SLAR, Grade 1 (IMRA)

Subject: Spanish Language Arts and English as a Second Language
Grade: 01
Expectations: 60
Breakouts: 230

(a) Introduction.

1. The Spanish language arts and reading Texas Essential Knowledge and Skills (TEKS) reflect language arts standards that are authentic to the Spanish language and Spanish literacy; they are neither translations nor modifications of the English language arts TEKS. The Spanish language arts and reading TEKS embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. They are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.

2. The seven strands of the essential knowledge and skills for Spanish language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.

3. Spanish, as opposed to English, has a closer letter-sound relationship and clearly defined syllable boundaries. The syllable in Spanish is a more critical unit of phonological awareness than in English because of the consistent phoneme-grapheme correspondence. Syllables are important units for Spanish because of their strong effect in visual word recognition (Carreiras et al., 1993) and their major role in predicting Spanish reading success. In addition, Spanish presents a much higher level of orthographic transparency than English and does not rely on sight words for decoding. This orthographic transparency accelerates the decoding process, and the focus quickly moves to fluency and comprehension. However, in English sight words are used because of words that are not decodable such as "are" or "one." In Spanish, decoding issues are not as prevalent as issues of comprehension. These specific features of the Spanish language will influence reading methodology and development.

4. Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, STAAR Performance Level Descriptors, 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.

5. Research consistently shows that language and literacy development in the student's native language not only facilitates learning English and English literacy, but is foundational to cognitive development and learning (Cummins, 2001; Thomas & Collier, 2002; Coelho, 2001). Emergent bilinguals (Sparrow et al., 2014; Slavin & Cheving, 2013) are students who are in the process of acquiring two or more linguistic codes, becoming bilingual, biliterate, and bicultural. Emergent bilinguals are often defined by their perceived deficits (semilinguals) (Escamilla, 2012). However, research has shown that bilinguals develop a unique interdependent system (Escamilla et al. 2007; Grosjean, 1989; Valdes and Figueroa, 1994) in which languages interconnect to increase linguistic functionality. This linguistic interdependence of language acquisition facilitates

a transfer of literacy skills from the primary language (L1) to the second language (L2) (August & Shanahan, 2006; Bialystok, 2007; Miramontes, et al., 1997). The strength of learning through formal instruction in Spanish determines the extent of transfer to English (August, Calderon, & Carlo, 2002; Slavin & Calderon, 2001; Garcia, 2001). For transfer to be maximized, cross-linguistic connections between the two languages must be explicitly taught while students engage in a contrastive analysis of the Spanish and English languages (Cummins, 2007). Continued strong literacy development in Spanish provides the foundation and scaffold for literacy development given that a Common Underlying Proficiency (CUP) exists between the two languages (Cummins, 1991). Consequently, direct and systematic instruction (Genesee et al., 2005) in the appropriate sequence of Spanish skills with early English as a second language-based literacy instruction is critical to student success. As a result of working within two language systems, students' metalinguistic and metacognitive skills are enhanced when they learn about the similarities and differences between languages (Escamilla et. al., 2014). The extent to which English and Spanish are used is reliant on the type of bilingual program model being used (see Texas Education Code, §29.066).

6. English language learners (ELLs) are expected to meet standards in a second language, and their proficiency in English directly impacts their ability to meet these standards. The comprehension of text throughout the stages of English language acquisition requires scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected oral and written discourse so that it is meaningful.

7. Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).

8. Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, & Rothenberg, 2008).

9. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and Skills Statements

(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, ask relevant questions to clarify information, and answer questions using multi-word responses;

    (i) listen actively

    (ii) ask relevant questions to clarify information

    (iii) answer questions using multi-word responses

(B) follow, restate, and give oral instructions that involve a short, related sequence of actions;

    (i) follow oral instructions that involve a short, related sequence of actions

    (ii) restate oral instructions that involve a short, related sequence of actions

    (iii) give oral instructions that involve a short, related sequence of actions

(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;

    (i)   share information about the topic under discussion, speaking clearly at an appropriate pace

    (ii)   share information about the topic under discussion using the conventions of language

    (iii)   share ideas about the topic under discussion, speaking clearly at an appropriate pace

    (iv)   share ideas about the topic under discussion using the conventions of language

(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; and

    (i)   work collaboratively with others by following agreed-upon rules for discussion, including listening to others

    (ii)   work collaboratively with others by following agreed-upon rules for discussion, including speaking when recognized

    (iii)   work collaboratively with others by following agreed-upon rules for discussion, including making appropriate contributions

(E) develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.

    (i)   develop social communication

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

(A) demonstrate phonological awareness by: producing a series of rhyming words; recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sound; recognizing the change in spoken word when a specified syllable is added, changed, or removed; segmenting spoken words into individual syllables; blending spoken complex syllables, including sílabas trabadas, to form multisyllabic words; segmenting spoken words into syllables, including words with sílabas trabadas; and manipulating syllables within words;

    (i)   demonstrate phonological awareness by producing a series of rhyming words

    (ii)   demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sound

    (iii)   demonstrate phonological awareness by recognizing the change in spoken word when a specified syllable is added, changed, or removed

    (iv)   demonstrate phonological awareness by segmenting spoken words into individual syllables

    (v)   demonstrate phonological awareness by blending spoken complex syllables, including sílabas trabadas, to form multisyllabic words

    (vi)   demonstrate phonological awareness by segmenting spoken words into syllables, including words with sílabas trabadas

    (vii) demonstrate phonological awareness by manipulating syllables within words

(B) demonstrate and apply phonetic knowledge by: identifying and matching sounds to individual letters; decoding words with sílabas trabadas such as/bla/,/bra/, and/gla/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x; decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-; decoding words with diphthongs such as/ai/,/au/, and/ei/; decoding contractions such as al and del; decoding three- to four-syllable words; using knowledge of base words to decode common compound words; and decoding words with common prefixes and suffixes;

    (i)   demonstrate phonetic knowledge by identifying individual letters

    (ii)   demonstrate phonetic knowledge by matching sounds to individual letters

    (iii)   demonstrate phonetic knowledge by decoding words with sílabas trabadas

    (iv)   demonstrate phonetic knowledge by decoding words with digraphs

    (v)   demonstrate phonetic knowledge by decoding words with multiple sound spelling patterns

    (vi)   demonstrate phonetic knowledge by decoding words with silent h

    (vii)   demonstrate phonetic knowledge by decoding words that use the [syllable] que-

    (viii)   develop social communication

    (ix)   demonstrate phonetic knowledge by decoding words that use the [syllable] gue-

    (x)   demonstrate phonetic knowledge by decoding words that use the [syllable] gui-

    (xi)   demonstrate phonetic knowledge by decoding words that use the [syllable] güe-

    (xii)   demonstrate phonetic knowledge by decoding words that use the [syllable] güi-

    (xiii)   demonstrate phonetic knowledge by decoding words with diphthongs

    (xiv)   demonstrate phonetic knowledge by decoding contractions

    (xv)   demonstrate phonetic knowledge by decoding three- to four-syllable words

    (xvi)   demonstrate phonetic knowledge by using knowledge of base words to decode common compound words

    (xvii)   demonstrate phonetic knowledge by decoding words with common prefixes

    (xviii)   demonstrate phonetic knowledge by decoding words with common suffixes

    (xix)   apply phonetic knowledge by identifying individual letters

    (xx)   apply phonetic knowledge by matching sounds to individual letters

    (xxi)   apply phonetic knowledge by decoding words with sílabas trabadas

    (xxii)   apply phonetic knowledge by decoding words with digraphs

    (xxiii)   apply phonetic knowledge by decoding words with multiple sound spelling patterns

    (xxiv)   apply phonetic knowledge by decoding words with silent h

    (xxv)   apply phonetic knowledge by decoding words that use the [syllable] que-

    (xxvi)   apply phonetic knowledge by decoding words that use the [syllable] qui-

    (xxvii)   apply phonetic knowledge by decoding words that use the [syllable] gue-

    (xxviii)   apply phonetic knowledge by decoding words that use the [syllable] gui-

(xxix)   apply phonetic knowledge by decoding words that use the [syllable] güe-

(xxx)   apply phonetic knowledge by decoding words that use the [syllable] güi-

(xxxi)   apply phonetic knowledge by decoding words with diphthongs

(xxxii)   apply phonetic knowledge by decoding contractions

(xxxiii)   apply phonetic knowledge by decoding three- to four-syllable words

(xxxiv)   apply phonetic knowledge by using knowledge of base words to decode common compound words

(xxxv)   apply phonetic knowledge by decoding words with common prefixes

(xxxvi)   apply phonetic knowledge by decoding words with common suffixes

(C) demonstrate and apply spelling knowledge by: spelling common letter and sound correlations; spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV; spelling words with silent h; consonant digraphs such as/ch/,/rr/, and/ll/; and sílabas trabadas such as/bla/,/bra/,/gla/, and/gra/; spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi-; spelling contractions such as al and del; spelling words with diphthongs such as/ai/,/au/, and/ie/ as in quie-ro, na-die, and ra-dio and hiatus such as le-er and rí-o; and spelling words with common prefixes and suffixes;

    (i)   demonstrate spelling knowledge by spelling common letter and sound correlations

    (ii)   demonstrate spelling knowledge by spelling words with common patterns

    (iii)   demonstrate spelling knowledge by spelling words with silent h

    (iv)   demonstrate spelling knowledge by spelling words with consonant digraphs

    (v)   demonstrate spelling knowledge by spelling words with sílabas trabadas

    (vi)   demonstrate spelling knowledge by spelling multisyllabic words, including words with que-

    (vii)   demonstrate spelling knowledge by spelling multisyllabic words, including words with qui-

    (viii)   demonstrate spelling knowledge by spelling multisyllabic words, including words with gue-

    (ix)   demonstrate spelling knowledge by spelling multisyllabic words, including words with gui-

    (x)   demonstrate spelling knowledge by spelling multisyllabic words, including words with güe-

    (xi)   demonstrate spelling knowledge by spelling multisyllabic words, including words with güi-

    (xii)   demonstrate spelling knowledge by spelling contractions

    (xiii)   demonstrate spelling knowledge by spelling words with diphthongs

    (xiv)   demonstrate spelling knowledge by spelling words with hiatus

    (xv)   demonstrate spelling knowledge by spelling words with common prefixes

    (xvi)   demonstrate spelling knowledge by spelling words with common suffixes

    (xvii)   apply spelling knowledge by spelling common letter and sound correlations

    (xviii)   apply spelling knowledge by spelling words with common patterns

    (xix)   apply spelling knowledge by spelling words with silent h

    (xx)   apply spelling knowledge by spelling words with consonant digraphs

    (xxi)   apply spelling knowledge by spelling words with sílabas trabadas

(xxii)   apply spelling knowledge by spelling multisyllabic words, including words with que-

(xxiii)   apply spelling knowledge by spelling multisyllabic words, including words with qui-

(xxiv)   apply spelling knowledge by spelling multisyllabic words, including words with gue-

(xxv)   apply spelling knowledge by spelling multisyllabic words, including words with gui-

(xxvi)   apply spelling knowledge by spelling multisyllabic words, including words with güe-

(xxvii) apply spelling knowledge by spelling multisyllabic words, including words with güi-

(xxviii) apply spelling knowledge by spelling contractions

(xxix)   apply spelling knowledge by spelling words with diphthongs

(xxx)   apply spelling knowledge by spelling words with hiatus

(xxxi)   apply spelling knowledge by spelling words with common prefixes

(xxxii) apply spelling knowledge by spelling words with common suffixes

(D) demonstrate print awareness by identifying the information that different parts of a book provide;

    (i)   demonstrate print awareness by identifying the information that different parts of a book provide

(E) alphabetize a series of words to the first or second letter and use a dictionary to find words; and

    (i)   alphabetize a series of words to the first or second letter

    (ii)   use a dictionary to find words

(F) develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.

    (i)   develop handwriting by printing words legibly leaving appropriate spaces between words

    (ii)   develop handwriting by printing sentences legibly leaving appropriate spaces between words

    (iii) develop handwriting by printing answers legibly leaving appropriate spaces between words

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

(A) use a resource such as a picture dictionary or digital resource to find words;

    (i)   use a resource to find words

(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings;

    (i)   use illustrations to learn or clarify word meanings

    (ii)   use texts the student is able to read or hear to learn or clarify word meanings

(C) identify the meaning of words with affixes, including -s, -es, and -or; and

    (i)   identify the meaning of words with affixes, including -s

    (ii)   identify the meaning of words with affixes, including -es

    (iii) identify the meaning of words with affixes, including -or

(D) identify and use words that name actions, directions, positions, sequences, categories, and locations.

    (i)   identify words that name actions

     (ii)   identify words that name directions

     (iii)   identify words that name positions

     (iv)   identify words that name sequences

     (v)   identify words that name categories

     (vi)   identify words that name locations

     (vii)   use words that name actions

     (viii) use words that name directions

     (ix)   use words that name positions

     (x)   use words that name sequences

     (xi)   use words that name categories

     (xii)   use words that name locations

(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

    (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text;

      (i)   use appropriate fluency (rate) when reading grade-level text

      (ii)   use appropriate fluency (accuracy) when reading grade-level text

      (iii)   use appropriate fluency (prosody) when reading grade-level text

(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.

    (A) self-select text and interact independently with text for increasing periods of time;

      (i)   self-select text

      (ii)   interact independently with text for increasing periods of time

(6) 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 with adult assistance;

      (i)   establish purpose for reading assigned texts with adult assistance

      (ii)   establish purpose for reading self-selected texts with adult assistance

    (B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;

      (i)   generate questions about text before reading to deepen understanding with adult assistance

      (ii)   generate questions about text during reading to deepen understanding with adult assistance

      (iii)   generate questions about text after reading to deepen understanding with adult assistance

      (iv)   generate questions about text before reading to gain information with adult assistance

  (v) generate questions about text during reading to gain information with adult assistance

  (vi) generate questions about text after reading to gain information with adult assistance

 (C) make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance;

  (i) make predictions using text features with adult assistance

  (ii) make predictions using characteristics of genre with adult assistance

  (iii) make predictions using structures with adult assistance

  (iv) correct or confirm predictions using text features with adult assistance

  (v) correct or confirm predictions using characteristics of genre with adult assistance

  (vi) correct or confirm predictions using structures with adult assistance

 (D) create mental images to deepen understanding with adult assistance;

  (i) create mental images to deepen understanding with adult assistance

 (E) make connections to personal experiences, ideas in other texts, and society with adult assistance;

  (i) make connections to personal experiences with adult assistance

  (ii) make connections to ideas in other texts with adult assistance

  (iii) make connections to society with adult assistance

 (F) make inferences and use evidence to support understanding with adult assistance;

  (i) make inferences to support understanding with adult assistance

  (ii) use evidence to support understanding with adult assistance

 (G) evaluate details to determine what is most important with adult assistance;

  (i) evaluate details to determine what is most important with adult assistance

 (H) synthesize information to create new understanding with adult assistance; and

  (i) synthesize information to create new understanding with adult assistance

 (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.

  (i) monitor comprehension

  (ii) make adjustments when understanding breaks down

(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

 (A) describe personal connections to a variety of sources;

  (i) describe personal connections to a variety of sources

 (B) write brief comments on literary or informational texts;

  (i) write brief comments on literary or informational texts

(C) use text evidence to support an appropriate response;

    (i) use text evidence to support an appropriate response

(D) retell texts in ways that maintain meaning;

    (i) retell texts in ways that maintain meaning

(E) interact with sources in meaningful ways such as illustrating or writing; and

    (i) interact with sources in meaningful ways

(F) respond using newly acquired vocabulary as appropriate.

    (i) respond using newly acquired vocabulary as appropriate

(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to

  (A) discuss topics and determine theme using text evidence with adult assistance;

    (i) discuss topics with adult assistance

    (ii) determine theme using text evidence with adult assistance

  (B) describe the main character(s) and the reason(s) for their actions;

    (i) describe the main character(s)

    (ii) describe the reason(s) for their actions

  (C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently; and

    (i) describe plot elements, including the main events, for texts read aloud

    (ii) describe plot elements, including the problem, for texts read aloud

    (iii) describe plot elements, including the resolution, for texts read aloud

    (iv) describe plot elements, including the main events, for texts read independently

    (v) describe plot elements, including the problem, for texts read independently

    (vi) describe plot elements, including the resolution, for texts read independently

  (D) describe the setting.

    (i) describe the setting

(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

  (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;

    (i) demonstrate knowledge of distinguishing characteristics of well-known children's literature

  (B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems;

    (i) discuss rhyme in a variety of poems

   (ii) discuss rhythm in a variety of poems

   (iii) discuss repetition in a variety of poems

   (iv) discuss alliteration in a variety of poems

  (C) discuss elements of drama such as characters and setting;

   (i) discuss elements of drama

  (D) recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance; features and simple graphics to locate or gain information; and organizational patterns such as chronological order and description with adult assistance;

   (i) recognize characteristics of informational text, including the central idea with adult assistance

   (ii) recognize characteristics of informational text, including supporting evidence with adult assistance

   (iii) recognize characteristics of informational text, including features to locate or gain information

   (iv) recognize characteristics of informational text, including simple graphics to locate or gain information

   (v) recognize characteristics of informational text, including organizational patterns with adult assistance

   (vi) recognize structures of informational text, including the central idea with adult assistance

   (vii) recognize structures of informational text, including supporting evidence with adult assistance

   (viii) recognize structures of informational text, including features to locate or gain information

   (ix) recognize structures of informational text, including simple graphics to locate or gain information

   (x) recognize structures of informational text, including organizational patterns with adult assistance

  (E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and

   (i) recognize characteristics of persuasive text with adult assistance

   (ii) state what the author is trying to persuade the reader to think or do

  (F) recognize characteristics of multimodal and digital texts.

   (i) recognize characteristics of multimodal texts

   (ii) recognize characteristics of digital texts

(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

  (A) discuss the author's purpose for writing text;

   (i) discuss the author's purpose for writing text

  (B) discuss how the use of text structure contributes to the author's purpose;

   (i) discuss how the use of text structure contributes to the author's purpose

  (C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;

   (i) discuss with adult assistance the author's use of print features to achieve specific purposes

     (ii)   discuss with adult assistance the author's use of graphic features to achieve specific purposes

  (D) discuss how the author uses words that help the reader visualize; and

     (i)   discuss how the author uses words that help the reader visualize

  (E) listen to and experience first- and third-person texts.

     (i)   listen to first-person texts

     (ii)   listen to third-person texts

     (iii)   experience first-person texts

     (iv)   experience third-person texts

(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

  (A) plan a first draft by generating ideas for writing such as by drawing and brainstorming;

     (i)   plan a first draft by generating ideas for writing

  (B) develop drafts in oral, pictorial, or written form by: organizing with structure; and developing an idea with specific and relevant details;

     (i)   develop drafts in oral, pictorial, or written form by organizing with structure

     (ii)   develop drafts in oral, pictorial, or written form by developing an idea with specific details

     (iii)   develop drafts in oral, pictorial, or written form by developing an idea with relevant details

  (C) revise drafts by adding details in pictures or words;

     (i)   revise drafts by adding details in pictures or words

  (D) edit drafts using standard Spanish conventions, including: complete sentences with subject-verb agreement; past and present verb tense, including the difference between ser and estar; singular, plural, common, and proper nouns, including gender-specific articles; adjectives, including articles; adverbs that convey time; prepositions; pronouns, including the use of personal and possessive pronouns, and the difference in the use of formal pronoun usted and informal pronoun tú; capitalization for the beginning of sentences; punctuation marks at the end of declarative sentences and at the beginning and end of exclamatory and interrogative sentences; and correct spelling of words with grade-appropriate orthographic patterns and rules with adult assistance; and

     (i)   edit drafts using standard Spanish conventions, including complete sentences with subject-verb agreement

     (ii)   edit drafts using standard Spanish conventions, including past verb tense, including the difference between ser and estar

     (iii)   edit drafts using standard Spanish conventions, including present verb tense, including the difference between ser and estar

     (iv)   edit drafts using standard Spanish conventions, including singular nouns, including gender-specific articles

     (v)   edit drafts using standard Spanish conventions, including plural nouns, including gender-specific articles

     (vi)   edit drafts using standard Spanish conventions, including common nouns, including gender-specific articles

     (vii)   edit drafts using standard Spanish conventions, including proper nouns including gender-specific articles

(viii)   edit drafts using standard Spanish conventions, including adjectives, including articles

(ix)   edit drafts using standard Spanish conventions, including adverbs that convey time

(x)   edit drafts using standard Spanish conventions, including prepositions

(xi)   edit drafts using standard Spanish conventions, including pronouns, including the use of personal pronouns

(xii)   edit drafts using standard Spanish conventions, including pronouns, including the use of possessive pronouns

(xiii)   edit drafts using standard Spanish conventions, including the difference in the use of formal pronoun usted and informal pronoun tú

(xiv)   edit drafts using standard Spanish conventions, including capitalization for the beginning of sentences

(xv)   edit drafts using standard Spanish conventions, including punctuation marks at the end of declarative sentences

(xvi)   edit drafts using standard Spanish conventions, including punctuation marks at the beginning of exclamatory sentences

(xvii)   edit drafts using standard Spanish conventions, including punctuation marks at the end of exclamatory sentences

(xviii)   edit drafts using standard Spanish conventions, including punctuation marks at the beginning of interrogative sentences

(xix)   edit drafts using standard Spanish conventions, including punctuation marks at the end of interrogative sentences

(xx)   edit drafts using standard Spanish conventions, correct spelling of words with grade-appropriate orthographic patterns with adult assistance

(xxi)   edit drafts using standard Spanish conventions, correct spelling of words with grade-appropriate orthographic rules with adult assistance

(E) publish and share writing.

    (i)   publish writing

    (ii)   share writing

(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

(A) dictate or compose literary texts, including personal narratives and poetry;

    (i)   dictate or compose literary texts, including personal narratives

    (ii)   dictate or compose literary texts, including poetry

(B) dictate or compose informational texts, including procedural texts;

    (i)   dictate or compose informational texts, including procedural texts

(C) dictate or compose correspondence such as thank you notes or letters

    (i)   dictate or compose correspondence

(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

    (A) generate questions for formal and informal inquiry with adult assistance;

        (i) generate questions for formal inquiry with adult assistance

        (ii) generate questions for informal inquiry with adult assistance

    (B) develop and follow a research plan with adult assistance

        (i) develop a research plan with adult assistance

        (ii) follow a research plan with adult assistance

    (C) identify and gather relevant sources and information to answer the questions with adult assistance

        (i) identify relevant sources to answer the questions with adult assistance

        (ii) identify relevant information to answer the questions with adult assistance

        (iii) gather relevant sources to answer the questions with adult assistance

        (iv) gather relevant information to answer the questions with adult assistance

    (D) demonstrate understanding of information gathered with adult assistance;

        (i) demonstrate understanding of information gathered with adult assistance

    (E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results

        (i) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results