

Objectives in Angel mi Ayudante de Lectura that correlate with Common Core and Texas Essential Knowledge and Skills

Texas Essential Knowledge & Skills **Spanish Language Arts Reading**

Beginning Reading/Phonics

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 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.

Beginning Reading/Strategies

Students comprehend a variety of texts drawing on useful strategies as needed.

Vocabulary Development

Students understand new vocabulary and use it correctly when reading and writing.

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.

Common Core Standards do not apply to **Spanish Reading: However, research says:**

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.

Therefore, the following standards are applicable to our program:

College and Career Common Core Reading Standard

English Language Arts Standards » Reading: Foundational Skills » Kindergarten:

- **CCSS.ELA-Literacy.RF.K.1a** Follow words from left to right, top to bottom, and page by page.
- **CCSS.ELA-Literacy.RF.K.1b** Recognize that spoken words are represented in written language by specific sequences of letters.
- **CCSS.ELA-Literacy.RF.K.1c** Understand that words are separated by spaces in print.
- **CCSS.ELA-Literacy.RF.K.1d** Recognize and name all upper- and lowercase letters of the alphabet.

Objectives in Angel mi Ayudante de Lectura that correlate with Common Core and Texas Essential Knowledge and Skills

Texas Essential Knowledge & Skills

Spanish Language Arts Reading

Vocabulary Development- First Grade

E/LAS (English/Language Arts Standards):

Reading: B. Understand new vocabulary and concepts and use them accurately in reading speaking, and writing.

Comprehension of Literary Text/Fiction

First Grade

E/LAS: Reading: A. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying length.

Texas Essential Knowledge & Skills

Spanish Language Arts Reading

Comprehension Text/Independent Reading

Students read independently for sustained periods of time and produce evidence of their reading.

Comprehension Skills (Figure 19 states:)

Kindergarten (§128.11 Spanish

Language Arts and Reading)First Grade

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.

College and Career Common Core Reading Standard

CDS: I. Key Cognitive Skills. D. Academic Behaviors

CDS: II. Foundational Skills. A. Reading across the curriculum.

CDS (Cross-Disciplinary Standards):

D: Academic behaviors. E: Work habits.

Objectives in Angel mi Ayudante de Lectura that correlate with Common Core and Texas Essential Knowledge and Skills

Texas Essential Knowledge & Skills Spanish Language Arts Reading

College and Career Common Core Reading Standard

First Grade:

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(E) read texts by moving from top to bottom of the page and tracking words from left to right with return sweep;

1(F) identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents)

Second Grade:

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.

Reading/Beginning Reading Skills/Print Awareness.

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(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;

Objectives in Angel mi Ayudante de Lectura that correlate with Common Core and Texas Essential Knowledge and Skills

Texas Essential Knowledge & Skills

Spanish Language Arts Reading

1(C) sequence the letters of the alphabet;

Reading/Beginning Reading Skills/Print Awareness (cont.)

Kindergarten:

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(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(G) identify different parts of a book (e.g., front and back covers, title page).

Reading/Beginning Reading Skills/Phonological Awareness.

Students display phonological awareness.

Students are expected to:

Kindergarten:

2(A) identify a sentence made up of a group of words;

2(F) blend spoken phonemes to form syllables and words (e.g., /m/ ... /a/ says ma, ma-pa says “mapa”);

2(G) isolate the initial syllabic sound in spoken words (e.g. /pa/ta, /la/ta, /ra/ta);

2(H) separate spoken multi-syllabic words into two to three syllables (e.g., /to/ /ma/ /te/).

College and Career Common Core Reading Standard

Print Concepts – First Grade

- **CCSS.ELA-Literacy.RF.1.1** Demonstrate understanding of the organization and basic features of print.
- **CCSS.ELA-Literacy.RF.1.1a** Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Objectives in Angel mi Ayudante de Lectura that correlate with Common Core and Texas Essential Knowledge and Skills

Texas Essential Knowledge & Skills Spanish Language Arts Reading

First Grade:

2(B) identify syllables in spoken words;

2(C) blend spoken phonemes to form syllables and words (e.g., sol, pato);

2(E) identify syllables in spoken words, including diphthongs and hiatus (le-er, ri-o, quie-ro, na-die, ra-dio, sa-po): and

2(F) separate spoken multi-syllabic words into two to four syllables (e.g., “ra-na”, “má-qui-na”, “te-lé-fo-no)

Reading/Beginning Reading Skills/Phonics.

Students use the relationships between letters and sounds and morphological analysis to decode written Spanish. Students are expected to:

College and Career Common Core Reading Standard English Language Arts Standards » Reading: Foundational Skills »

Kindergarten:Phonological Awareness

- **CCSS.ELA-Literacy.RF.K.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - **CCSS.ELA-Literacy.RF.K.2a** Recognize and produce rhyming words.
 - **CCSS.ELA-Literacy.RF.K.2b** Count, pronounce, blend, and segment syllables in spoken words.
 - **CCSS.ELA-Literacy.RF.K.2c** Blend and segment onsets and rimes of single-syllable spoken words.
 - **CCSS.ELA-Literacy.RF.K.2d** Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)
 - **CCSS.ELA-Literacy.RF.K.2e** Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition - grade 1

- **CCSS.ELA-Literacy.RF.K.3** Know and apply grade-level phonics and word analysis skills in decoding words.
 - **CCSS.ELA-Literacy.RF.K.3a** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

Objectives in Angel mi Ayudante de Lectura that correlate with Common Core and Texas Essential Knowledge and Skills

Texas Essential Knowledge & Skills Spanish Language Arts Reading

(Grade K) (Grade 1) 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:

- 1(B) decode words with silent “h” with increasing accuracy;
- 3(F) become familiar with the digraphs /ch/, /rr/;
- 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(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”;
- 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; “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);

College and Career Common Core Reading Standard

Phonological Awareness - Kindergarten

CCSS.ELA-Literacy.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

CCSS.ELA-Literacy.RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.

CCSS.ELA-Literacy.RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

English Language Arts Standards » Reading: Foundational Skills » Grade 1 Phonological Awareness

- CCSS.ELA-Literacy.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - CCSS.ELA-Literacy.RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.
 - CCSS.ELA-Literacy.RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Objectives in Angel mi Ayudante de Lectura that correlate with Common Core and Texas Essential Knowledge and Skills

Texas Essential Knowledge & Skills

Spanish Language Arts Reading

Reading/Beginning Reading Skills/Phonics (cont'd)

Kindergarten- First Grade

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: (i) open syllable (e.g., CV, la ; VCV, ala ; CVCV, toma); (iv) consonant digraphs (e.g., ch/chi-le; ll/lla-ve; rr/pe-rro); (v) consonant blends (e.g., bra/bra-zo; glo/glo-bo); (ii) closed syllable (e.g., VC, un; CVC, mes)

1(F) identify the syllable that is stressed (sílabá tónica);

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);

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;

(Grades 2–3) 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;2(C) decode words with silent “h” with increasing accuracy;

College and Career Common Core Reading

Standard Phonics and Word Recognition – Grade 1

•CCSS.ELA-Literacy.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.

.CCSS.ELA-Literacy.RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.

oCCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-syllable words.

oCCSS.ELA-Literacy.RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

oCCSS.ELA-Literacy.RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.

oCCSS.ELA-Literacy.RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

Objectives in Angel mi Ayudante de Lectura that correlate with Common Core and Texas Essential Knowledge and Skills

Texas Essential Knowledge & Skills Spanish Language Arts Reading

College and Career Common Core Reading Standard

Reading/Beginning Reading Skills/Phonics (cont'd)

2(E) decode words that have same sounds represented by different letters with **increased** accuracy (e.g., “r” and “rr,” as in ratón and perro; “ll” and “y,” as in llave and yate; “g” and “j,” as in gigante and jirafa; “c,” “k,” and “q,” as in casa, kilo, and quince; “c,” “s,” and “z,” as in cereal, semilla, and zapato; “j” and “x,” as in cojín and México; “i” and “y,” as in imán and doy; “b” and “v,” as in burro and vela);

(i) open syllable (CV) (e.g., la/la-ta; to/to-ma,);
(ii) closed syllable (CVC) (e.g., mes, sol);(iii) consonant blends (e.g., bra/bra-zo; glo/glo-bo);(vi) consonant digraphs (e.g., ch/chi-le; ll/lla-ve; rr/pe-rro);3(G) decode words that use syllables que-, qui-, as in queso and quito; gue-, gui-, as in guiso and juguete;

Reading/Beginning Reading/Strategies.

Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:

Kindergarten: 4(B) ask and respond to questions about texts read aloud.

First grade:4(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts;

Second grade:3(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text;

Objectives in Angel mi Ayudante de Lectura that correlate with Common Core and Texas Essential Knowledge and Skills

Texas Essential Knowledge & Skills

Spanish Language Arts Reading

Reading/Fluency. (K-1st Grade):

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.

Reading/Vocabulary Development

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

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 are expected to:

16(B) describe techniques used to create media messages (e.g., sound, graphics);

16(C) identify various written conventions for using digital media (e.g., e-mail, website, video game).

College and Career Common Core Reading Standard

Fluency – First Grade

- CCSS.ELA-Literacy.RF.1.4 Read with sufficient accuracy and fluency to support comprehension.

- oCCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding.

- oCCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

- oCCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Comprehension and Collaboration- First Grade

CCSS.ELA-Literacy.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Integration of Knowledge and Ideas

- CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

- CCSS.ELA-Literacy.RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

Objectives in Angel mi Ayudante de Lectura that correlate with Common Core and Texas Essential Knowledge and Skills

Texas Essential Knowledge & Skills

Spanish Language Arts Reading

Oral and Written Conventions/Handwriting, Capitalization, and Punctuation

(First and Second Grades):

21(B) recognize and use basic capitalization for:

- (i) the beginning of sentences;
- (ii) names of people

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;

Oral and Written Conventions/Spelling.

(Kindergarten- First Grades)

Students spell correctly. Students are expected to: 18(A) use phonological knowledge to match sounds to individual letters or syllables;

22(H) become familiar with the appropriate use of accents on words commonly used in questions and exclamations (e.g., cuál, dónde, cómo);

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:

21(B) follow oral directions that involve a short related sequence of actions.

Sources:

Spanish Language Arts and Reading Texas Essential Knowledge and Skills

Kindergarten–Grade 6

http://www.esc20.net/portal/page/portal/doclibraryroot/publicpages/ela/elateks/_SLAR_TEKS_K%E2%80%936.pdf

English Language Arts Standards » Reading: Foundational Skills » Kindergarten- First Grade

<http://www.corestandards.org/ELA-Literacy/RF/K>

<http://www.corestandards.org/ELA-Literacy/RF/1>