



## **TExES® Languages Other Than English (LOTE) Spanish EC–12 Curriculum Crosswalk**

<b>Required Course Numbers</b>											
<b>Test Content Categories</b>											
<b>Domain I — Instruction and Assessment</b>											
Competency 001: <i>The LOTE teacher knows and understands language-learning theories and theories of second-language acquisition and their application to LOTE instruction and assessment to promote the learning goals defined in the Texas Essential Knowledge and Skills (TEKS) for LOTE and promote all students' success as language learners.</i>											
A. Understand theories and processes of interlanguage development, including predictable patterns in second-language development and factors affecting the time required to learn a language.											
B. Understand the theories of cognitive processing that underlie first- and second-language acquisition.											
C. Understand general learning theories and processes relevant to language acquisition, including theories and processes of second-language instruction and assessment (e.g., communicative approaches, content-based approaches).											

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D. Understand the roles of various learning styles (e.g., visual, tactile, aural) in second-language acquisition and plans, selects and creates a variety of instructional and assessment materials that are responsive to various language-learning styles and that raise students' awareness of their own language-learning styles.										
E. Understand the roles of individual students' characteristics (e.g., motivation, first-language background), social processes and linguistic factors (e.g., language transfer, overgeneralization) and other factors (e.g., family attitudes and behaviors) in second-language acquisition.										
F. Apply theories and processes that guide work with particular student populations in the LOTE classroom (e.g., heritage learners, gifted and talented, special needs) to plan, select and create instructional and assessment strategies that enhance language acquisition and success for all students.										
G. Apply theories and processes of second-language learning, instruction and assessment in planning, selecting and creating a variety of instructional and assessment practices and sequences that are based on the learning goals defined in the Texas Essential Knowledge and Skills (TEKS) for LOTE.										
H. Know how to expand and enrich existing home background of heritage language/ dialect of native speakers of the language.										

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Competency 002: <i>The LOTE teacher understands and applies theories, strategies and practices of second-language instruction and assessment to promote students' progress in all areas of language learning as defined in the Texas Essential Knowledge and Skills (TEKS) for LOTE.</i>										
A. Understand and apply knowledge of instructional strategies, materials, technologies and activities to plan instruction that is appropriate for students' varied interests, needs, learning styles, motivations and backgrounds and for fostering students' progress in all areas of language learning.										
B. Know and understand a variety of informal and formal assessment methods for identifying and interpreting students' affective and cognitive needs (e.g., attitudes about language learning, language strengths and weaknesses, cultural understandings); for determining students' proficiency levels; for monitoring students' progress; for reflecting on, adjusting and improving teaching practice; and for guiding students' learning.										
C. Plan, select and implement a variety of informal and formal assessment methods, tools and rubrics for evaluating and promoting students' interpersonal, interpretive and presentational communication skills in all modalities.										
D. Apply knowledge of instructional strategies to encourage students' self-evaluation and self-monitoring, including self-selection of personal learning strategies relevant to second-language acquisition.										

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E. Understand strategies for selecting, adapting and developing instructional strategies and informal and formal assessments for evaluating students' language acquisition as reflected in state and national guidelines (e.g., TEKS for LOTE, American Council on the Teaching of Foreign Languages [ACTFL] Performance Guidelines for K-12 Learners).										
F. Select, create, adapt and promote age-appropriate and language-proficiency-level-appropriate materials, strategies and applications of various media to foster language learning and promote cultural understanding.										
G. Understand strategies for promoting meaningful, proficiency-level-appropriate discourse in the target language by providing comprehensible input and opportunities to interact, negotiate meaning, speak extemporaneously, make cultural connections and participate in extended conversational interactions.										
Competency 003: <i>The LOTE teacher understands and applies strategies and approaches for implementing the TEKS for LOTE to promote students' ability to communicate in the target language, gain knowledge and understanding of other cultures, connect with other disciplines and acquire information, make comparisons that develop insight into the nature of language and culture and participate in multilingual communities at home and around the world.</i>										
A. Apply knowledge of instructional and assessment strategies, practices and sequences to facilitate the development of interpersonal communication in the target language.										

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B. Apply knowledge of instructional and assessment strategies, practices and sequences to facilitate the development of interpretive communication in the target language, including strategies for guiding students in the selection of materials for independent reading, listening and viewing in the target language.										
C. Apply knowledge of instructional and assessment strategies, practices and sequences to facilitate effective communication in the target language, including strategies for making speech comprehensible.										
D. Understand the use of instructional and assessment activities, materials and practices that integrate culturally significant practices, products and perspectives into the language-learning environment.										
E. Understand and apply strategies for guiding students in their comprehension of the nature of language and culture through comparisons between the target cultures and the students' own language(s) and culture(s), including strategies for helping students understand the influence of one language or culture on another.										
F. Understand and apply strategies for creating interdisciplinary learning experiences to help students explore connections among disciplines; integrate knowledge, skills and methods of inquiry from different subject areas; build vocabulary in other disciplines; explore connections between the target language and their own career goals; and make personal connections across disciplines through the use of the target language.										

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G. Understand and apply strategies for connecting what is taught in the classroom to what is experienced in everyday life and make cultural connections across disciplines.										
H. Know how to identify, plan and promote opportunities for students to participate in extracurricular activities (e.g., contests, field trips) and local organizations and events, including opportunities to work with individuals from a variety of backgrounds and cultures to establish community learning activities, and opportunities to study, travel and work abroad and at home.										
Domain II — Cultural Understanding										
Competency 004: <i>The LOTE teacher understands the connections between language and culture, including the interactions among cultural products, practices and perspectives within the target language cultures.</i>										
A. Understand and analyze connections among cultural products, practices and perspectives in the target cultures.										
B. Know and understand that there are multiple perspectives within the target language cultures and analyze and interpret ideas from varying perspectives within these cultures.										
C. Understand and analyze important similarities and differences among products, practices and perspectives of target cultures and of multiple cultures within the United States.										

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D. Understand and analyze the factors within the target cultures that influence language.										
<b>Domain III — Interpretive Listening</b>										
Competency 005: <i>The LOTE teacher demonstrates the ability to understand the literal content of oral communications in the target language.</i>										
A. Derive essential information (main ideas and details) from oral discourse in the target language on a variety of topics involving description and/or narration in different time frames (e.g., present, past, future) and in a variety of contexts (e.g., lecture, conversation, telephone message, public address announcement, news item, oral instructions).										
B. Understand discourse in the target language likely to be encountered in social and professional situations within the target language cultures and communities, including discourse about cultural topics, connections to and comparisons with other disciplines and connections to and comparisons with what is experienced outside the classroom.										
C. Understand the meaning of idiomatic words and expressions frequently used in oral discourse in the target language in a variety of culturally specific settings.										

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Competency 006: <i>The LOTE teacher demonstrates the ability to infer, interpret and evaluate meaning from oral communications in the target language.</i>										
A. Interpret and evaluate oral messages in the target language in order to make inferences (e.g., characterizing the tone, mood or point of view of one or more speakers; identifying a cause-and-effect relationship implied but not stated in an oral communication; analyzing the sociocultural context of an oral exchange; paraphrasing an oral message).										
Domain IV – Interpretive Reading										
Competency 007: <i>The LOTE teacher demonstrates the ability to understand the literal content of authentic materials written in the target language.</i>										
A. Understand the literal content of a variety of authentic materials (e.g., determining the stated main idea of a passage; identifying an accurate summary of passage content; identifying the sequence of events in a passage; discerning details regarding character, setting or events described in a passage).										
B. Understand various types of authentic target language texts and realia (e.g., literary works, personal letters, newspaper and magazine articles, informational texts, websites, forms, menus, posters) that represent a variety of cultural, community and cross-disciplinary perspectives, including materials that connect with what is experienced outside the classroom.										
C. Understand frequently used idiomatic words and expressions in a variety of culturally specific authentic materials.										

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Competency 008: <i>The LOTE teacher demonstrates the ability to infer, interpret and evaluate meaning from a variety of authentic materials written in the target language.</i>									
A. Apply critical-reading skills (e.g., making inferences about setting or character from information provided in a passage; discerning implied cause-and-effect relationships in a passage; inferring an author's assumptions, purpose or point of view in a passage; interpreting figurative language, such as metaphors and similes, in a literary passage) to a variety of authentic materials.									
<b>Domain V – Written Expression</b>									
Competency 009: <i>The LOTE teacher demonstrates the ability to use a broad range of simple and complex language structures in the target language.</i>									
A. Use simple and complex language structures and conventions of the written language (e.g., accent marks, spelling, punctuation) in interpersonal and presentational writing.									
B. Demonstrate a broad range of vocabulary, often-used idiomatic expressions and culturally appropriate usage in interpersonal and presentational writing.									

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Competency 010: <i>The LOTE teacher demonstrates the ability to prepare effective interpersonal and presentational written discourse in the target language.</i>										
A. Demonstrate the ability to construct informal and formal written discourse concerning a variety of practical, social and professional topics (e.g., writing a letter, writing about a literary passage; expressing views on a current issue; responding to an opinion or viewpoint; describing the reasoning behind a decision) and reflecting different cultural, community and cross-disciplinary perspectives.										
B. Describe, narrate and explain in written discourse using tenses appropriate to the task and registers appropriate to the audience (e.g., informal, formal).										
C. Use appropriate vocabulary to write about topics of personal and public interest, including cultural perspectives, community events, comparisons between cultures, connections between the study of the target language and other academic disciplines and connections between what is taught in the classroom and real-life experiences.										
D. Exhibit an appropriate level of cultural knowledge and consideration while writing cohesive summaries, essays, narratives, explanations and descriptions.										

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<b>Domain VI — Oral Expression</b>										
Competency 011: <i>The LOTE teacher demonstrates the ability to construct effective interpersonal and presentational oral discourse in the target language.</i>										
A. Demonstrate the ability to initiate communication and respond orally in the target language in a variety of social and professional situations (e.g., describing events or circumstances, explaining a problem, discussing advantages and disadvantages of an idea or proposed course of action).										
B. Describe, narrate and explain in oral discourse in the target language using tenses and moods appropriate to the task and the audience.										
C. Use appropriate vocabulary to present information about topics of personal and public interest, including cultural perspectives, community events, comparisons between cultures, connections between the study of the target language and other academic disciplines and connections between what is taught in the classroom and real-life experiences.										
D. Exhibits an appropriate level of cultural knowledge and understanding while writing cohesive summaries, essays, narratives, explanations and descriptions.										

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E. Demonstrate a broad range of vocabulary, often-used idiomatic expressions, clearly comprehensible pronunciation and intonation and simple and complex language structures in oral discourse.										