



**Alamo Heights
Independent School
District**

**Spanish Immersion
SLAR TEKS**

Grades 1st—5th

2011-2012

Alamo Heights ISD
Spanish Immersion 1st Grade SLAR TEK

Reading/Beginning Reading Skills/Print Awareness.		
Students understand how Spanish is written and printed. Students are expected to:		
Reading	Reading Resources	Timeline
1(A) recognize that spoken words are represented in written Spanish by specific sequences of letters;	Big book- Enseño a leer con la cartilla/Santillana USA. Alfalibritos en español Learning Resources	1st Nine Weeks
1(B) identify upper and lower-case letters;	Books: Divirtámonos con letras y sonidos. Games: Arco alfabético, sigue el carrito y ruleta evaluadora, Teacher Reading Academy	1st Nine Weeks
1(C) sequence the letters of the alphabet;	Alphabet/abecedario "Aprende a Leer con Pipo" Letter" CD-Rom PC and Mac WWW.pipoclub.com PC & MAC CD-ROM	1st. Nine Weeks
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);	Book forming sentences in Spanish by Smart As A Fox	All year
1(E) read texts by moving from top to bottom of the page and tracking words from left to right with return sweep;	Big books, Senderos Basal books and guided reading books	All year

<p>1(F) identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents).</p>	<p>Senders and guided reading books comprehension guide</p>	<p>All year</p>
<p>Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:</p>		
<p>Reading</p>	<p>Reading Resources</p>	<p>Timeline</p>
<p>2(A) orally generate a series of original rhyming words using a variety of endings (e.g., -ita, -osa, -ión);</p>	<p>32 Spanish Rhyming Flip Books by Cynthia K. Shay</p>	<p>All year</p>

Reading/Beginning Reading Skills/Phonological Awareness continued.		
Students display phonological awareness. Students are expected to:		
Reading	Reading Resources	Timeline
2(D) distinguish orally presented rhyming pairs of words from non-rhyming pairs;	32 libritos de rimas, 32 Spanish rhyming flip books y Alfa Libritos. Big Book, Rima que te rima; Dias y dias de poesía big flip chart poems and tapes	All year
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 “como”);	Nacho book, Estrellitas, flash cards, Mi libro Mágico. Book Working with words in Spanish-Carson-Dellosa Publishing Company, Inc.	First Nine Weeks
2(C) blend spoken phonemes to form syllables and words (e.g., sol, pato);	Silabas/syllables -Aprende a Leer con Pipo CD Senderos, Nacho, Estrellitas	1st and 2nd Nine Weeks
2(E) identify syllables in spoken words, including diphthongs and hiatus (le-er, ri-o, quie-ro, na-die, radio, sa-po): and	Senderos/flash cards, Nacho, Estrellitas	2nd Nine Weeks
2(F) separate spoken multi-syllabic words into two to four syllables (e.g., “ra-na”, “má-quina”, “te-lé-fo-no”).	Book-La Bandera de Cuadros; Senderos, Nacho, Estrellitas, Mi libro Mágico. Flip books: palabras (using syllables to form words of two and three syllables).	2nd and 3rd Nine Weeks
Reading/Beginning Reading Skills/Phonics.		

<p>(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:</p>		
Reading	Reading Resources	Timeline
3(A) decode the five vowel sounds;	Nacho book and Libro Mágico, Jugando con palabras, Fonética Fonética programa de estrellita y tarjetas	1st Nine Weeks
3(B) decode syllables;	Abecitos: Tarjetas de palabras by Smart As a Fox Aprende a Leer con Pipo MAC CD	1st Nine Weeks
<p>Reading/Beginning Reading Skills/Phonics continued.</p> <p>(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:</p>		
Reading	Reading Resources	Timeline
3(C) use phonological knowledge to match sounds to individual letters and syllables including hard and soft consonants such as “r,” “c,” and “g”;	Canción fonética de la A a la Z- book and tape	1st Nine Weeks
3(D) decode the written “y” when used as a conjunction (e.g., “mamá y papá”);	Senderos cards, text books and work books	2nd Nine Weeks
3(F) decode words with the silent “h”;	Flash cards- vocabulary- Book divirtámonos con letras y sonidos- Leslie C. Stockham	1st Nine Weeks

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);	Words Their Way (WTW) Spanish version - Divirtámonos con letras y sonidos- Alfa Libritos *-- ----	1st Nine Weeks
3(E) decode words in context and in isolation by applying the knowledge of letter-sound relationships in different structures including:	Book Formando palabras en español - Making words in Spanish using the four-blocks strategy	1st Nine Weeks
(i) open syllable (e.g., CV, la ; VCV, ala ; CVCV, toma);	Words Their Way (WTW) work sheets practice and games, Senderos	On going
(ii) closed syllable (e.g., VC, un; CVC, mes);	Words Their Way (WTW)	On going

Reading/Beginning Reading Skills/Phonics continued.		
(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:		
Reading	Reading Resources	Timeline
(iii) consonant blends (e.g., bra/bra-zo; glo/glo-bo);	Grupos Consonánticos - Guerra Publishing	2nd Nine Weeks
(iv) consonant digraphs (e.g., ch/ chi-le; ll/lla-ve; rr/pe-rro);	Book Jugando con palabras-Guerra Publisher	2nd Nine Weeks
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;	Words Their Way (WTW)	2nd Nine Weeks
3(I) identify the stressed syllable (sílabo tónica);	Senderos (syllable cards, work book)	4 th Nine Weeks
3(J) decode words with an orthographic accent (e.g., “papá”, “mamá”);	Words Their Way, Book Nacho.	1st Nine Weeks- On going
3(K) use knowledge of the meaning of base words to identify and read common compound words (e.g., sacapuntas, abrelata, salvavida).	Chart and flash cards	4th Nine Weeks
Reading/Beginning Reading/Strategies.		

Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:		
Reading	Reading Resources	Timeline
4(A) confirm predictions about what will happen next in text by “reading the part that tells”;	Guided reading books, Café Menu (Comprehension strategies, other books)	On going
4(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts;	Enseñando la lectura PK-1 - Comprensión Módulo: Comprensión © 2009, Texas Education Agency, Read Naturally Software	On going

Reading/Beginning Reading/Strategies continued. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:		
Reading	Reading Resources	Timeline
4(C) establish purpose for reading 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, rereading a portion aloud).	Read Naturally Software; Comprehension cards from guided reading. The CAFÉ book engaging all students. Strategies: Monitor and fix up.	3rd Nine Weeks/On going
Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to:		
Reading	Reading Resources	Timeline
5(A) read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing, and comprehension.	Leveled books/DI guided reading groups. Sequence (Pon un cuentito en orden)	On going
Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:		
Reading	Reading Resources	Timeline
6(A) identify words that name actions (verbs) and words that name persons, places, or things (nouns);	Verbs flash cards - Trend Enterprises, Inc	2nd Nine Weeks/On going

6(B) determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., paraguas);	Flash cards and charts	4th Nine Weeks
6(C) determine what words mean from how they are used in a sentence, either heard or read;	Abrapalabras (libro de palabras e imágenes) Hampton-Brown; daily routine	2nd Nine Weeks/On going

Reading/Vocabulary Development continued. Students understand new vocabulary and use it when reading and writing. Students are expected to:		
Reading	Reading Resources	Timeline
6(D) identify and sort words into conceptual categories (e.g., opposites, living things);	Flip books (Contrarios/ opuestos) Smart As A Fox. Charts, Senderos	3rd Nine Weeks
6(E) alphabetize a series of words to the first or second letter and use a dictionary to find words.	Abrapalabra Dictionary; weekly routine with the spelling and word wall words. Book: Mis primeras 100 palabras (tarjetas, juegos y actividades)	2nd Nine Weeks/On going
Reading/Comprehension of Literary Text/Various Genres. 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:		
Reading	Reading Resources	Timeline
7(A) connect the meaning of a well-known story or fable to personal experiences;	Stories (Shared reading, graphic organizers)	On going
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.	Read Aloud- Fairy Tales, Senderos	On going
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 their understanding. Students are expected to:		
Reading	Reading Resources	Timeline
8(A) respond to and use rhythm, rhyme, and alliteration in poetry.	Big book- Rima que te rima (Poemas y canciones) Macmillan/McGraw-Hill; Classroom theme story books and Big books - Poemario rimas para la fonética	On going

Reading/Comprehension of Literary Text/Drama.		
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:		
Reading	Reading Resources	Timeline
None		
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:		
Reading	Reading Resources	Timeline
9(A) describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events;	Book by Joy Evans and Jo Ellen Moore Corp - Pon un cuentito en orden (20 stories) Leveled books/Story comprehension skills using graphic organizers - Scholastic Books. Destreza: Comprensión de la lectura- Frank Schaffer Publications, Inc.	2nd Nine Weeks
9(B) describe characters in a story and the reasons for their actions and feelings.	Graphic organizers for comprehension of the story.	2nd Nine Weeks
Reading/Comprehension of Literary Text/Literary Nonfiction.		
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:		
Reading	Reading Resources	Timeline

10(A) determine whether a story is true or a fantasy and explain why.	Guided reading books and classroom book sets.	On going
Reading/Comprehension of Literary Text/Sensory Language. 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:		
Reading	Reading Resources	Timeline
11(A) recognize sensory details in literary text.	Flip books (colores) Spanish Reading (forming sentences with pictures and words)	2nd Nine Weeks

Reading/Comprehension of Text/Independent Reading.		
Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to:		
Reading	Reading Resources	Timeline
12(A) read independently for a sustained period of time.	Daily five and Daily Café building stamina	2nd Nine Weeks
Reading/Comprehension of Informational Text/Culture and History.		
(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:		
Reading	Reading Resources	Timeline
13(A) identify the topic and explain the author’s purpose in writing the text.	Daily reading/ individual and group story discussion. Daily Café interview form.	On going
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:		
Reading	Reading Resources	Timeline
14(A) restate the main idea, heard or read;	Books: Read aloud or shared reading	3rd and 4th nine weeks
14(B) identify important facts or details in text, heard or read;	Story Web individual form. (Early learning activities books) by Evan-Moor Corp	3rd and 4th nine weeks
14(C) retell the order of events in a text by referring to the words and/or illustrations;	Books- Pon un cuentito en orden- Evan Moor Corp.	3rd Nine Weeks

14(D) use text features (e.g., title, tables of contents, illustrations) to locate specific information in text.	Read aloud, shared reading and guided reading	On going
Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:		
Reading	Reading Resources	Timeline
None		

Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:		
Reading	Reading Resources	Timeline
15(A) follow written multi-step directions with picture cues to assist with understanding;	Activities, picture book for sequential order. Evan-Moor Corp.	On going
15(B) explain the meaning of specific signs and symbols (e.g., map features).	Scholastic News in Spanish	On going
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:		
Reading	Reading Resources	Timeline
16(A) recognize different purposes of media (e.g., informational, entertainment) (with adult assistance);	Read Naturally,	On going
16(B) identify techniques used in media (e.g., sound, movement).	Kids Pix, Pipo, I- shuffles, Mini Dells, tape recoder and player	On going
Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:		
Writing	Writing Resources	Timeline

17(A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas);		
17(B) develop drafts by sequencing ideas through writing sentences;		
17(C) revise drafts by adding or deleting words, phrases, or sentence;		

Writing/Writing Process continued.		
Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:		
Writing	Writing Resources	Timeline
17(D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric;		
17(E) publish and share writing with others.		
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:		
Writing	Writing Resources	Timeline
18(A) write brief stories that include a beginning, middle, and end;		
18(B) write short poems that convey sensory details.		
Writing.		
Students write about their own experiences. Students are expected to:		
Writing	Writing Resources	Timeline
None		
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:		
Writing	Writing Resources	Timeline
19(A) write brief compositions about topics of interest to the student;		
19(B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing);		

Writing/Expository and Procedural Texts continued.		
Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:		
Writing	Writing Resources	Timeline
19(C) write brief comments on literary or informational texts.		
Writing/Persuasive Texts.		
Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to:		
Writing	Writing Resources	Timeline
None		
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:		
Oral and Written Conventions	Oral/Written Conventions Resources	Timeline
20(A) understand and use the following parts of speech in the context of reading, writing, and speaking:		
(i) verbs in the past, present, and future in the indicative mode (canto, canté);		
(ii) nouns (singular/plural, common/proper);		

(iii) adjectives (e.g., descriptive: verde, alto);		
(iv) adverbs (e.g., time: before, next);		
(v) prepositions and prepositional phrases (“por la mañana”);		

<p align="center">Oral and Written Conventions/Conventions continued.</p> <p align="center">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>		
Oral and Written Conventions	Oral/Written Conventions Resources	Timeline
(vi) personal pronouns (e.g., yo, ellos);		
(vii) time-order transition words (e.g., primero, luego, después);		
20(B) speak in complete sentences with correct article-noun agreement (e.g., la pelota, el mapa, el agua, la mano, el águila);		
20(C) identify and read abbreviations (e.g., Sr., Sra.).		
<p align="center">Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.</p> <p align="center">Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p>		
Oral and Written Conventions	Oral/Written Conventions Resources	Timeline
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;		

21(B) recognize and use basic capitalization for:		
(i) the beginning of sentences;		
(ii) names of people;		

Oral and Written Conventions/Handwriting, Capitalization, and Punctuation continued.		
Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:		
Oral and Written Conventions	Oral/Written Conventions Resources	Timeline
21(C) recognize and use punctuation marks at the beginning and end of exclamatory and interrogative sentences and at the end of declarative sentences.		
Oral and Written Conventions/Spelling.		
Students spell correctly. Students are expected to:		
Oral and Written Conventions	Oral/Written Conventions Resources	Timeline
22(A) use phonological knowledge to match sounds to letters and syllables to construct 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);		
22(C) blend phonemes to form syllables and words (e.g., mismo, tarde);		
22(D) become familiar with words using orthographic patterns including:		

(i) words that use syllables with hard /r/ spelled as “r” or “rr,” as in ratón and carro;		
(ii) words that use syllables with soft /r/ spelled as “r” and always between two vowels, as in pero and perro;		
(iii) words that use syllables with silent “h,” as in hora and ahora;		
Oral and Written Conventions/Spelling continued. Students spell correctly. Students are expected to:		
Oral and Written Conventions	Oral/Written Conventions Resources	Timeline
(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;		

<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>22(E) become familiar with words with consonant blends (e.g., bra/bra-zo-, glo/globo-);</p>		
<p>22(F) use knowledge of syllabic sounds, word parts, word segmentation, and syllabication to spell;</p>		
<p>22(G) become familiar with words that have a prosodic or orthographic accent on the last syllable (palabras agudas) (e.g., calor, ratón);</p>		

22(H) become familiar with the appropriate use of accents on words commonly used in questions and exclamations (e.g., cuál, dónde, cómo);		
Oral and Written Conventions/Spelling continued. Students spell correctly. Students are expected to:		
Oral and Written Conventions	Oral/Written Conventions Resources	Timeline
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);		
22(J) use resources to find correct spellings.		
Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:		
Research	Research Resources	Timeline
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);		
23(B) decide what sources of information might be relevant to answer these questions (with adult assistance).		

Research/Gathering Sources. 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:		
Research	Research Resources	Timeline
24(A) gather evidence from available sources (natural and personal) as well as from interviews with local experts (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);		
Research/Gathering Sources continued. 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:		
Research	Research Resources	Timeline
24(C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams) (with adult assistance).		
Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:		
Research	Research Resources	Timeline

25(A) revise the topic as a result of answers to initial research questions (with adult assistance).		
Research/Organizing and Presenting Ideas.		
(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:		
Research	Research Resources	Timeline
26(A) create a visual display or dramatization to convey the results of the research (with adult assistance).		

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:		
Listening and Speaking	Listening and Speaking Resources	Timeline
27(A) listen attentively to speakers and ask relevant questions to clarify information;		
27(B) follow, restate, and give oral instructions that involve a short related sequence of actions.		
Listening and Speaking/Speaking.		

<p>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>		
Listening and Speaking	Listening and Speaking Resources	Timeline
28(A) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.		
Listening and Speaking/Teamwork.		
<p>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>		
Listening and Speaking	Listening and Speaking Resources	Timeline
29(A) follow agreed-upon rules for discussion,		