



Curriculum Units by Fellows of the National Initiative
2026 Volume II: Latinx Histories, Cultures, and Communities

Migration and the Coming of Age Tradition of the Quinceañera

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Introduction

The United States has a long history of migration shaped by diverse global patterns and movements. It is one of the largest destination countries for migration from Mexico and other Latin American countries due to its closely tied relations.[1] One of the biggest reasons people migrate to the United States is the attraction of competitive wages in comparison to underdeveloped and developing countries.[2] Along with the search of better economic means, international distress, political factors, climate change and rising violence are other factors that have contributed to the rise of migrant movement.[3]

In *Harvest of Empire*, Gonzalez states that the involvement of United States, and its policies are typically to interfere with many Latin American countries and establish some sort of foothold. Once the United States has occupied in essence a part of or a gained a foothold in the country, they use and welcome the migration of its citizens as an addition to the workforce population but then punishes them for being involved in the workforce or just being in the states at all. The “urge” to push people north from Mexico as part of the working class here in America and other Latin American countries has been welcomed or accepted in some circumstances, such as cheap labor for businesses, residential areas, etc. When those circumstances no longer benefit the ones who originally requested assistance, then those who arrive will be or have been scrutinized for their arrival and continued stay.[4] As ridiculous as this may sound, it does happen frequently. The “day laborer” has completed what was needed and is now seen as someone who is just “illegally” in the country.

Typical conversations often focus on migration from Mexico and rightfully so. One of the reasons migrations from Mexico and other countries to the United States continues to increase is hard to contain border areas with land that no one really occupies, which is partially monitored.[5] I believe that besides the apparent reasons to migrate such as: economical misfortunes, political unrest, climate change, the biggest factor is violence. As Feldmann, and other contributing editors mentioned, in Mexico, the cartels and drug traffickers hold a monopoly on violence, and it continues to rise from one extreme to the next.[6] The violence and conflict that many migrants have suffered, is a main component of the unit and my rationale. The statements of violence as a catalyst for migration and “political” reasons will be briefly discussed in my unit, as my students often bring it up when they discuss migration. The major component of the unit will be on celebrations as not only to keep cultures alive but to defer from the topic of violence, which many migrants face in their native country, as they move(migrate) along with now experiencing the same issue of violence in

their new place they call “home”.

The topic of migration due to the above-mentioned reasons will tie into my unit with an emphasis on much of the unit to explore a celebration or custom many Latino families participate in. These celebrations not only keep the custom alive but give a sense of living in a world where some sort of enjoyment or peace can be experienced. [7]I want to have my unit touch on the topic of migration and the reasons there of but also dive deeper into the Quinceañera celebration and the unity it can bring.

Migrants must navigate not only the new terrain but be aware of the attachments they have to their native countries. Understanding a new language is complex enough. Navigating day to day life is a whole other issue. The migrants are looking for a sense of peace or tranquility they find hard to locate. “America” for many years has offered the image of dreams coming true. But with many “dreamers” having their dreams erased, this sense of starting anew or fresh is quickly becoming a nightmare.

By focusing on a custom or celebration the students(s) know and have participated in, the peace they are looking for, or the sense of belonging gives them hope. Parties are meant to be fun, expressive and inviting. Hispanic/ Latino cultures have often looked to “celebration” as a way of keeping connected. The idea of keeping connected is very closely related to the concept of cultures, customs, and traditions surviving as time passes throughout the years. Connection and celebrations are concepts and ideas that keep cultures thriving.

As migration is the topic of introduction to the unit, the focus is on celebration. The celebration known as the Quinceañera will be the engagement piece for the students to explore other cultures, vocabulary, collaborative work and expression. When the student understands patterns of migration or reasons for migration, they will also understand that culture can not help but be brought forth and along with the person(s) migrating.

Rationale:

My rationale for the concept of this unit is directly associated with discussions I have had with my current and former students and the trauma they have encountered. Students I have conversed with quite frequently mention the fact that they are often still in the flight or fight mode and traumatized by the events they have experienced while in their home countries, and not to mention the risk they took to migrate or “escape” to another country, usually the United States. These students need to feel a sense of calmness and enjoyment after many of the situations they have faced at a very young age, especially regarding their reasoning for migration travel. As we discuss celebrations in the classroom, the students feel more relaxed and are more willing to participate in classroom activities and discussions.

Many of my fellow teachers express concern when it comes to classroom participation. The teachers will often acknowledge the students’ reluctance to be involved in any of the classroom day-to-day activities. Of course, the teachers do recognize that most of the students have a language issue. It’s not the issue of them expressing themselves in their native language, but rather an issue in expressing themselves in the English language along with the apprehension to be incorrect and face embarrassment, or even punishment. This is the mentality many of the English language learners express to me as one of a few teachers who is assigned to help the entire campus in acquiring and application of the English language. So, one of the most efficient

ways to increase participation rate is to bring up topics of interest such as celebrations to these students. If the students feel less apprehensive, they will be more engaged and now want to participate in other conversations, especially moving towards more of the academic aspect.

The reason for my unit to explore the significance of the celebration of the Quinceañera is to assist in the removal of the negative stereotype or take away from the negative viewpoint of migration from Mexico and all the “trouble” the immigrants cause. Many of my students either share with me or have been deeply impacted by what they hear in and around them or are being told from people who believe immigrants need to stay in their foreign land. Although it might not be directly said, the student does feel the sentiment.

An issue discussed by more than a handful of students every year is the lack of being recognized in the classroom. Some students will express the teacher not acknowledging them when asking for student participation. Many students explain they might not clearly understand the entire topic at hand but will decipher what the teacher is asking through the prompt. It might be difficult for the student to give a complete explanation or sentence, but the student does know what the teacher is looking for as a response. They want to respond! The student is usually partnered with another student of the same native language and that student will usually explain classroom discussions and the assignment at hand, rather it be group work, partner work, or individual assignments. The student who is often ignored is willing to reply, but when the teacher is not willing to call upon them, the student will begin to lose hope and could spiral into a situation where they are participating even less.

Another issued discussed among my students is the fear of being recognized as an “outsider” or “foreigner” and being verbally or physically attacked. Students will develop a fear of being persecuted and either will no longer participate in any classroom activity, school activity, or function because of being bullied or simply no longer attend school. I teach and have taught at schools with approximately 50% of the student population is of Mexican decent or other Latin American countries. These students have first-hand experiences with this type of attacks or incidents. Hard to believe but this topic of conversation can come up quite frequently. Why? Because the student has been impacted in some form or fashion. Students might not always share their story of being verbally or physically attacked with everyone, but the one student they share with will more than likely tell an adult in the school. Even though the student might not want it shared with anyone, the student who is usually telling or sharing the story because they care enough about that student to stop the continuation of the incidents or attacks.

Students want to be acknowledged for the correct reasons, no matter what the expressed norm is by other teachers, adults, students, parents involved or invested in the school community. They want to be heard and are trying to find a means to do so. Celebrations allow them to express themselves in a joyous manner. These celebrations are not just a reason to party but a form of expression. It allows them to share their culture and customs with a new audience. It lets them have a voice as they discuss different parts of the celebrations and reasons for them. For some of them, it is the first time they feel they are being heard and someone is paying attention and not ignoring them. They like most kids in this stage of elementary school to middle school are seeking attention, rather than pushing them aside, we need to let their correct attention seeking be recognized. Despite encountering this violence in their life, these students bring a variety of customs and celebrations with them.

Background knowledge and Content

The Quinceañera is a coming to age celebration, in which a young girl becomes a woman. She celebrates this by having a celebration or party on her fifteenth birthday. This transition from young girl to woman is more of an involved process of assuming a new role and defining oneself.[8] Latino Americans are the fastest growing and youngest population in the USA in the 21st century[9], and the Latina identity and womanhood tradition is included as part of this growing population.

Many of the adolescent Latinas face challenges within their own community and need a sense of belonging.[10] “The dynamic and exciting transition to womanhood as girls ‘coming of age’ offers a unique window of opportunity to forge a fulfilling connection between individual and community in the lives of Latina adolescents.” [11] When we reinforce the needs and concerns within the Latina or Hispanic community, we are able to address the often-neglected impact the young Latina can not only face within her household but also in the surrounding community.[12]

So, what exactly is the Quinceañera? In many non-Chicano communities, they use the term quinces or quince años.[13] The chambelan is the term used for the honoree’s escort. Along with the dama are the young women who accompany the honoree.[14] The European origin of this celebration is at the age of 15, a young woman was considered of marriageable age, and the Indigenous origin was to present the young woman to the people as a coming-of-age celebration.[15] The Quinceañera celebration is usually strongly tied into or associated with the recognition of the Virgin of Guadalupe in the Mexican context. The young woman offers her flowers, and a prayer is said to help in the transition from young girl to woman.[16]

The celebration can be defined in many different ways depending on whom the question is being asked, but the one explanation closely related to the idea and concept is, “the transition from girlhood to womanhood is not simply a process of biological maturation, but rather, it is part of a more involved sociocultural process of assuming new roles and defining **oneself** in the process of coming of age into emerging adulthood”[17] as mentioned in the above paragraphs. This celebration serves as a guide or path for the young girl to follow as she continues in her journey to adulthood.[18] Traditionally most cultures have the coming to age celebrations where the young woman seeks mentorship, given a particular set of rites to follow and possibly a separation from the community they will be living within.[19] “In its fullest sense, the coming of age ritual acknowledges biological changes, provides direction to a young girls’ life-path, teaches important life skills, and makes connections to cultural values and community.”[20] The Latino culture reflects many demographic groups, and is not narrowed down to one specific coming to age celebration and therefore the Quinceañera is by no means celebrated by all the Latina population found within each demographic.[21] Different groups have different variations of how the event is celebrated exactly.

This transition is meant to be more than just an age transition but as a celebration that will help define her. [22] I agree with the idea that this celebration inspires both individual and cultural identity as stated by the Okumabua and others.[23] Cultural identity is a major component of the Quinceañera celebration as me and my students have discussed. Some of them start planning years before they turn fifteen. It involves a lot of planning typically because it is not just a party, it is the intentional path to lead a successful life as she enters adult/ woman hood.[24] The author states that the mentors are typically older woman who assist in this celebration, but as for my experiences and conversations with students not just at my present school but also my former place of employment, it typically is an older sister, cousin, or other family member who has a majority input on the actual celebration itself or has been through a Quinceañera herself.

So, what does the typical Quinceañera consist of? One of very first thing the young lady who is turning fifteen is to walk into a ceremony hall or church in a delicate, white dress and white shoes to symbolize purity and suggest the young lady is still a virgin.[25] This tradition has become something of the past, as most Quinceañera dresses are now more elaborate and elegant, very detailed and colorful. There is a traditional flower presentation given to the young lady by the grandmother or the eldest woman who is present in the family.[26] Usually after the flower presentation the father or the male adult who is represented in the family will give a speech followed by a few other family members, depending on the format.[27] Once the father's speech has taken place, the flat white shoes are now replaced with high heels and the young lady is represented as a woman and introduced to everyone present as transitioned from young girl to a woman. [28] As I mentioned earlier, from my firsthand experiences of attending Quinceañeras, the white dress is often not even introduced at the beginning, and the young lady enters in the more vibrant dress. If she does follow tradition and enters in the white dress, as the flat shoes are replaced with high heels, the dress will be replaced later as well in the ceremony. This is the basic format or representation of the Quinceañeras celebration.

Teaching Strategies

Since I will be working with English language learners, my focus will be on reading comprehension skills, with emphasis on writing and speaking. Most students I teach, enter the classroom with little no ability to read, write, or speak the English language. Another factor is that many students are now entering the classroom with no ability to read in their native language. Another problem is many students have gaps within the years they attend school or have attended school. So, a big strategy is to have begin with what they know in a simple English format or something that involves them identifying words or listening to words that they might know.

Cognates

I usually have general conversations on their comprehension of or lack of understanding the English language. I begin with the introduction of Cognates. Cognates or “cognados”, as used in my classroom, are words that are similar in the native language to English language. Cognates have a positive effect on vocabulary and language learning. English language learners from cognate backgrounds, including Spanish native speakers, tend to achieve much higher scores on vocabulary tests as well as tests on other language skills than those from non-cognate backgrounds[29] The author states ELL or English language learners revealed that the understanding of what cognates is one of the key factors contributing to vocabulary learning from listening and academic texts.[30] Cognates are more likely to be retained due to the closeness of the similarity of the word to the native language and the comprehension of the native speaker.[31]

One of reasons I focus on cognates is because on the other hand of the cognate having a similar meaning, there is the false cognate. The false cognate sounds alike and usually spelled similar but in fact it's very different. False cognates are words that have similar orthographic and/or phonological forms in the two

languages but refer to different concepts.[32] I can speak firsthand as to this confusion. In a conversation, in my high school days, I had made the horrible mistake of telling a classmate of mine I was embarrassed because of something I said to her. Instead of me saying the actual word for embarrassed in Spanish, I said the word “*embarazada*”. She began to laugh and I didn’t quite understand as to why she was laughing. She told me in the kindest way I said I was pregnant not embarrassed. Thank goodness for humor and wit for this save on my behalf. But unfortunately, most students don’t have someone who they are very comfortable with when they first arrive to have conversations with. Thus, the need for having an understanding or grasp of what the student knows or does not understand yet.

The authors, Dang and others, break down the identification of cognates and false cognates in a similar way to what I tend to lean on, in the classroom for my students. One of the first steps is identify the translation, does it mean the same thing or something close? Next, check the pronunciation of the word. This helps with clarification of the word being spoken. Third, check to see if it is a cognate or false cognate.[33] Does it mean the same, so we won’t have a lost in translation episode of the word “*embarazada*” and embarrassed. The large percentage of cognates among academic spoken words and their reasonable cover age in academic spoken English suggests that Spanish English students have a greater advantage when learning academic spoken English words than learners from non-cognate L1 backgrounds.[34]

So why focus on teaching cognates? Cognates are words with ancestral roots that are similar in appearance and meaning.[35] They occur in English and other ancestrally related languages.[36] If bilingual students know the meanings of cognate words in one language but not in the other language and are aware of cognate relationships, then they could use their cognate knowledge to access the meanings of unknown words in the other language. [37] One reason that cognate recognition could help Spanish-speaking bilingual students improve their knowledge is that many of the cognates in academic English texts are low-frequency words in English (e.g., abundant, form) but high-frequency words in Spanish).[38] Several researchers have explained that the high frequency of Spanish cognates means that Spanish speakers are very likely to know the meanings of the words and could use them to figure out the meanings of less frequent English cognates.[39] Although cognates might not always sound the same, they do follow consistent phonetic, prefix, and suffix patterns that bilingual students often recognize as characteristic of cognates in Spanish and English.[40] As mentioned earlier, one strategy I use is to hear and identify the cognate sounding the same, the author says something that is very relevant to me and my classroom practices. Although they do not sound the same, they follow a consistent pattern. A significant reason they do not often sound the same is because of the dialect. Each Latin American country has a specific dialect as do the different states of the United States. To assess each level of student understanding, scaffolding is a practice that is essential for cognate comprehension.[41]

Implementation of cognates to the Quincenera unit will consist of vocabulary words and/or phrases. For example, the word celebration in English is translated and spelled *celebración*. These two words look almost identical in spelling and almost identical in pronunciation. This would be a good example of a true cognate.

Another example could be the word culture which is translated to *cultura* in Spanish. This exposure to the cognate in the lesson will let the student firsthand not only see the word being used but see a familiarity in the language, they previously might not have known existed. In contrast, to the understanding of the cognate as previously mentioned, the students will need to understand and identify a false cognate. In English, we use the word “success” to notate accomplishment when something has been worked for or when something is accomplished. In Spanish, the word for accomplishment or success is “*éxito*”. The two sound nothing alike or spelled alike. But the word exit in English looks extremely close to “*éxito*” in Spanish thus making it a false cognate.

One of my first exposures to cognates and false cognates was while working with a group of bilingual students in the elementary setting. I wanted students to sit on the carpet in a small circle. So, with my so-called familiarity of the Spanish language, I told them to sit down on the “carpeta”. To my surprise none of them moved and they looked at me with bewilderment. “Carpeta” in Spanish means folder. They were looking at me with confusion, because they were wondering why the teacher would be asking them to sit on the folder and not put something inside it.

Scaffolding

Scaffolding is a practice that can be used to assist with the student’s prior knowledge for academic achievement in classroom and beyond. A long-standing issue in instructed second language (L2) acquisition is whether to teach a L2 more or less exclusively through the L2 or to use students’ prior language(s) as scaffolding, typically a student’s first language (L1). Recent classroom research has suggested that there may be cognitive as well as social benefits for drawing on students’ prior language(s) for learning both L2 grammar and vocabulary.[42] The second language learner has a connection to understanding the cognate but understanding at their academic level. Translation of vocabulary and acquisition of new vocabulary has yielded higher than normal rates but not always the comprehension of specific targeted vocabulary definitions and their synonyms.

To use scaffolding for this unit, you can build on prior knowledge of celebrations the students have experienced. Some students will not always be able to spell a word or phrase when beginning an assignment. If the student can not write a complete sentence to describe a Quinceañera they have attended, have the student draw something regarding the Quinceañera. Although the students might not be at grade level, they do possess knowledge for the most part of a particular topic or subject. And for the students who might have experienced attending or participating in a Quinceañera, let them discuss or draw a party that is like the coming-of-age celebration as the Quinceañera. To build upon not only the assignment but collaboration of students is a key component for this unit to be not only feasible but impactful to the students.

Vocabulary builders/Word Walls

English language learners need direct vocabulary instruction from the language teacher.[43] While working with my student demographic, I was able to understand the direct need for vocabulary builders, and consistent reinforcement. At this beginning stage of language learning, teachers should focus their instruction on the most frequently occurring words in the language.[44] Focusing instruction on high frequency vocabulary ensures valuable teaching time is beneficial to all learners no matter their reasons for learning the language, learners gain knowledge to understand most of the words they encounter when reading texts.[45] It can be quite stressful for a teacher to make sure the vocabulary he or she is teaching will benefit the student, and not keep them for underperforming or not accomplishing the goal of language development. The author provides an interesting and very applicable statement. A competent language teacher prepares learners by introducing them to vocabulary learning strategies that can be applied during learners' independent language-

focused learning. [46] Teachers should give learners opportunities to practice these strategies during direct instruction of high frequency vocabulary, so that learners not only learn the strategies to be applied at the later stage of vocabulary learning but also develop fluency in using high frequency vocabulary at the earlier stage.[47]

For students to create more independent reading habitats, an introduction of appropriate vocabulary learning strategies needs to be gradually introduced by the teacher.[48] An equal amount of vocabulary recall and new introduction will contribute to a student's success with the comprehension rate and language development. This teaching technique must be purposeful and meaningful. As long as deliberate learning and teaching of vocabulary is a part of a balanced language course being offered, that gives equal weight to meaning-focused input, meaning-focused output, language-focused learning, and fluency development teachers can rest assured that they are preparing students to be successful L2 vocabulary learners.[49] Learners should be encouraged to build their personal word banks under an instructor's guidance, as teachers could examine the students' vocabulary notebooks in order to understand more about learners' vocabulary learning progress or become aware of any potential vocabulary learning problems.[50]

When the unit is beginning, as you discuss words such as: Quinceañera, parties, celebrations, the teacher can create a word wall as an example on the first day. The teacher should create a clear expectation of what the word wall will look like. Once the student has a concept, they can continue to add to the word wall with their own examples. A good word wall should contain examples and non-examples, definitions and a picture. For example, Quinceañera could have images of dresses, cakes, people dancing. A definition could be the coming-of-age party for a young lady who is turning 15. A non-example could be something simple like someone just sitting down with a sad face, (opposite of a person who is partying), a chair and desk or the word boring. I like to make my non-examples totally different so the students know it is something they should not associate with the word being discussed for that day.

Journaling/Flashcards

One strategy I often use is having the students create a journal or flashcards as we explore new vocabulary concepts and contexts. Learners should be encouraged to build their personal word banks under an instructor's guidance, as teachers could examine the students' vocabulary notebooks to understand more about learners' vocabulary learning progress or become aware of any potential vocabulary learning problems.[51] I reference the notebooks, or notecards frequently as this allows for understanding and application of the lesson/ words. When the student has access to the current topic/ words, it allows them the opportunity and ability to check and integrate what they have learned and apply it in classroom discussions. Journals are a great way to let the students write and keep writing. They can build upon the original assignment given and expand their knowledge.

I use journals to keep our ongoing word wall active. I call it active word wall, because the student can continue to look at the journal entry for recall and expansion. The Frayer model is often used for student implementation of vocabulary and/or concepts being taught in the classroom. I also use the journal as a “quick write”, in which the students are given an opportunity to write over a particular topic or idea within a specific amount of time designated by the teacher. For the students who struggle with writing, I create starter sentences. I either hand them to the students who need them specifically or post them on the wall for all to

use.

Classroom activities

Day 1-Classroom Map

Students place their name; an emoji they use for own representation or draw a symbol on a world map showing where their family or ancestors come from. The teacher can say “People often move to different places for different reasons.” This prompt will allow the opening of discussion for the beginning of the unit. When asking the questions, they might know or not know why their family migrated. If they don’t know, explore the question as to where they might like to go and why. As an extension of this assignment, designate an area in the classroom for the map to be posted as a key part of the unit. If the map is visible throughout the unit, it will keep the discussion open of migration and add to the focus of celebrations and cultural events.

Day 2. Migration Story Art

Read a picture book about a child moving to a new place. Students draw or discuss:

- character’s old home
- the journey of the main character
- the new home

This will expand from day one in discussion of migration and now allow students to compare reasons they have moved, the journey they faced or something the character did in the story like something they have done or could possibly do if they moved or needed to move.

Day 3. Celebration Sorting Cards

Create cards showing different celebrations (birthday, Quinceañera, sweet sixteen, Dia de Los Muertos). Students sort them into groups: This will move on to the keep concept of discussion of the Quinceañera. Since this is most of the unit, knowing and understanding the “Quince” as it is often referred to, students can really invest their prior knowledge of this celebration while learning many more similar celebrations of coming to age.

- “Celebrations I know”
- “Celebrations I want to learn about” (builds curiosity, understanding and respect)

Day 4. Music & Movement: Cultural Dance Moments

Play short clips of music from different cultures. Students sing or dance along. Having movement in the lesson is essential for student engagement and keeping the unit sustainable not only for the student participation but also retention.

Ask and discuss with students: “How does this music make you feel?” Students can share a dance they perform or have seen performed. Just be careful about the type of dance they choose to perform.

Day 5. Birthday Connections

Students share something special about their own birthday traditions. Teacher connects this to Quinceañera. Tell students the celebration of one specific tradition can be carried out similar with other birthday celebrations. Since the experience of the Quinceañera and knowledge of it, should be attained in this week for the unit, students need to review prior day's learning as a bell ringer, or flashback in first part of each day. Have students make connections throughout the week for comprehension and application.

Extension activities and deeper diving into the curriculum

A. Journey Map Project

Students create a simple illustrated map showing a family's migration journey.

- the possible reason for moving
- obstacles that are faced during the move and maybe even after
- feelings about the move
- customs or traditions they bring during the move.

B. Migration Story Circles

Read short stories about children migrating from different regions. Students sit in a circle and respond to questions like:

- What might be hard about moving? What can be exciting about moving?

C. Quinceañera Symbol Exploration

Show images of Quinceañera symbols (dress, shoes, tiara, last doll).

- Explain each one and have students identify a symbol or image of each.

D. Compare-and-Contrast Posters

Students create posters comparing two coming-of-age celebrations:

- Quinceañera vs. sweet sixteen or other coming of age celebrations

Resources/Books to use in the classroom

Mango, Abuela, and Me- Meg Medina

My Diary from Here to There / Mi diario de aquí hasta allá - Amada Irma Pérez

Pancho Rabbit and the Coyote: A Migrant's Tale - Duncan Tonatiuh

Esperanza Rising - Pam Muñoz Ryan

Implementation of District Standards

According to the alignment of my district and the state of Texas, the following Teks will be implemented in this Unit. Grade 5

English Language Arts and Reading: Knowledge and skills. (1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: (A) listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments; follow, restate, and give oral instructions that include multiple action steps; give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and work collaboratively with others to develop a plan of shared responsibilities.

Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (A) establish purpose for reading assigned and self-selected texts; generate questions about text before, during, and after reading to deepen understanding and gain information; make and correct or confirm predictions using text features, characteristics of genre, and structures; create mental images to deepen understanding; make connections to personal experiences, ideas in other texts, and society; make inferences and use evidence to support understanding;

Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to: (A) identify and describe the patterns of settlement such as rural, urban, and suburban; explain the geographic factors that influence patterns of settlement and the distribution of population in the United States; and analyze the geographic factors that influence the location of the five largest urban areas in the United States and explain their distribution.

Spanish Language Arts and Reading and English as a Second Language Subchapter A. Elementary

Knowledge and skills. (1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: listen actively and ask questions to understand information and answer questions using multi-word responses; restate and follow oral directions that involve a short, related sequence of actions; share information and ideas by speaking audibly and clearly using the conventions of language;

Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: establish purpose for reading assigned and self-selected texts with adult assistance; generate questions about text before, during, and after reading to deepen understanding and gain information with

adult assistance; make and confirm predictions using text features and structures with adult assistance; create mental images to deepen understanding with adult assistance; make connections to personal experiences, ideas in other texts, and society with adult assistance; make inferences and use evidence to support understanding with adult assistance; evaluate details to determine what is most important with adult assistance; synthesize information to create new understanding with adult assistance;

"Texas Essential Knowledge and Skills (TEKS)." *Texas Education Agency*, Texas Education Agency, 18 June 2026, tea.texas.gov/curriculum-and-instruction/texas-essential-knowledge-and-skills-teks.

Notes

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