

# 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.	<b>E/LAS (English/Language Arts Standards):</b> <b>Writing:</b> A.5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.  <b>CDS (Cross-Disciplinary Standards): II. Foundational Skills.</b> B. Writing across the curriculum 1. Write clearly and coherently using standard writing conventions.
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
<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:						
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
Oral and Written Conventions/Handwriting, Capitalization, and Punctuation (cont.)						
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;		(iii) official titles of people;			
	(ii) names of people;		(i) geographical names and places;			
			(ii) historical periods;			
		(ii) the salutation and closing of a letter;		(i) historical events and documents;		
				(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
Oral and Written Conventions/Handwriting, Capitalization, and Punctuation (cont.)						
					(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
<b>Oral and Written Conventions/Spelling.</b>						
Students spell correctly. Students are expected to:						
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
Oral and Written Conventions/Spelling (cont.)						
	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>						
	(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);	(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);	(v) words that have the same sound represented by different letters (e.g., “r” and “rr,” as in ratón and perro; “ll” and “y,” as in llave and yate; “g” and “j,” as in gigante and jirafa; “c,” “k,” and “q,” as in casa, kilo, and quince; “c,” “s,” and “z,” as in cereal, semilla, and zapato; “j” and “x,” as in cojín and México; “i” and “y,” as in imán and doy; “b” and “v,” as in burro and vela);			
	(vi) words using “n” before “v” (e.g., invitar), “m” before “b” (e.g., cambiar), and “m” before “p” (e.g., importante);	(vi) words using “n” before “v” (e.g., invitación), “m” before “b” (e.g., cambiar), and “m” before “p” (e.g., comprar);	(vi) words using “n” before “v” (e.g., invitación), “m” before “b” (e.g., cambiar), and “m” before “p” (e.g., comprar);			
18(E) write one’s own name.						

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Oral and Written Conventions/Spelling (cont.)						
	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
Oral and Written Conventions/Spelling (cont.)						
		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
Oral and Written Conventions/Spelling (cont.)						
					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