Kindergarten
(A) develop oral language through listening and speaking by:
(i) following, restating, and giving oral instructions that involve a short related sequence of actions;
(ii) employing eye contact, speaking rate, volume, enunciation, and the conventions of language;
(iii) participating in discussion by alternating between listening and speaking and taking turns;
(iv) developing social communication such as introducing self, common greetings, and expressing needs and wants; and
(v) answering open-ended questions.

(B) demonstrate phonological awareness by:
(i) identifying and producing rhyming words in response to spoken words;
(ii) identifying the individual words in a spoken sentence;
(iii) recognizing spoken syllables or groups of words that begin with the same initial sound or syllable; and
(iv) blending phonemes to generate syllables and words;
(v) identifying syllables in spoken words;
(vi) orally blending words to form multi-syllable words;
(vii) recognizing that new words are created by adding, changed, or removed.

Grade 1
(A) develop oral language through listening and speaking by:
(i) following, restating, and giving oral instructions that involve a short related sequence of actions;
(ii) employing eye contact, speaking rate, volume, enunciation, and the conventions of language;
(iii) actively listening for a variety of purposes;
(iv) listening to others and responding courteously to ideas and opinions;
(v) asking and permitting open ended questions;
(vi) developing social communication distinguishing between asking and telling; and
(vii) applying appropriate language for a situation using Spanish language conventions; and
(viii) distinguishing between relevant and irrelevant information by:
(A) decoding and encoding multi-syllable words;
(B) decoding and encoding diphthongs and hiatus; and
(C) demonstrating print awareness, alphabetizing to the second letter.

(Draft vocabulary by:
(i) decoding and encoding multiple words with more advanced orthographic patterns and rules, including paladrujulas' sobresdrújulas with a grave, and encoding diphthongs and hiatus;
(ii) identifying and using playful uses of language, including paladrujulas' sobresdrújulas, trubladrubland, and trubladrubland;
(iii) identifying and using rhyming words including paladrujulas' sobresdrújulas';
(iv) identifying and generating verses with at least two rhyming pairs;
(v) decoding and encoding words with diphthongs and hiatus;
(vi) determining the meaning of a word based on the diacritical accent;
(vii) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect conditional, and future tenses;
(viii) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect conditional, and future tenses;
(ix) determining the meaning of unknown words; and
(x) using context within and beyond a sentence to clarify the meaning of unfamiliar or ambiguous words.

Grade 2
(A) develop oral language by:
(i) following, restating, and giving oral instructions that involve a short related sequence of actions;
(ii) employing eye contact, speaking rate, volume, enunciation, and the conventions of language;
(iii) giving descriptive, informative, and procedural presentations;
(iv) listening and responding to information presented by others;
(v) decoding and encoding multi-syllable words and generate multi-syllabic words; and
(vi) identify syllables in words from non-English words;

(E) write words containing hiatus and diphthongs;

Grade 3
(A) develop oral language by:
(i) following, restating, and giving oral instructions that involve a short related sequence of actions;
(ii) employing eye contact, speaking rate, volume, enunciation, and the conventions of language;
(iii) identifying syllables to generate syllables and words; and
(iv) orally blending

Grade 4
(A) develop oral language by:
(i) following, restating, and giving oral instructions that involve a short related sequence of actions;
(ii) employing eye contact, speaking rate, volume, enunciation, and the conventions of language;
(iii) identifying syllables to generate syllables and words;

Grade 5
(A) develop oral language by:
(i) following, restating, and giving oral instructions that involve a short related sequence of actions;
(ii) employing eye contact, speaking rate, volume, enunciation, and the conventions of language;
(iii) identifying syllables to generate syllables and words;

Grade 6
(A) develop oral language by:
(i) following, restating, and giving oral instructions that involve a short related sequence of actions;
(ii) employing eye contact, speaking rate, volume, enunciation, and the conventions of language;
(iii) identifying syllables to generate syllables and words;

Grade 7
(A) develop oral language by:
(i) following, restating, and giving oral instructions that involve a short related sequence of actions;
(ii) employing eye contact, speaking rate, volume, enunciation, and the conventions of language;
(iii) identifying syllables to generate syllables and words;

Grade 8
(A) develop oral language by:
(i) following, restating, and giving oral instructions that involve a short related sequence of actions;
(ii) employing eye contact, speaking rate, volume, enunciation, and the conventions of language;
(iii) identifying syllables to generate syllables and words;

ESOL I
(A) self-select text and read independently for a sustained period of time;
(B) develop vocabulary by:
(i) using print or digital resources, to define, clarify, and validate understanding in context;
(ii) using context, morphology, and cognates to determine denotation and connotation of unknown words and phrases;
(iii) increasing vocabulary and learning new words and concepts, including antonyms, synonyms, and analogies;
(iv) identify and use words that name actions, directions, processes, sequences, locations;
(v) investigate word relationships such as antonyms, synonyms, and analogies; and
(vi) use multiple-meaning words and homographs, homophones, and common-confused terms correctly;
(vii) develop oral language through listening and speaking by:
(i) using context and building process of meaning;

ESOL II
(A) self-select text and read independently for a sustained period of time;
(B) develop vocabulary by:
(i) using print or digital resources, to define, clarify, and validate understanding in context;
(ii) using context, morphology, and cognates to determine denotation and connotation of unknown words and phrases;
(iii) increasing vocabulary and learning new words and concepts, including antonyms, synonyms, and analogies;
(iv) identify and use words that name actions, directions, processes, sequences, locations;
(v) investigate word relationships such as antonyms, synonyms, and analogies; and
(vi) use multiple-meaning words and homographs, homophones, and common-confused terms correctly;
(vii) adjust fluency when reading at the reading level text based on the reading purpose.

(D) develop oral language through listening and speaking by:
(i) following, restating, and giving oral instructions that involve a short related sequence of actions;
(ii) identifying syllables in words from non-English words;

(ii) using context, morphology, and cognates to determine denotation and connotation of unknown words and phrases;
(iii) increasing vocabulary and learning new words and concepts, including antonyms, synonyms, and analogies;
(iv) identify and use words that name actions, directions, processes, sequences, locations;
(v) investigate word relationships such as antonyms, synonyms, and analogies; and
(vi) use multiple-meaning words and homographs, homophones, and common-confused terms correctly;
(vii) adjust fluency when reading at the reading level text based on the reading purpose.

(D) develop oral language through listening and speaking by:
(i) following, restating, and giving oral instructions that involve a short related sequence of actions;
(ii) identifying syllables in words from non-English words;

(ii) using context, morphology, and cognates to determine denotation and connotation of unknown words and phrases;
(iii) increasing vocabulary and learning new words and concepts, including antonyms, synonyms, and analogies;
(iv) identify and use words that name actions, directions, processes, sequences, locations;
(v) investigate word relationships such as antonyms, synonyms, and analogies; and
(vi) use multiple-meaning words and homographs, homophones, and common-confused terms correctly;
(vii) adjust fluency when reading at the reading level text based on the reading purpose.
(viii) orally separating multi-syllabic words up to three syllables; (ix) using letter-sound correspondences to spell mono-syllabic words; (A) decoding two syllable words; and (B) understanding common digraphs /ch/, /rr/, /ll/; (C) demonstrate and apply phonetic knowledge by: (i) identifying the parts of a book; (ii) recognizing that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries; (iii) holding a book right side up, turn in pages correctly, and know that reading moves from top to bottom and left to right with return sweeps; (iv) read texts by moving from top to bottom of the page and tracking words from left to right with return sweeps; (v) recognizing environmental print; (vi) recognizing that spoken words can be represented by print for communication; (vii) orally blending syllables to form and spell four syllable words; (viii) creating new words when a syllable is added, changed, or deleted; (ix) orally separate multi-syllabic words up to four syllables; (x) using letter-sound correspondences to spell multi-syllabic words; (A) decoding three to four syllable words; (B) decoding and encoding consonant digraphs /ch/, /rr/, /ll/, including in isolation and in context; and (C) identify and apply familiar uses of language in Spanish and English; (D) demonstrate and apply phonetic knowledge by: (i) use phonological knowledge to match sounds to individual letters and syllables; (ii) decode three to four syllable words that have meaning such as zapato and mariposa; (iii) recognizing and generating meanings that are created when letters or syllables are changed, added, or deleted; (iv) decoding and encoding contractions such as -el, -del; (v) decoding consonant blends; and (vi) monitoring accuracy of decoding and encoding. (D) demonstrate print awareness by: (i) identifying the meaning of base words, thoughts, and answers legibly. (E) demonstrate and apply phonetic knowledge and: (i) identifying the meaning of base words, thoughts, and answers legibly. (F) write complete words, thoughts, and answers legibly.
(vii) recognizing the difference between a letter and a printed word;
(viii) identifying all upper and lowercase letters with automaticity;
(ix) sequencing the letters of the alphabet; and
(x) demonstrate the one-to-one correspondence between a spoken word and a printed word in text.

(E) develop vocabulary by:
(i) using a variety of resources such as a picture dictionary, environmental print, or digital and web-based resources to find words;
(ii) identifying and sort words into conceptual categories such as opposites or living things;
(iii) using knowledge of the meaning of base words to identify and read common compound words;
(iv) applying words that name actions, directions, positions, sequences, and locations; and
(v) determining what words mean based on how they are used in grade level text;
(F) using the appropriate rate, accuracy, and prosody when reading grade-level text;
(G) self-select text to read independently for a sustained period of time; and
(H) develop handwriting by printing complete words, thoughts, and answers legibly leaving appropriate spaces between words.

| (v) write legibly in manuscript and cursive to complete assignments. |
| (F) write legibly in manuscript and cursive. |