Texas Spanish Language Arts and Reading

Kindergarten

Reading/Beginning Reading Skills/Print Awareness. Students understand how Spanish is written and printed. Students are expected to: SLA.K.1

- **A** recognize that spoken words can be represented by print for communication; SLA.K.1A
- **B** identify upper- and lower-case letters; SLA.K.1B
- **C** demonstrate the one-to-one correspondence between a spoken word and a printed word in text; SLA.K.1C
- **D** recognize the difference between a letter and a printed word; SLA.K.1D
- **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); SLA.K.1E
- **F** hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right; and SLA.K.1F
- **G** identify different parts of a book (e.g., front and back covers, title page). SLA.K.1G

Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to: SLA.K.2

- **A** identify a sentence made up of a group of words; SLA.K.2A
- **B** identify syllables in spoken words; SLA.K.2B
- **C** orally generate rhymes in response to spoken words (e.g., "¿Qué rima con mesa?"); SLA.K.2C
- **D** distinguish orally presented rhyming pairs of words from non-rhyming pairs; SLA.K.2D
- **E** recognize spoken alliteration or groups of words that begin with the same initial sound (e.g., "Pepe Pecas pica papas"); SLA.K.2E
- **F** blend spoken phonemes to form syllables and words (e.g., /m/ .../a/ says ma, ma-pa says "mapa"); SLA.K.2F
- **G** isolate the initial syllabic sound in spoken words (e.g., /pa/ta, /la/ta, /ra/ta); and (H) separate spoken multi-syllabic words into two to three syllables (e.g., /to/ /ma/ /te/). SLA.K.2G

Re Skip to main content **lecode the five vowel sounds;** SLA.K.3A

Re

Students use the relationships between letters and sounds and morphological analysis to decode written Spanish. Students are expected to: SLA.K.3	**B** decode syllables; SLA.K.3B
	C use phonological knowledge to match sounds to individual letters and syllables, including hard and soft consonants such as "r," "c," and "g"; SLA.K.3C
	D decode the written "y" when used as a conjunction, as in "mamá y papá"; SLA.K.3D
	E become familiar with the concept that "h" is silent; SLA.K.3E
	F become familiar with the digraphs /ch/, /rr/; SLA.K.3F
	G become familiar with the concept that "ll" and "y" have the same sound (e.g., llave, ya); SLA.K.3G
	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); and SLA.K.3H
	I recognize that new words are created when syllables are changed, added, or deleted. SLA.K.3I
Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to: SLA.K.4	**A** predict what might happen next in text based on the cover, title, and illustrations; and SLA.K.4A
	B ask and respond to questions about texts read aloud. SLA.K.4B
Reading/Vocabulary Development. Students understand new vocabulary and use it correctly when reading and writing. Students are expected to: SLA.K.5	**A** identify and use words that name actions, directions, positions, sequences, and locations; SLA.K.5A
	B become familiar with grade appropriate vocabulary including content and function words; SLA.K.5B
	C recognize that compound words are made by putting two words together (e.g., saca + puntas = sacapuntas); SLA.K.5C
	D identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures); and SLA.K.5D
	E use a picture dictionary to find words. SLA.K.5E
Reading/Comprehension of Literary Text/Theme an an inf	**A** identify elements of a story including setting, character, and key events; SLA.K.6A
	B discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience; SLA.K.6B

Skip to main content

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: SLA.K.6	C recognize sensory details; and SLA.K.6C D recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures. SLA.K.6D
Reading/Comprehension of Literary Text/Poetry. 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 respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds. SLA.K.7	7 Reading/Comprehension of Literary Text/Poetry. 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 respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds. SLA.K.7
Reading/Comprehension of Literary Text/Fiction. 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: SLA.K.8	A retell a main event from a story read aloud; and SLA.K.8A B describe characters in a story and the reasons for their actions. SLA.K.8B
Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inf co au...	9 Reading/Comprehension of Informational Text/Culture and History. 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 identify the topic of an informational text heard. SLA.K.9

Skip to main content

cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic of an informational text heard. SLA.K.9	
Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text, and provide evidence from text to support their understanding. Students are expected to: SLA.K.10	**A identify the topic and details in expository text heard or read, referring to the words and/or illustrations;** SLA.K.10A **B retell important facts in a text, heard or read;** SLA.K.10B **C discuss the ways authors group information in text; and** SLA.K.10C **D use titles and illustrations to make predictions about text.** SLA.K.10D
Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to: SLA.K.11	**A follow pictorial directions (e.g., recipes, science experiments); and** SLA.K.11A **B identify the meaning of specific signs (e.g., traffic signs, warning signs).** SLA.K.11B
Reading/Media Literacy. 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 (with adult as to:	**A identify different forms of media (e.g., advertisements, newspapers, radio programs); and** SLA.K.12A **B identify techniques used in media (e.g., sound, movement).** SLA.K.12B

Skip to main content

Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students (with adult assistance) are expected to: SLA.K.13	**A** plan a first draft by generating ideas for writing through class discussion; SLA.K.13A
	B develop drafts by sequencing the action or details in the story; SLA.K.13B
	C revise drafts by adding details or sentences; SLA.K.13C
	D edit drafts by leaving spaces between letters and words; and SLA.K.13D
	E share writing with others. SLA.K.13E
Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to: SLA.K.14	**A** dictate or write sentences to tell a story and put the sentences in chronological sequence; and SLA.K.14A
	B write short poems. SLA.K.14B
Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to dictate or write information for lists, captions, or invitations. SLA.K.15	**15** Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to dictate or write information for lists, captions, or invitations. SLA.K.15
Oral and Written Conventions/Conventions. 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:	**A** understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance): SLA.K.16A i verbs, including commands and past and future tenses when speaking; SLA.K.16AI ii nouns (singular/plural); SLA.K.16AII iii descriptive words; SLA.K.16AIII iv prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., en, de, por la tarde, en la mañana); and SLA.K.16AIV v personal pronouns (e.g., yo, ellos); SLA.K.16AV
	peak in complete sentences to communicate; and SLA.K.16B

Skip to main content

	C use complete simple sentences. SLA.K.16C
Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to: SLA.K.17	**A** form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression); SLA.K.17A
	B capitalize the first letter in a sentence; and SLA.K.17B
	C use punctuation at the beginning (when appropriate) and at the end of a sentence. SLA.K.17C
Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to: SLA.K.18	**A** use phonological knowledge to match sounds to individual letters or syllables; SLA.K.18A
	B use letter-sound correspondences to spell mono- and multi-syllabic words; SLA.K.18B
	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); SLA.K.18C
	D use "y" to represent /i/ when used as a conjunction (e.g. mamá y papá); and SLA.K.18D
	E write one's own name. SLA.K.18E
Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students (with adult assistance) are expected to: SLA.K.19	**A** ask questions about topics of class-wide interest; and SLA.K.19A
	B decide what sources or people in the classroom, school, library, or home can answer these questions. SLA.K.19B
Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and sy th gather. Students (with	**A** gather evidence from provided text sources; and SLA.K.20A
	B use pictures in conjunction with writing when documenting research. SLA.K.20B

Skip to main content

adult assistance) are expected to: SLA.K.20

Listening and Speaking/Listening. 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: SLA.K.21

A listen attentively by facing speakers and asking questions to clarify information; and SLA.K.21A

B follow oral directions that involve a short related sequence of actions. SLA.K.21B

Listening and Speaking/Speaking. 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 share information and ideas by speaking audibly and clearly using the conventions of language. SLA.K.22

22 Listening and Speaking/Speaking. 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 share information and ideas by speaking audibly and clearly using the conventions of language. SLA.K.22

Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including taking turns and speaking one at a time. SLA.K.23

23 Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including taking turns and speaking one at a time. SLA.K.23