and Punctuation	
21(B) recognize and use punctuation marks including: (ii) proper punctuation and spacing for quotations *and em dash;*	21(B) recognize and use punctuation marks including: (ii) proper punctuation and spacing for quotations;
21(C) use proper mechanics, including italics for titles of books.	21(C) use proper mechanics, including italics *and underlining* for titles *and emphasis.*
Spelling	
N/E	22(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); (iii) silent and sounded consonants (e.g., haste, hasten; sign, signal; condemn, condemnation);
22(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); (iv) words that have an orthographic accent on the fourth-to-last syllable (palabras sobresdrújulas);	N/E
22(B) mark accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (e.g., corrió, jugó, tenía, gustaría, vendrá);	N/E
22(D) correctly spell words containing hiatus and diphthongs (e.g., le-er, rí-o; quie-ro, vio);	N/E

Sixth Grade

SLAR	ELAR
Conventions	

19(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);*
  (iii) predicate adjectives (Ella es *inteligente*.) and comparative forms (e.g., muy, más);
	19(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 and passive voice);*
	  (iii) predicate adjectives (She is intelligent.) and their comparative *and superlative* forms (e.g., many, more, most);

19(B) become familiar with regular and irregular verbs in the present and past tenses in the subjunctive mode (e.g., que haya,, que hubiera);	N/E
Handwriting, Capitalization, and Punctuation	

20(B) recognize and use punctuation marks including:
  (ii) proper punctuation and spacing for quotations *and em dash;*
	20(B) recognize and use punctuation marks including:
	  (ii) proper punctuation and spacing for quotations;

20(C) use proper mechanics, including italics for titles of books.	20(C) use proper mechanics, including italics *and underlining* for titles of books.
Spelling	

21(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);
  (iv) words that have an orthographic accent on the fourth-to-last syllable (palabras sobresdrújulas);
	N/E

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

21(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);
  (iv) Latin derived suffixes (e.g., -able, -ible, -ancia);
	N/E

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