

# **Spanish Language Arts and Reading**

## **Texas Essential Knowledge and Skills**

Kindergarten–Grade 6





# **Introduction to SLAR**

## **Texas Essential Knowledge and Skills**

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## A note about the structure and wording of the Introduction across grade levels:

The SLAR TEKS Introduction is identically worded across grade levels with a few exceptions. These exceptions are marked with numbered footnotes in the text on the next pages. We use the kindergarten Introduction as the basis for our example.

### **Texas Administrative Code (TAC), Title 19, Part II Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading**

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#### **§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 and at that time shall supersede §§128.2-128.7 of this subchapter.
- (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.*

**§128.11.<sup>1</sup> Spanish Language Arts and Reading, Kindergarten,<sup>2</sup> 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.<sup>3</sup> In Kindergarten,<sup>4</sup> students engage in activities that build on their natural curiosity and prior knowledge to develop their reading, writing, and oral language skills.<sup>5</sup> Students should be read to on a daily basis.<sup>6</sup>

<sup>1</sup> The statute number differs by grade level:

K	1	2	3	4	5	6
§128.11	§128.12	§128.13	§128.14	§128.15	§128.16	§128.18

<sup>2</sup> Substitute the appropriate grade level.

<sup>3</sup> For grades 3–6, this sentence reads: “The standards are cumulative—students will continue to address earlier standards as needed while they attend to standards for their grade.”

<sup>4</sup> Substitute the appropriate grade level.

<sup>5</sup> For grades 1–6, this sentence reads: “... students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills.”

<sup>6</sup> For grades 1–6, this sentence reads: “Students should read, write, and be read to on a daily basis.”

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- (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.
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- (D) The concept of transfer necessitates the use of some of both languages<sup>7</sup> 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<sup>8</sup> 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.

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7 In grades 5–6, this phrase reads: “... necessitates the use of both languages...”

8 Substitute the appropriate grade level.

# READING



## SLAR TEKS Vertical Alignment

### Grades K–6

The *Spanish Language Arts and Reading (SLAR) Vertical Alignment Chart* is a tool that allows the *Texas Essential Knowledge and Skills (TEKS)* to be viewed across multiple grade levels. The *TEKS* for kindergarten are listed here in the same order as they are presented in the *SLAR TEKS* document. After kindergarten, the *SLAR TEKS* are listed to correlate with previous grade levels. Consequently, in viewing columns for grades 1–6, you may see various letters [(A), (B), (i), (ii), etc.] that are not in order preceding the student expectation.

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## READING

Students read and understand a wide variety of literary and informational texts.

# Guide to the SLAR TEKS Reading Strand Across Grade Levels

Tagline and Applicable Grade Level							Knowledge and Skills Statement	CCRS Standard
<b>Beginning Reading/Print Awareness</b>							Students understand how Spanish is written and printed.	
K	1	2	3	4	5	6		
<b>Beginning Reading/Phonological Awareness</b>							Students display phonological awareness.	
K	1	2	3	4	5	6		
<b>Beginning Reading/Phonics</b>							Grade K: Students use the relationships between letters and sounds and morphological analysis to decode written Spanish. Grades 1–2: Students use the relationships between letters and sounds to decode written Spanish. Grade 3: Students use the relationships between letters and osunds and spelling based on orthographic rules to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly complex texts.	
K	1	2	3	4	5	6		
<b>Beginning Reading/Strategies</b>							Students comprehend a variety of texts drawing on useful strategies as needed.	
K	1	2	3	4	5	6		

Tagline and Applicable Grade Level							Knowledge and Skills Statement	CCRS Standard
<b>Fluency</b>							Students read grade level text with fluency and comprehension.	
K	1	2	3	4	5	6		
<b>Vocabulary Development</b>							Students understand new vocabulary and use it correctly when reading and writing.	<b>E/LAS (English/Language Arts Standards): Reading:</b> B. Understand new vocabulary and concepts and use them accurately in reading speaking, and writing.
K	1	2	3	4	5	6		
<b>Comprehension of Literary Text/Theme and Genre</b>							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.	<b>E/LAS: Reading:</b> C. Describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.
K	1	2	3	4	5	6		
<b>Comprehension of Literary Text/Poetry</b>							Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.	<b>E/LAS: Reading:</b> A. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying length.
K	1	2	3	4	5	6		
<b>Comprehension of Literary Text/Drama</b>							Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.	<b>E/LAS: Reading:</b> A. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying length.
K	1	2	3	4	5	6		
<b>Comprehension of Literary Text/Fiction</b>							Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.	<b>E/LAS: Reading:</b> A. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying length.
K	1	2	3	4	5	6		

Tagline and Applicable Grade Level							Knowledge and Skills Statement	CCRS Standard
<b>Comprehension of Literary Text/Literary Nonfiction</b>							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.	<b>E/LAS: Reading:</b> A. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying length.
K	1	2	3	4	5	6		
<b>Comprehension of Literary Text/Sensory Language</b>							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.	
K	1	2	3	4	5	6		
<b>Comprehension Text/Independent Reading</b>							Students read independently for sustained periods of time and produce evidence of their reading.	<b>CDS (Cross-Disciplinary Standards):</b> D: Academic behaviors. E: Work habits.
K	1	2	3	4	5	6		
<b>Comprehension of Informational Text/Culture and History</b>							<p>Grades K–4: 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.</p> <p>Grades 5–6: 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.</p>	<b>E/LAS: Reading:</b> C. Describe analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.
K	1	2	3	4	5	6		

Tagline and Applicable Grade Level	Knowledge and Skills Statement	CCRS Standard							
<p><b>Comprehension of Informational Text/Expository Text</b></p> <table border="1"> <tr> <td>K</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> </table>	K	1	2	3	4	5	6	<p>Students analyze, make inferences and draw conclusions about expository text, and provide evidence from text to support their understanding.</p>	<p><b>E/LAS: Reading:</b> A. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying length.</p>
K	1	2	3	4	5	6			
<p><b>Comprehension of Informational Text/Persuasive Text</b></p> <table border="1"> <tr> <td>K</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> </table>	K	1	2	3	4	5	6	<p>Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.</p>	<p><b>E/LAS: Reading:</b> A. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying length.</p>
K	1	2	3	4	5	6			
<p><b>Comprehension of Informational Text/Procedural Text</b></p> <table border="1"> <tr> <td>K</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> </table>	K	1	2	3	4	5	6	<p>Students understand how to glean and use information in procedural texts and documents.</p>	<p><b>E/LAS: Reading:</b> A. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying length.</p>
K	1	2	3	4	5	6			
<p><b>Comprehension Skills (Figure 19)</b></p> <table border="1"> <tr> <td>K</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> </table>	K	1	2	3	4	5	6	<p>Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed critical readers.</p>	<p><b>CDS: I. Key Cognitive Skills.</b> D. Academic Behaviors  <b>CDS: II. Foundational Skills.</b> A. Reading across the curriculum.</p>
K	1	2	3	4	5	6			

# SLAR TEKS Reading Strand Vertical Alignment

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Reading/Beginning Reading Skills/Print Awareness.</b>						
Students understand how Spanish is written and printed. Students are expected to:						
1(A) recognize that spoken words can be represented by print for communication;	1(A) recognize that spoken words are represented in written Spanish by specific sequences of letters;					
1(B) identify upper- and lower-case letters;	1(B) identify upper- and lower-case letters;					
1(C) demonstrate the one-to-one correspondence between a spoken word and a printed word in text;						
1(D) recognize the difference between a letter and a printed word;						
	1(C) sequence the letters of the alphabet;					

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Reading/Beginning Reading Skills/Print Awareness (cont.)</b>						
1(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);	1(D) recognize the distinguishing features of a sentence (e.g., capitalization of first word, beginning and ending punctuation, the em dash to indicate dialogue);	1(A) 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(F) hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right;	1(E) read texts by moving from top to bottom of the page and tracking words from left to right with return sweep;					
1(G) identify different parts of a book (e.g., front and back covers, title page).	1(F) identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents).					
<b>Reading/Beginning Reading Skills/Phonological Awareness.</b>						
Students display phonological awareness. Students are expected to:						
2(A) identify a sentence made up of a group of words;						
2(B) identify syllables in spoken words;						

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Reading/Beginning Reading Skills/Phonological Awareness (cont.)</b>						
2(C) orally generate rhymes in response to spoken words (e.g., “¿Qué rima con mesa?”);	2(A) orally generate a series of original rhyming words using a variety of endings (e.g., -ita, -osa, -ión);					
2(D) distinguish orally presented rhyming pairs of words from non-rhyming pairs;	2(D) distinguish orally presented rhyming pairs of words from non-rhyming pairs;					
2(E) recognize spoken alliteration or groups of words that begin with the same initial sound (e.g., “Pepe Pecas pica papas”);	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(F) blend spoken phonemes to form syllables and words (e.g., /m/ ... /a/ says ma, ma-pa says “mapa”);	2(C) blend spoken phonemes to form syllables and words (e.g., sol, pato);					
2(G) isolate the initial syllabic sound in spoken words (e.g. /pa/ta, /la/ta, /ra/ta);	2(E) identify syllables in spoken words, including diphthongs and <i>hiatus</i> (le-er, ri-o, quie-ro, na-die, ra-dio, sa-po): and					
2(H) separate spoken multi-syllabic words into two to three syllables (e.g., /to/ /ma/ /te/).	2(F) separate spoken multi-syllabic words into two to four syllables (e.g., “ra-na”, “má-qui-na”, “te-lé-fo-no”).					

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Reading/Beginning Reading Skills/Phonics.</b>						
<b>(Grade K)</b> Students use the relationships between letters and sounds and morphological analysis to decode written Spanish. Students are expected to:						
<b>(Grade 1)</b> Students use the relationships between letters and sounds to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly complex texts. Students are expected to:						
<b>(Grades 2–3)</b> 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 complex texts. Students are expected to:						
3(A) decode the five vowel sounds;	3(A) decode the five vowel sounds;					
3(B) decode syllables;	3(B) decode syllables;					
3(C) use phonological knowledge to match sounds to individual letters and syllables, including hard and soft consonants such as “r,” “c,” and “g”;	3(C) use phonological knowledge to match sounds to individual letters and syllables including hard and soft consonants such as “r,” “c,” and “g”;					
3(D) decode the written “y” when used as a conjunction, as in “mamá y papá”;	3(D) decode the written “y” when used as a conjunction (e.g., “mamá y papá”);					
3(E) become familiar with the concept that “h” is silent;	3(F) decode words with the silent “h”;	2(C) decode words with silent “h” with increasing accuracy;	1(B) decode words with silent “h” with increasing accuracy;			
3(F) become familiar with the digraphs /ch/, /rr/;						

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Reading/Beginning Reading Skills/Phonics (cont.)</b>						
3(G) become familiar with the concept that “ll” and “y” have the same sound (e.g., llave, ya);	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; “s,” “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);	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; “s,” “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);	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; “s,” “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);			
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(E) decode words in context and in isolation by applying the knowledge of letter-sound relationships in different structures including:	2(A) decode words in context and in isolation by applying the knowledge of letter-sound relationships in different syllabic structures including:				

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Reading/Beginning Reading Skills/Phonics (cont.)</b>						
	(i) open syllable (e.g., CV, la ; VCV, ala ; CVCV, toma);	(i) open syllable (CV) (e.g., la/la-ta; to/to-ma.);				
	(ii) closed syllable (e.g., VC, un; CVC, mes);	(ii) closed syllable (CVC) (e.g., mes, sol);				
	(iii) consonant blends (e.g., bra/bra-zo; glo/glo-bo);	(v) consonant blends (e.g., bra/bra-zo; glo/glo-bo);				
	(iv) consonant digraphs (e.g., ch/chi-le; ll/lla-ve; rr/pe-rro);	(vi) consonant digraphs (e.g., ch/chi-le; ll/lla-ve; rr/pe-rro);				
		(iii) diphthongs (e.g., viernes, pie, fui);				
		(iv) hiatus (e.g., fideo, poeta);				
		2(B) use orthographic rules to segment and combine syllables including vowel diphthongs (e.g., pue-de, sien-te, va-ca);	1(A) use orthographic rules to segment and combine syllables including diphthongs (e.g., na-die, ra-dio);			
		2(F) read words with common prefixes (e.g., in-, des-) and suffixes (e.g., -mente, -dad, -oso);	1(E) read words with common prefixes (e.g., in-, des-) and suffixes (e.g., -mente, -dad, -oso);			

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Reading/Beginning Reading Skills/Phonics (cont.)</b>						
	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;	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;	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;			
	3(I) identify the stressed syllable ( <i>silaba tónica</i> );	2(H) identify the stressed syllable ( <i>silaba tónica</i> );	1(F) identify the syllable that is stressed ( <i>silaba tónica</i> );			
	3(J) decode words with an orthographic accent (e.g., “papá,” “mamá”);	2(I) decode words with an orthographic accent (e.g., papá, avión);	1(G) decode words with an orthographic accent (e.g., día, también, después);			
	3(K) use knowledge of the meaning of base words to identify and read common compound words (e.g., sacapuntas, abrelatas, salvavida).	2(J) use knowledge of the meaning of base words to identify and read common compound words (e.g., sacapuntas, abrelatas, sobrecama);	1(H) use knowledge of the meaning of base words to identify and read common compound words (e.g., sacapuntas, abrelatas, salvavidas);			
3(I) recognize that new words are created when syllables are changed, added, or deleted.						
		2(G) identify and read abbreviations (e.g., Sr., Dra.).				
			1(I) monitor accuracy in decoding words that have same sound represented by different letters.			

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Reading/Beginning Reading/Strategies.</b>						
Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:						
4(A) predict what might happen next in text based on the cover, title, and illustrations;	4(A) confirm predictions about what will happen next in text by “reading the part that tells”;	3(A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions;	2(A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions;			
4(B) ask and respond to questions about texts read aloud.	4(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts;	3(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text;	2(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text;			
	4(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(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).	2(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).			

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Reading/Fluency.</b>						
Students read grade-level text with fluency and comprehension. Students are expected to:						
	5(A) read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing, and comprehension.	4(A) read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing, and comprehension.	3(A) read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing, and comprehension.	1(A) read aloud grade-level stories with accuracy, expression, appropriate phrasing, and comprehension.	1(A) read aloud grade-level stories with accuracy, expression, appropriate phrasing, and comprehension.	1(A) read aloud grade-level text with accuracy, expression, appropriate phrasing, and comprehension;
						1(B) use prosody when reading aloud grade-level text based on the reading purpose and the nature of the text.
<b>Reading/Vocabulary Development.</b>						
Students understand new vocabulary and use it when reading and writing. Students are expected to:						
5(A) identify and use words that name actions, directions, positions, sequences, and locations;	6(A) identify words that name actions (verbs) and words that name persons, places, or things (nouns);					
		5(A) use prefixes and suffixes to determine the meaning of words (e.g., componer/descomponer; obedecer/desobedecer);	4(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;	2(A) determine the meaning of grade-level academic Spanish words derived from Latin, Greek, or other linguistic roots and affixes;	2(A) determine the meaning of grade-level academic Spanish words derived from Latin, Greek, or other linguistic roots and affixes;	2(A) determine the meaning of grade-level academic Spanish words derived from Latin, Greek, or other linguistic roots and affixes;

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Reading/Vocabulary Development (cont.)</b>						
5(B) become familiar with grade appropriate vocabulary including content and function words;						
5(C) recognize that compound words are made by putting two words together (e.g., saca + puntas = sacapuntas);	6(B) determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., paraguas);					
	6(C) determine what words mean from how they are used in a sentence, either heard or read;	5(B) use context to determine the relevant meaning of unfamiliar words or multiple-meaning words;	4(B) use context to determine the relevant meaning of unfamiliar words or distinguish among multiple-meaning words and homographs (e.g., <i>vino</i> -la bebida; <i>vino</i> -del verbo venir);	2(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;	2(B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words;	2(B) use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple-meaning words;
5(D) identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures);	6(D) identify and sort words into conceptual categories (e.g., opposites, living things);	5(C) identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning;	4(C) identify and use antonyms, synonyms, and homophones (e.g., tubo, tuvo);	2(C) complete analogies using knowledge of antonyms and synonyms (e.g., boy:girl as male:___ or girl:woman as boy:___);	2(C) produce analogies with known antonyms and synonyms;	2(C) complete analogies that describe part to whole or whole to part (e.g., motor:carro como aire:___ or carro:motor como llanta:___);

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Reading/Vocabulary Development (cont.)</b>						
			4(D) identify and apply playful uses of language (e.g., tongue twisters, palindromes, riddles);	2(D) identify the meaning of common idioms;	2(D) identify and explain the meaning of common idioms, adages, and other sayings;	
5(E) use a picture dictionary to find words.	6(E) alphabetize a series of words to the first or second letter and use a dictionary to find words.	5(D) alphabetize a series of words and use a dictionary or a glossary to find words.	4(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.	2(E) use a dictionary or glossary to determine the meanings, spelling, and syllabication of unknown words.	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(D) 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.
<b>Reading/Comprehension of Literary Text/Theme and Genre.</b>						
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:						
6(A) identify elements of a story including setting, character, and key events;						
6(B) discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience;	7(A) connect the meaning of a well-known story or fable to personal experiences;	6(A) identify moral lessons as themes in well-known fables, legends, myths, or stories;	5(A) paraphrase the themes and supporting details of fables, legends, myths, or stories;	3(A) summarize and explain the lesson or message of a work of fiction as its theme;	3(A) compare and contrast the themes or moral lessons of several works of fiction from various cultures;	3(A) infer the implicit theme of a work of fiction, distinguishing theme from the topic;
6(C) recognize sensory details;						

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Reading/Comprehension of Literary Text/Theme and Genre (cont.)</b>						
6(D) recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures.	7(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.	6(B) compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot.	5(B) compare and contrast the settings in myths and traditional folktales.	3(B) compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature.	3(B) describe the phenomena explained in origin myths from various cultures;	3(B) analyze the function of stylistic elements (e.g., magic helper, rule of three) in traditional and classical literature from various cultures;
					3(C) explain the effect of a historical event or movement on the theme of a work of literature.	3(C) compare and contrast the historical and cultural settings of two literary works.
<b>Reading/Comprehension of Literary Text/Poetry.</b>						
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						
7(A) respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds.	8(A) respond to and use rhythm, rhyme, and alliteration in poetry.	7(A) describe how rhyme, rhythm, and repetition interact to create images in poetry.	6(A) describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse).	4(A) explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse).	4(A) analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems.	4(A) explain how figurative language (e.g., personification, metaphors, similes, hyperbole) contributes to the meaning of a poem.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Reading/Comprehension of Literary Text/Drama.</b>						
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:						
		8(A) identify the elements of dialogue and use them in informal plays.	7(A) explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed.	5(A) describe the structural elements particular to dramatic literature.	5(A) analyze the similarities and differences between an original text and its dramatic adaptation.	5(A) 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.
<b>Reading/Comprehension of Literary Text/Fiction.</b>						
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:						
8(A) retell a main event from a story read aloud;	9(A) describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events;	9(A) describe similarities and differences in the plots and settings of several works by the same author;	8(A) sequence and summarize the plot's main events and explain their influence on future events;	6(A) sequence and summarize the plot's main events and explain their influence on future events;	6(A) describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events;	6(A) summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction;
8(B) describe characters in a story and the reasons for their actions.	9(B) describe characters in a story and the reasons for their actions and feelings.	9(B) describe main characters in works of fiction, including their traits, motivations, and feelings.	8(B) describe the interaction of characters including their relationships and the changes they undergo;	6(B) describe the interaction of characters including their relationships and the changes they undergo;	6(B) explain the roles and functions of characters in various plots, including their relationships and conflicts;	6(B) recognize dialect and conversational voice and explain how authors use dialect to convey character;
			8(C) identify whether the narrator or speaker of a story is first or third person.	6(C) identify whether the narrator or speaker of a story is first or third person.	6(C) explain different forms of third-person points of view in stories.	6(C) describe different forms of point-of-view, including first- and third-person.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<p><b>Reading/Comprehension of Literary Text/Literary Nonfiction.</b>            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:</p>						
	10(A) determine whether a story is true or a fantasy and explain why.	10(A) distinguish between fiction and nonfiction.	9(A) explain the difference in point of view between a biography and autobiography.	7(A) 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.	7(A) identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life.	7(A) identify the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobiography.
<p><b>Reading/Comprehension of Literary Text/Sensory Language.</b>            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:</p>						
	11(A) recognize sensory details in literary text.	11(A) recognize that some words and phrases have literal and non-literal meanings (e.g., take steps).	10(A) identify language that creates a graphic visual experience and appeals to the senses.	8(A) identify the author's use of similes and metaphors to produce imagery.	8(A) evaluate the impact of sensory details, imagery, and figurative language in literary text.	8(A) explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<p><b>Reading/Comprehension of Text/Independent Reading.</b>            Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to:</p>						
	12(A) read independently for a sustained period of time.	12(A) read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning.	11(A) 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).	9(A) 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).	9(A) 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).	
<p><b>Reading/Comprehension of Informational Text/Culture and History.</b>            (Grades K–4) 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:            (Grades 5–6) 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:</p>						
9(A) identify the topic of an informational text heard.	13(A) identify the topic and explain the author’s purpose in writing the text.	13(A) identify the topic and explain the author’s purpose in writing the text.	12(A) identify the topic and locate the author’s stated purposes in writing the text.	10(A) explain the difference between a stated and an implied purpose for an expository text.	10(A) draw conclusions from the information presented by an author and evaluate how well the author’s purpose was achieved.	9(A) compare and contrast the stated or implied purposes of different authors writing on the same topic.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<p><b>Reading/Comprehension of Informational Text/Expository Text.</b></p> <p>Students analyze, make inferences and draw conclusions about expository text, and provide evidence from text to support their understanding. Students are expected to:</p>						
10(A) identify the topic and details in expository text heard or read, referring to the words and/or illustrations;	14(A) restate the main idea, heard or read;	14(A) identify the main idea in a text and distinguish it from the topic;	13(A) identify the details or facts that support the main idea;	11(A) summarize the main idea and supporting details in text in ways that maintain meaning;	11(A) summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order;	10(A) summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions;
10(B) retell important facts in a text, heard or read;	14(B) identify important facts or details in text, heard or read;	14(B) locate the facts that are clearly stated in a text;	13(B) draw conclusions from the facts presented in text and support those assertions with textual evidence;	11(B) distinguish fact from opinion in a text and explain how to verify what is a fact;	11(B) determine the facts in text and verify them through established methods;	10(B) explain whether facts included in an argument are used for or against an issue;
10(C) discuss the ways authors group information in text;	14(C) retell the order of events in a text by referring to the words and/or illustrations;	14(C) describe the order of events or ideas in a text;	13(C) identify explicit cause and effect relationships among ideas in texts;	11(C) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison;	11(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;	10(C) explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author's viewpoint;

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Reading/Comprehension of Informational Text/Expository Text (cont.)</b>						
10(D) use titles and illustrations to make predictions about text.	14(D) use text features (e.g., title, tables of contents, illustrations) to locate specific information in text.	14(D) use text features (e.g., table of contents, index, headings) to locate specific information in text.	13(D) use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.	11(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.	11(D) use multiple text features and graphics to gain an overview of the contents of text and to locate information;	
					11(E) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.	10(D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.
<b>Reading/Comprehension of Informational Text/Persuasive Text.</b>						
Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:						
			14(A) identify what the author is trying to persuade the reader to think or do.	12(A) explain how an author uses language to present information to influence what the reader thinks or does.	12(A) identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument;	11(A) compare and contrast the structure and viewpoints of two different authors writing for the same purpose, noting the stated claim and supporting evidence;

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Reading/Comprehension of Informational Text/Persuasive Text (cont.)</b>						
					12(B) recognize exaggerated, contradictory, or misleading statements in text.	11(B) identify simply faulty reasoning used in persuasive texts.
<b>Reading/Comprehension of Informational Text/Procedural Texts.</b>						
Students understand how to glean and use information in procedural texts and documents. Students are expected to:						
11(A) follow pictorial directions (e.g., recipes, science experiments);	15(A) follow written multi-step directions with picture cues to assist with understanding;	15(A) follow written multi-step directions;	15(A) follow and explain a set of written multi-step directions;	13(A) determine the sequence of activities needed to carry out a procedure (e.g., following a recipe);	13(A) interpret details from procedural text to complete a task, solve a problem, or perform procedures;	12(A) follow multi-tasks instructions to complete a task, solve a problem, or perform procedures;
11(B) identify the meaning of specific signs (e.g., traffic signs, warning signs).	15(B) explain the meaning of specific signs and symbols (e.g., map features).	15(B) use common graphic features to assist in the interpretation of text (e.g., captions, illustrations).	15(B) locate and use specific information in graphic features of text.	13(B) explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).	13(B) interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.	12(B) interpret factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Reading/Media Literacy.</b>						
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:						
12(A) identify different forms of media (e.g., advertisements, newspapers, radio programs) (with adult assistance);	16(A) recognize different purposes of media (e.g., informational, entertainment) (with adult assistance);	16(A) recognize different purposes of media (e.g., informational, entertainment);	16(A) understand how communication changes when moving from one genre of media to another;	14(A) explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior;	14(A) explain how messages conveyed in various forms of media are presented differently (e.g., documentaries, online information, televised news);	13(A) explain messages conveyed in various forms of media;
12(B) identify techniques used in media (e.g., sound, movement) (with adult assistance).	16(B) identify techniques used in media (e.g., sound, movement).	16(B) describe techniques used to create media messages (e.g., sound, graphics);	16(B) explain how various design techniques used in media influence the message (e.g., shape, color, sound);	14(B) explain how various design techniques used in media influence the message (e.g., pacing, close-ups, sound effects);	14(B) consider the difference in techniques used in media (e.g., commercials, documentaries, news);	13(B) recognize how various techniques influence viewers' emotions;
					14(C) identify the point of view of media presentations;	13(C) critique persuasive techniques (e.g., testimonials, bandwagon appeal) used in media messages;
		16(C) identify various written conventions for using digital media (e.g., e-mail, website, video game).	16(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).	14(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).	14(D) analyze various digital media venues for levels of formality and informality.	13(D) analyze various digital media venues for levels of formality and informality.

# WRITING



## SLAR TEKS Vertical Alignment

### Grades K–6

The *Spanish Language Arts and Reading (SLAR) Vertical Alignment Chart* is a tool that allows the *Texas Essential Knowledge and Skills (TEKS)* to be viewed across multiple grade levels. The *TEKS* for kindergarten are listed here in the same order as they are presented in the *SLAR TEKS* document. After kindergarten, the *SLAR TEKS* are listed to correlate with previous grade levels. Consequently, in viewing columns for grades 1–6, you may see various letters [(A), (B), (i), (ii), etc.] that are not in order preceding the student expectation.

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## WRITING

Students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail.

# Guide to the SLAR TEKS Writing Strand Across Grade Levels

Tagline and Applicable Grade Level	Knowledge and Skills Statement	CCRS Standard							
<p><b>Writing Process</b></p> <table border="1" data-bbox="94 488 846 797"> <tr> <td>K</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> </table>	K	1	2	3	4	5	6	<p>Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.</p>	<p><b>E/LAS (English/Language Arts Standards): Writing:</b> A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author’s purpose.</p> <p><b>CDS (Cross-Disciplinary Standards): II. Foundational Skills.</b> B. Writing across the curriculum</p>
K	1	2	3	4	5	6			
<p><b>Literary Texts</b></p> <table border="1" data-bbox="94 872 846 1112"> <tr> <td>K</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> </table>	K	1	2	3	4	5	6	<p>Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.</p>	<p><b>E/LAS: Writing:</b> A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author’s purpose.</p> <p><b>CDS: II. Foundational Skills.</b> B. Writing across the curriculum</p>
K	1	2	3	4	5	6			
<p><b>Personal (unofficial tag line)</b></p> <table border="1" data-bbox="94 1187 846 1422"> <tr> <td>K</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> </table>	K	1	2	3	4	5	6	<p>Students write about their own experiences.</p>	<p><b>E/LAS: Writing:</b> A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author’s purpose.</p> <p><b>CDS: II. Foundational Skills.</b> B. Writing across the curriculum</p>
K	1	2	3	4	5	6			

Tagline and Applicable Grade Level	Knowledge and Skills Statement	CCRS Standard							
<p><b>Expository and Procedural Texts</b></p> <table border="1"> <tr> <td>K</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> </table>	K	1	2	3	4	5	6	<p>Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.</p>	<p><b>E/LAS: Writing:</b> A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author’s purpose.</p> <p><b>CDS: II. Foundational Skills.</b> B. Writing across the curriculum</p>
K	1	2	3	4	5	6			
<p><b>Persuasive Texts</b></p> <table border="1"> <tr> <td>K</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> </table>	K	1	2	3	4	5	6	<p>Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.</p>	
K	1	2	3	4	5	6			

# SLAR TEKS Writing Strand Vertical Alignment

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Writing/Writing Process.</b>						
Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:						
13 (A) plan a first draft by generating ideas for writing through class discussion (with adult assistance);	17(A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas);	17(A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas);	17(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);	15(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);	15(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;	14(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;

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Writing/Writing Process (cont.)</b>						
13(B) develop drafts by sequencing the action or details in the story (with adult assistance);	17(B) develop drafts by sequencing ideas through writing sentences;	17(B) develop drafts by sequencing ideas through writing sentences;	17(B) develop drafts by categorizing ideas and organizing them into paragraphs;	15(B) develop drafts by categorizing ideas and organizing them into paragraphs;	15(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;	14(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;
13(C) revise drafts by adding details or sentences (with adult assistance);	17(C) revise drafts by adding or deleting a word, phrase, or sentence;	17(C) revise drafts by adding or deleting words, phrases, or sentences;	17(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience;	15(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience;	15(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;	14(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;

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Writing/Writing Process (cont.)</b>						
13(D) edit drafts by leaving spaces between letters and words (with adult assistance);	17(D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric;	17(D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric;	17(D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric;	15(D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric;	15(D) edit drafts for grammar, mechanics, and spelling;	14(D) edit drafts for grammar, mechanics, and spelling;
13(E) share writing with others (with adult assistance).	17(E) publish and share writing with others.	17(E) publish and share writing with others.	17(E) publish written work for a specific audience.	15(E) revise final draft in response to feedback from peers and teacher and publish written work for a specific audience.	15(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	14(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.
<b>Writing/Literary Texts.</b>						
Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:						
14(A) dictate or write sentences to tell a story and put the sentences in chronological sequence;	18(A) write brief stories that include a beginning, middle, and end;	18(A) write brief stories that include a beginning, middle, and end;	18(A) write imaginative stories that build the plot to a climax and contain details about the characters and setting;	16(A) write imaginative stories that build the plot to a climax and contain details about the characters and setting;	16(A) write imaginative stories that include:	15(A) write imaginative stories that include:
					(i) a clearly defined focus, plot, and point of view;	(i) a clearly defined focus, plot, and point of view;
					(ii) a specific, believable setting created through the use of sensory details;	(ii) a specific, believable setting created through the use of sensory details;
					(iii) dialogue that develops the story;	(iii) dialogue that develops the story;

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Writing/Literary Texts (cont.)</b>						
14(B) write short poems.	18(B) write short poems that convey sensory details.	18(B) write short poems that convey sensory details.	18(B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).	16(B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).	16(B) write poems using:	15(B) write poems using:
					(i) poetic techniques (e.g., alliteration, onomatopoeia);	(i) poetic techniques (e.g., alliteration, onomatopoeia);
					(ii) figurative language (e.g., similes, metaphors);	(ii) figurative language (e.g., similes, metaphors);
					(iii) graphic elements (e.g., capital letters, line length).	(iii) graphic elements (e.g., capital letters, line length).
<b>Writing.</b> Students write about their own experiences. Students are expected to:						
			19(A) write about important personal experiences.	17(A) write about important personal experiences.	17(A) write a personal narrative that conveys thoughts and feelings about an experience.	16(A) write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Writing/Expository and Procedural Texts.</b>						
Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:						
15(A) dictate or write information for lists, captions, or invitations.	19(A) write brief compositions about topics of interest to the student;	19(A) write brief compositions about topics of interest to the student;	20(A) create brief compositions that:	18(A) create brief compositions that:	18(A) create multi-paragraph essays to convey information about a topic that:	17(A) create multi-paragraph essays to convey information about a topic that:
			(i) establish a central idea in a topic sentence;	(i) establish a central idea in a topic sentence;	(i) present effective introductions and concluding paragraphs;	(i) present effective introductions and concluding paragraphs;
			(iii) contain a concluding statement;	(iii) contain a concluding statement;		
					(ii) guide and inform the reader's understanding of key ideas and evidence;	(ii) guide and inform the reader's understanding of key ideas and evidence;
			(ii) include supporting sentences with simple facts, details, and explanations;	(ii) include supporting sentences with simple facts, details, and explanations;	(iii) include specific facts, details, and examples in an appropriately organized structure;	(iii) include specific facts, details, and examples in an appropriately organized structure;
					(iv) use a variety of sentence structures and transitions to link paragraphs;	(iv) use a variety of sentence structures and transitions to link paragraphs;

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Writing/Expository and Procedural Texts (cont.)</b>						
	19(B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing);	19(B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing);	20(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);	18(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);	18(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);	17(B) write informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing);
	19(C) write brief comments on literary or informational texts.	19(C) write brief comments on literary or informational texts.	20(C) write responses to literary or expository texts that demonstrate an understanding of the text.	18(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.	18(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.	17(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding;
						17(D) produce a multimedia presentation involving text and graphics using available technology.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Writing/Persuasive Texts.</b>						
Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to:						
		20(A) write persuasive statements about issues that are important to the student for the appropriate audience in the school, home, or local community.	21(A) write persuasive essays for appropriate audiences that establish a position and use supporting details.	19(A) write persuasive essays for appropriate audiences that establish a position and use supporting details.	19(A) write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.	18(A) write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.

# ORAL AND WRITTEN CONVENTIONS



## SLAR TEKS Vertical Alignment

Grades K–6

The *Spanish Language Arts and Reading (SLAR) Vertical Alignment Chart* is a tool that allows the *Texas Essential Knowledge and Skills (TEKS)* to be viewed across multiple grade levels. The *TEKS* for kindergarten are listed here in the same order as they are presented in the *SLAR TEKS* document. After kindergarten, the *SLAR TEKS* are listed to correlate with previous grade levels. Consequently, in viewing columns for grades 1–6, you may see various letters [(A), (B), (i), (ii), etc.] that are not in order preceding the student expectation.

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### ORAL AND WRITTEN CONVENTIONS

Students learn how to use the oral and written conventions of the Spanish language in speaking and writing.

# Guide to the SLAR TEKS Oral and Written Conventions Strand Across Grade Levels

Tagline and Applicable Grade Level								Knowledge and Skills Statement	CCRS Standard
<b>Conventions</b>								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.	<p><b>E/LAS (English/Language Arts Standards): Writing:</b> A.5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.</p> <p><b>CDS (Cross-Disciplinary Standards): II. Foundational Skills.</b> B. Writing across the curriculum 1. Write clearly and coherently using standard writing conventions.</p>
K	1	2	3	4	5	6			
<b>Handwriting/Capitalization/Punctuation</b>								Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.	
K	1	2	3	4	5	6			
<b>Spelling</b>								Students spell correctly.	
K	1	2	3	4	5	6			

# SLAR TEKS Oral and Written Conventions Strand

## Vertical Alignment

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<p>→ <b>Oral and Written Conventions/Conventions.</b>            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:</p>						
16(A) understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):	20(A) understand and use the following parts of speech in the context of reading, writing, and speaking:	21(A) understand and use the following parts of speech in the context of reading, writing, and speaking:	22(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:	20(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:	20(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:	19(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
(i) verbs, including commands and past and future tenses when speaking;	(i) verbs in the past, present, and future in the indicative mode (canto, canté);	(i) regular and irregular verbs (past, present, and future in the indicative mode);	(i) regular and irregular verbs (past, present, future, and perfect tenses in the indicative mode);	(i) regular and irregular verbs (past, present, future, and perfect tenses in the indicative mode);	(i) regular and irregular verbs (past, present, future, and perfect tenses in the indicative mode);	(i) regular and irregular verbs (past, present, future, and perfect tenses in the indicative mode);
(ii) nouns (singular/plural);	(ii) nouns (singular/plural, common/proper);	(ii) nouns (singular/plural, common/proper);	(ii) nouns (singular/plural, common/proper);	(ii) nouns (singular/plural, common/proper);	(ii) collective nouns (e.g., manada, rebaño);	(ii) non-count nouns (e.g., cardúmen, jaulía);

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Oral and Written Conventions/Conventions (cont.)</b>						
(iii) descriptive words;	(iii) adjectives (e.g., descriptive: verde, alto);	(iii) adjectives (e.g., descriptive: viejo, maravilloso);	(iii) adjectives (e.g., descriptive: dorado, rectangular; limiting: este, ese, aquel);	(iii) adjectives (e.g., descriptive, including adjective phrases: vestido de domingo) and their comparative and superlative forms (e.g., más que, la más);	(iii) adjectives (e.g., descriptive, including those expressing origin (gentilicios): auto <i>francés</i> , dólar <i>americano</i> ) and their comparative and superlative forms (e.g., bueno, mejor, la mejor);	(iii) predicate adjectives (Ella es <i>inteligente</i> .) and their comparative forms (e.g., muy, más);
		(iv) articles (e.g., un, una, la, el);	(iv) articles (e.g., un, una, lo, la, el, los, las);			
	(iv) adverbs (e.g., time: before, next);	(v) adverbs (e.g., time: antes, después; manner: cuidadosamente);	(v) adverbs (e.g., time: luego, antes; manner: cuidadosamente);	(iv) adverbs (e.g., frequency: usualmente, a veces; intensity: casi, mucho);	(iv) adverbs (e.g., frequency: usualmente, a veces; intensity: casi, mucho);	(iv) conjunctive adverbs (e.g., consecuentemente, además, de hecho);
(iv) prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., en, de, por la tarde, en la mañana);	(v) prepositions and prepositional phrases (“por la mañana”);	(vi) prepositions and prepositional phrases;	(vi) prepositions and prepositional phrases;	(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;	(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;	(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;
(v) personal pronouns (e.g., yo, ellos);	(vi) personal pronouns (e.g., yo, ellos);	(vii) pronouns (e.g., él, su);	(vii) possessive pronouns (e.g., su, sus, mi, mis, suyo);	(vi) reflexive pronouns (e.g., me, te, se, nos);	(vi) indefinite pronouns (e.g., todos, juntos, nada, cualquier);	(vi) indefinite pronouns (e.g., todos, juntos, nada, cualquier);

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Oral and Written Conventions/Conventions (cont.)</b>						
			(vii) coordinating conjunctions (e.g., y, o, pero);	(vii) correlative conjunctions (e.g., o/o, ni/ni);	(vii) subordinating conjunctions (e.g., mientras, porque, aunque, si);	(vii) subordinating conjunctions (e.g., mientras, porque, aunque, si);
	(vii) time-order transition words (e.g., primero, luego, después);	(viii) time-order transition words;	(ix) time-order transition words and transitions that indicate a conclusion (e.g., finalmente, por último);	(viii) time-order transition words and transitions that indicate a conclusion;	(viii) transitional words (e.g., también, por lo tanto);	(viii) transitional words and phrases that demonstrate an understanding of the function of the transition related to the organization of the writing (e.g., por el contrario, además de)
					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);	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);
16(B) speak in complete sentences to communicate;	20(B) speak in complete sentences with correct article-noun agreement (e.g., la pelota, el mapa, el agua, la mano, el águila);		22(B) use the complete subject and the complete predicate in a sentence;	20(B) use the complete subject and the complete predicate in a sentence;	20(C) use the complete subject and the complete predicate in a sentence;	19(C) differentiate between the active and passive voice and know how to use them both;

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Oral and Written Conventions/Conventions (cont.)</b>						
		21(B) distinguish among declarative, interrogative, exclamatory, and imperative sentences.				
16(C) use complete simple sentences.			22(C) use complete simple and compound sentences;	20(C) use complete simple and compound sentences with correct subject-verb agreement.	20(D) use complete simple and compound sentences with correct subject-verb agreement;	19(D) use complete simple and compound sentences with correct subject-verb agreement.
	20(C) identify and read abbreviations (e.g., Sr., Sra.).		22(D) identify, read, and write abbreviations (e.g., Ave, Dra., Atte.).		20(E) identify and read abbreviations (e.g., Sr., Atte.).	
<b>Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.</b>						
Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:						
17(A) form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression);	21(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;	22(A) write legibly leaving appropriate margins for readability;	23(A) write legibly in cursive script with spacing between words in a sentence;	21(A) write legibly by selecting cursive script or manuscript printing as appropriate;		

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Oral and Written Conventions/Handwriting, Capitalization, and Punctuation (cont.)</b>						
17(B) capitalize the first letter in a sentence;	21(B) recognize and use basic capitalization for:	22(B) use capitalization for:	23(B) use capitalization for:	21(B) use capitalization for:	21(A) use capitalization for:	20(A) use capitalization for:
	(i) the beginning of sentences;					
	(ii) names of people;	(i) proper nouns;	(iii) official titles of people;			
			(i) geographical names and places;	(i) historical events and documents;		
			(ii) historical periods;			
		(ii) the salutation and closing of a letter;		(ii) the first words of titles of books, stories, and essays;		
				(i) abbreviations;	(i) abbreviations;	
				(ii) initials and acronyms;	(ii) initials and acronyms;	
				(iii) organizations	(iii) organizations;	
		22(C) understand that months and days of the week are not capitalized;				
17(C) use punctuation at the beginning (when appropriate) and at the end of a sentence.	21(C) recognize and use punctuation marks at the beginning and end of exclamatory and interrogative sentences and at the end of declarative sentences.	22(D) recognize and use punctuation marks, including beginning and ending punctuation in sentences;	23(C) recognize and use punctuation marks including commas;	21(C) recognize and use punctuation marks including commas in compound sentences; colons, semi-colons, ellipses, the hyphen, and em dash;	21(B) recognize and use punctuation marks including:	20(B) recognize and use punctuation marks including:

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Oral and Written Conventions/Handwriting, Capitalization, and Punctuation (cont.)</b>						
					(i) commas in compound sentences;	(i) commas in compound sentences;
					(ii) proper punctuation and spacing for quotations and em dash;	(ii) proper punctuation and spacing for quotations and em dash;
						(iii) parentheses, brackets, and ellipses (to indicate omissions and interruptions or incomplete statements);
			23(D) use correct mechanics including paragraph indentations or “sangrías.”		21(C) use proper mechanics, including italics for titles of books.	20(C) use proper mechanics, including italics for titles of books.
		22(E) identify, read, and write abbreviations (e.g., Srta., Dr.).		21(D) identify and read abbreviations (e.g., Sr., Atte.).		

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<p>→ <b>Oral and Written Conventions/Spelling.</b>            Students spell correctly. Students are expected to:</p>						
18(A) use phonological knowledge to match sounds to individual letters or syllables;	22(A) use phonological knowledge to match sounds to letters and syllables to construct words;					
18(B) use letter-sound correspondences to spell mono- and multi-syllabic 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);					
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);						
	22(C) blend phonemes to form syllables and words (e.g., mismo, tarde);					
18(D) use “y” to represent /i/ when used as a conjunction (e.g., mamá y papá);						

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Oral and Written Conventions/Spelling (cont.)</b>						
	22(D) become familiar with words using orthographic patterns including:	23(A) become familiar with words using orthographic patterns including:	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;	(i) words that use syllables with hard /r/ spelled as “r” or “rr,” as in ratón and carro;	(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;	(ii) words that use syllables with soft /r/ spelled as “r” and always between two vowels, as in loro and cara;	(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;	(iii) words that use syllables with silent “h,” as in hora and hoy;	(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;	(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;	(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;			

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Oral and Written Conventions/Spelling (cont.)</b>						
	<p>(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);</p>	<p>(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);</p>	<p>(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);</p>			
	<p>(vi) words using “n” before “v” (e.g., invitar), “m” before “b” (e.g., cambiar), and “m” before “p” (e.g., importante);</p>	<p>(vi) words using “n” before “v” (e.g., invitación), “m” before “b” (e.g., cambiar), and “m” before “p” (e.g., comprar);</p>	<p>(vi) words using “n” before “v” (e.g., invitación), “m” before “b” (e.g., cambiar), and “m” before “p” (e.g., comprar);</p>			
18(E) write one’s own name.						

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Oral and Written Conventions/Spelling (cont.)</b>						
	22(E) become familiar with words with consonant blends (e.g., bra/bra-zo-, glo/glo-bo-);	23(B) spell words with consonant blends (e.g., bra/bra-zo-, glo/glo-bo-);	24(B) spell words with consonant blends with increased accuracy (e.g., bra/bra-zo-, glo/glo-bo-);			
	22(F) use knowledge of syllabic sounds, word parts, word segmentation, and syllabication to spell;	23(D) use knowledge of syllabic sounds, word parts, word segmentation, and syllabication to spell;	24(D) use knowledge of syllabic sounds, word parts, word segmentation, and syllabication to spell;			
	22(G) become familiar with words that have a prosodic or orthographic accent on the last syllable (palabras agudas) (e.g., calor, ratón);	23(E) spell words that have a prosodic or orthographic accent on the last syllable (palabras agudas) (e.g., feliz, canción);	24(E) write with increased accuracy using accent marks, including:	22(A) write with increasing accuracy using accent marks including:	22(A) spell words with more advanced orthographic patterns and rules, including:	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);	(i) words that have a prosodic or orthographic accent on the last syllable (palabras agudas) (e.g., feliz, canción);	(i) words that have a prosodic or orthographic accent on the last syllable (palabras agudas) (e.g., feliz, canción);	(i) words that have a prosodic or orthographic accent on the last syllable (palabras agudas) (e.g., feliz, canción);

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Oral and Written Conventions/Spelling (cont.)</b>						
		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);	(ii) words that have a prosodic or orthographic accent on the second-to-last syllable (palabras graves) (e.g., casa, árbol);	(ii) words that have a prosodic or orthographic accent on the second-to-last syllable (palabras graves) (e.g., casa, árbol);	(ii) words that have a prosodic or orthographic accent on the second-to-last syllable (palabras graves) (e.g., casa, árbol);	(ii) words that have a prosodic or orthographic accent on the second-to-last syllable (palabras graves) (e.g., casa, árbol);
			24(F) become familiar with words that have an orthographic accent on the third-to-last syllable (palabras esdrújulas) (e.g., último, cómico, mecánico);	(iii) words that have an orthographic accent on the third-to-last syllable (palabras esdrújulas) (e.g., último, cómico, mecánico);	(iii) words that have an orthographic accent on the third-to-last syllable (palabras esdrújulas) (e.g., último, cómico, mecánico);	(iii) words that have an orthographic accent on the third-to-last syllable (palabras esdrújulas) (e.g., último, cómico, mecánico);
					(iv) words that have a prosodic or orthographic accent on the fourth-to-last syllable (palabras sobresdrújulas);	(iv) words that have a prosodic or orthographic accent on the fourth-to-last syllable (palabras sobresdrújulas);
			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);	22(B) spell words with hiatus and diphthongs (e.g., le-er, rí-o; quie-ro, vio);	22(D) correctly spell words containing hiatus and diphthongs (e.g., le-er, rí-o; quie-ro, vio);	21(D) correctly spell words containing hiatus and diphthongs (e.g., le-er, rí-o; quie-ro, vio);

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Oral and Written Conventions/Spelling (cont.)</b>						
	22(H) become familiar with the appropriate use of accents on words commonly used in questions and exclamations (e.g., cuál, dónde, cómo);	23(G) use accents appropriately on words commonly used in questions and exclamations (e.g., cuál, dónde, cómo);	24(H) use with increased accuracy accents on words commonly used in questions and exclamations (e.g., cuál, dónde, cómo);			
				22(C) spell base words and roots with affixes (e.g., ex-, pre-, post-, -able);		
				22(D) spell words with:	22(C) spell words with:	22(C) spell words with:
				(i) Greek roots (e.g., tele-, foto-, grafo-, metro-);	(i) Greek roots (e.g., tele-, foto-, grafo-, metro-);	(i) Greek roots (e.g., tele-, foto-, grafo-, metro-);
				(ii) Latin roots (e.g., spec, scrib, rupt, port, dict);	(ii) Latin roots (e.g., spec, scrib, rupt, port, dict);	(ii) Latin roots (e.g., spec, scrib, rupt, port, dict);
				(iii) Greek suffixes (e.g., -ología, -fobia, -ismo, -ista);	(iii) Greek suffixes (e.g., -ología, -fobia, -ismo, -ista);	(iii) Greek suffixes (e.g., -ología, -fobia, -ismo, -ista);
				(iv) Latin derived suffixes (e.g., -able, -ible, -ancia);	(iv) Latin derived suffixes (e.g., -able, -ible, -ancia);	(iv) Latin derived suffixes (e.g., -able, -ible, -ancia);

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Oral and Written Conventions/Spelling (cont.)</b>						
			24(I) differentiate the meaning or function of a word based on the diacritical accent (e.g., se/ sé, el/él, mas/ más);	22(E) differentiate the meaning or function of a word based on the diacritical accent (e.g., dé,de; tú,tu);		
		23(H) mark accents appropriately when conjugating verbs in the simple past in the indicative mode (e.g., corrió, jugó);	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);	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);	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);	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);
	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);	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);	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).			
		23(I) identify, read, and write abbreviations (e.g., Sr., Dra.);				

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Oral and Written Conventions/Spelling (cont.)</b>						
					22(E) differentiate between commonly confused terms (e.g., porque, por qué; asimismo, así mismo; sino, si no; también, tan bien);	21(E) differentiate between commonly confused terms (e.g., porque, por qué; tampoco, tan poco; mediodía, medio día; quehacer; que hacer);
	22(J) use resources to find correct spellings.	23(J) use resources to find correct spellings.	24(K) use print and electronic resources to find and check correct spellings.	22(G) use spelling patterns, rules, and print and electronic resources to determine and check correct spellings.	22(F) use spelling patterns, rules and print and electronic resources to determine and check correct spellings;	21(F) use spelling patterns, rules, and print and electronic resources to determine and check correct spellings;
					22(G) know how to use the spell-check function in word processing while understanding its limitations.	21(G) know how to use the spell-check function in word processing while understanding its limitations

# RESEARCH



## SLAR TEKS Vertical Alignment

Grades K–6

*The Spanish Language Arts and Reading (SLAR) Vertical Alignment Chart is a tool that allows the Texas Essential Knowledge and Skills (TEKS) to be viewed across multiple grade levels. The TEKS for kindergarten are listed here in the same order as they are presented in the SLAR TEKS document. After kindergarten, the SLAR TEKS are listed to correlate with previous grade levels. Consequently, in viewing columns for grades 1–6, you may see various letters [(A), (B), (i), (ii), etc.] that are not in order preceding the student expectation.*

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### RESEARCH

Students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information.

# Guide to the SLAR TEKS Research Strand Across Grade Levels

Tagline and Applicable Grade Level								Knowledge and Skills Statement	CCRS Standard
<b>Research Plan</b>								Students ask open-ended research questions and develop a plan for answering them.	<p><b>E/LAS (English/Language Arts Standards): V. Research:</b> A. Formulate topic and questions.</p> <p><b>CDS (Cross-Disciplinary Standards): II. Foundational Skills.</b> C. Research across the curriculum 3. Refine research topic based on preliminary research and devise a timeline for completing work.</p>
K	1	2	3	4	5	6			
<b>Gathering Sources</b>								Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.	<p><b>E/LAS: V. Research:</b> B. Select information from a variety of sources.</p> <p>B.1. Gather relevant sources.</p> <p>B.4. Use source material ethically.</p>
K	1	2	3	4	5	6			
<b>Synthesizing Information</b>								Students clarify research questions and evaluate and synthesize collected information.	<p><b>E/LAS: V. Research:</b> B.2. Evaluate the validity and reliability of sources.</p> <p>B.3. Synthesize and organize information effectively.</p>
K	1	2	3	4	5	6			
<b>Organizing and Presenting Ideas</b>								<p>Grades 1–4: Students organize and present their ideas and information according to the purpose of the research and their audience.</p> <p>Grades 5–6: 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 oral presentation.</p>	<p><b>E/LAS: V. Research:</b> C. Produce and design a document.</p>
K	1	2	3	4	5	6			

Tagline and Applicable Grade Level	Knowledge and Skills Statement	CCRS Standard
<p><b>Media Literacy</b></p> <p>K      1      2      3      4      5      6</p>	<p>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.</p>	<p><b>E/LAS: Listening.</b> A. Apply listening skills as an individual and as a member of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews)</p> <p><b>CDS: I. Key Cognitive Skills.</b> B. Reasoning  <b>CDS: II. Foundational Skills.</b> E. Technology</p>

# SLAR TEKS Research Strand Vertical Alignment

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Research/Research Plan.</b> Students ask open-ended research questions and develop a plan for answering them. Students are expected to:						
19(A) ask questions about topics of class-wide interest (with adult assistance);	23(A) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics (with adult assistance);	24(A) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics;	25(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;	23(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;	23(A) brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic;	22(A) brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic;
19(B) decide what sources or people in the classroom, school, library, or home can answer these questions (with adult assistance).	23(B) decide what sources of information might be relevant to answer these questions (with adult assistance).	24(B) decide what sources of information might be relevant to answer these questions.	25(B) generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question.	23(B) generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question.	23(B) generate a research plan for gathering relevant information about the major research question.	22(B) generate a research plan for gathering relevant information about the major research question.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Research/Gathering Sources.</b> 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:						
20(A) gather evidence from provided text sources (with adult assistance);	24(A) gather evidence from available sources (natural and personal) as well as from interviews with local experts (with adult assistance);	25(A) gather evidence from available sources (natural and personal) as well as from interviews with local experts;	26(A) follow the research plan to collect information from multiple sources of information, both oral and written, including:	24(A) follow the research plan to collect information from multiple sources of information both oral and written, including:	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;	23(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;
			(i) student-initiated surveys, on-site inspections, and interviews;	(i) student-initiated surveys, on-site inspections, and interviews;		
			(ii) data from experts, reference texts, and online searches;	(ii) data from experts, reference texts, and online searches;		
			(iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate;	(iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate;		
20(B) use pictures in conjunction with writing when documenting research (with adult assistance).	24(B) use text features (e.g., table of contents, alphabetized index) in age-appropriate reference works (e.g., picture dictionaries) to locate information (with adult assistance);	25(B) use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information;	26(B) use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, captions, key words, italics);	24(B) use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, italics);		

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Research/Gathering Sources (cont.)</b>						
					24(B) differentiate between primary and secondary sources;	23(B) differentiate between primary and secondary sources;
	24(C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams) (with adult assistance).	25(C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams).	26(C) take simple notes and sort evidence into provided categories or an organizer;	24(C) take simple notes and sort evidence into provided categories or an organizer;	24(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;	23(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;
			26(D) identify the author, title, publisher, and publication year of sources;	24(D) identify the author, title, publisher, and publication year of sources;	24(D) identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format;	23(D) identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format;
			26(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.	24(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.	24(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.	23(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Research/Synthesizing Information.</b>						
Students clarify research questions and evaluate and synthesize collected information. Students are expected to:						
	25(A) revise the topic as a result of answers to initial research questions (with adult assistance).	26(A) revise the topic as a result of answers to initial research questions.	27(A) improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic).	25(A) improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic).	25(A) refine the major research question, if necessary, guided by the answers to a secondary set of questions;	24(A) refine the major research question, if necessary, guided by the answers to a secondary set of questions;
					25(B) evaluate the relevance, validity, and reliability of sources for the research.	24(B) evaluate the relevance and reliability of sources for the research.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<p><b>Research/Organizing and Presenting Ideas.</b></p> <p>(Grades 1–4) Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to:</p> <p>(Grades 5–6) 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:</p>						
					26(A) compiles important information from multiple sources;	25(A) compiles important information from multiple sources;
					26(B) develops a topic sentence, summarizes findings, and uses evidence to support conclusions;	25(B) develops a topic sentence, summarizes findings, and uses evidence to support conclusions;
	26(A) create a visual display or dramatization to convey the results of the research (with adult assistance).	27(A) create a visual display or dramatization to convey the results of the research (with adult assistance).	28(A) 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.	26(A) 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.	26(C) presents the findings in a consistent format;	25(C) presents the findings in a consistent format;
					26(D) uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).	25(D) uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).

# LISTENING AND SPEAKING



## SLAR TEKS Vertical Alignment

Grades K–6

*The Spanish Language Arts and Reading (SLAR) Vertical Alignment Chart is a tool that allows the Texas Essential Knowledge and Skills (TEKS) to be viewed across multiple grade levels. The TEKS for kindergarten are listed here in the same order as they are presented in the SLAR TEKS document. After kindergarten, the SLAR TEKS are listed to correlate with previous grade levels. Consequently, in viewing columns for grades 1–6, you may see various letters [(A), (B), (i), (ii), etc.] that are not in order preceding the student expectation.*

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### LISTENING AND SPEAKING

Students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups.

# Guide to the SLAR TEKS Listening and Speaking Strand Across Grade Levels

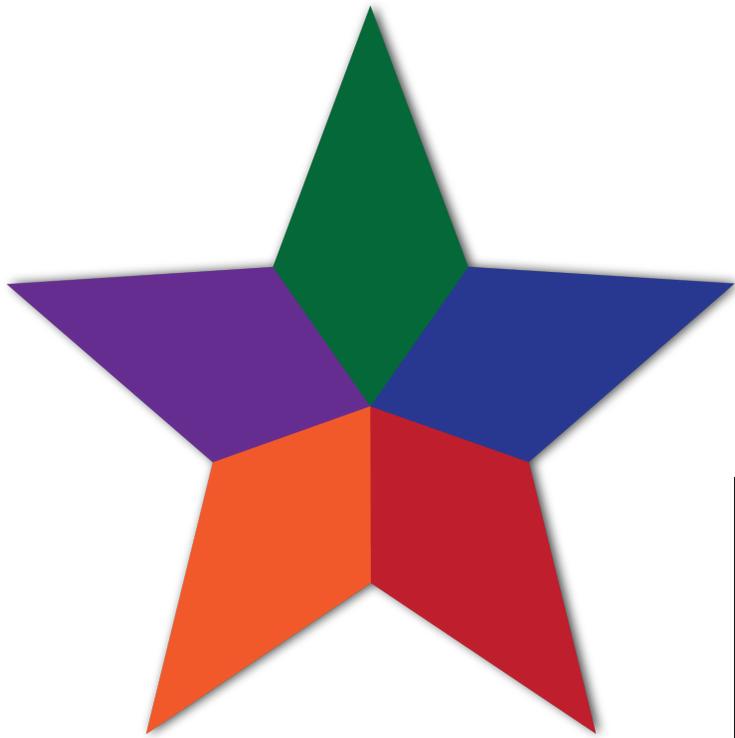
Tagline and Applicable Grade Level							Knowledge and Skills Statement	CCRS Standard
<b>Listening</b>							Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity.	<b>E/LAS (English/Language Arts Standards) IV. Listening:</b> B. Listen effectively in informal and formal situations.
K	1	2	3	4	5	6		
<b>Speaking</b>							Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity.	<b>E/LAS III. Speaking:</b> B. Develop effective speaking styles for both group and one-on-one situations.*
K	1	2	3	4	5	6		
<b>Teamwork</b>							Students work productively with others in teams. Students continue to apply earlier standards with greater complexity.	<b>E/LAS III. Speaking:</b> A. Understand the elements of communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, organization of information).  <b>E/LAS IV. Listening:</b> A. Apply listening skills as an individual and as a member of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).  <b>CDS (Cross-Disciplinary Standards): I. Key Cognitive Skills.</b> E. Work habits
K	1	2	3	4	5	6		

\*There is no one-on-one speaking correlation in TEKS.

# SLAR TEKS Listening and Speaking Strand Vertical Alignment

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Listening and Speaking/Listening.</b> 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:						
21(A) listen attentively by facing speakers and asking questions to clarify information;	27(A) listen attentively to speakers and ask relevant questions to clarify information;	28(A) listen attentively to speakers and ask relevant questions to clarify information;	29(A) listen attentively to speakers, ask relevant questions, and make pertinent comments;	27(A) listen attentively to speakers, ask relevant questions, and make pertinent comments;	27(A) listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective;	26(A) listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective;
21(B) follow oral directions that involve a short related sequence of actions.	27(B) follow, restate, and give oral instructions that involve a short related sequence of actions.	28(B) follow, restate, and give oral instructions that involve a short related sequence of actions.	29(B) follow, restate, and give oral instructions that involve a series of related sequences of action.	27(B) follow, restate, and give oral instructions that involve a series of related sequences of action.	27(B) follow, restate, and give oral instructions that include multiple action steps;	26(B) follow and give oral instructions that include multiple action steps;
					27(C) determine both main and supporting ideas in the speaker's message.	26(C) paraphrase the major ideas and supporting evidence in formal and informal presentations.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<p><b>Listening and Speaking/Speaking.</b>            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:</p>						
22(A) share information and ideas by speaking audibly and clearly using the conventions of language.	28(A) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.	29(A) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.	30(A) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.	28(A) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively.	28(A) give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.	27(A) give an organized presentation with a specific point of view, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.
<p><b>Listening and Speaking/Teamwork.</b>            Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to:</p>						
23(A) follow agreed-upon rules for discussion, including taking turns and speaking one at a time.	29(A) follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.	30(A) follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.	31(A) 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.	29(A) 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.	29(A) participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.	28(A) participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.



## **SLAR TEKS Figure 19**

Subchapter A: Elementary

Subchapter B: Middle School (6th Grade)

**SLAR  
GRADES K-5**

**SLAR  
GRADE 6**

Figure: 19 TAC §128.10(b)

19 TAC Chapter 128. Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language  
 Subchapter A. Elementary  
 Reading/Comprehension Skills §128.11 - §128.16

<b>Kindergarten</b> <i>(§128.11 Spanish Language Arts and Reading)</i>	<b>First Grade</b> <i>(§128.12 Spanish Language Arts and Reading)</i>	<b>Second Grade</b> <i>(§128.13 Spanish Language Arts and Reading)</i>	<b>Third Grade</b> <i>(§128.14 Spanish Language Arts and Reading)</i>	<b>Fourth Grade</b> <i>(§128.15 Spanish Language Arts and Reading)</i>	<b>Fifth Grade</b> <i>(§128.16 Spanish Language Arts and Reading)</i>
<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language);</p> <p>(B) ask and respond to questions about text;</p>	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon desired outcome to enhance comprehension;</p> <p>(B) ask literal questions of text;</p>	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon content to enhance comprehension;</p> <p>(B) ask literal questions of text;</p>	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;</p> <p>(B) ask literal, interpretive, and evaluative questions of text;</p>	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;</p> <p>(B) ask literal, interpretive, and evaluative questions of text;</p>	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;</p> <p>(B) ask literal, interpretive, evaluative, and universal questions of text;</p>

Figure: 19 TAC §128.10(b)

19 TAC Chapter 128. Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language  
 Subchapter A. Elementary  
 Reading/Comprehension Skills §128.11 - §128.16

<b>Kindergarten</b> <i>(§128.11 Spanish Language Arts and Reading)</i>	<b>First Grade</b> <i>(§128.12 Spanish Language Arts and Reading)</i>	<b>Second Grade</b> <i>(§128.13 Spanish Language Arts and Reading)</i>	<b>Third Grade</b> <i>(§128.14 Spanish Language Arts and Reading)</i>	<b>Fourth Grade</b> <i>(§128.15 Spanish Language Arts and Reading)</i>	<b>Fifth Grade</b> <i>(§128.16 Spanish Language Arts and Reading)</i>
<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud);</p> <p>(D) make inferences based on the cover, title, illustrations, and plot;</p> <p>(E) retell or act out important events in stories; and</p> <p>(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.</p>	<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>(E) retell or act out important events in stories in logical order; and</p> <p>(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.</p>	<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p> <p>(D) make inferences about text using textual evidence to support understanding;</p> <p>(E) retell important events in stories in logical order; and</p> <p>(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.</p>	<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>(E) summarize information in text, maintaining meaning and logical order; and</p> <p>(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.</p>	<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>(E) summarize information in text, maintaining meaning and logical order; and</p> <p>(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.</p>	<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>(E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts; and</p> <p>(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence.</p>

19 TAC Chapter 128. Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language  
Subchapter B. Middle School  
Reading/Comprehension Skills §128.18

<b>Sixth Grade</b> <i>(§128.18 Spanish Language Arts and Reading)</i>
<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <ul style="list-style-type: none"><li>(A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;</li><li>(B) ask literal, interpretive, evaluative, and universal questions of text;</li><li>(C) monitor and adjust comprehension (e.g., using background knowledge; creating sensory images; rereading a portion aloud; generating questions);</li><li>(D) make inferences about text and use textual evidence to support understanding;</li><li>(E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; and</li><li>(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence.</li></ul>