

## Final Recommendations Side by Side—Spanish Language Arts and Reading, Kindergarten

Current Spanish Language Arts and Reading TEKS	TEKS Review Committee Final Recommendations
<p>(1) Reading/Beginning Reading Skills/Print Awareness. Students understand how Spanish is written and printed. Students are expected to:</p> <p>(A) recognize that spoken words can be represented by print for communication;</p> <p>(B) identify upper- and lower-case letters;</p> <p>(C) demonstrate the one-to-one correspondence between a spoken word and a printed word in text;</p> <p>(D) recognize the difference between a letter and a printed word;</p> <p>(E) recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries (e.g., through kinesthetic or tactile actions such as clapping and jumping);</p> <p>(F) hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right; and</p> <p>(G) identify different parts of a book (e.g., front and back covers, title page).</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics and, morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(D) demonstrate print awareness by:</p> <ul style="list-style-type: none"> <li>(i) identifying the parts of a book;</li> <li>(ii) recognizing that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries;</li> <li>(iii) holding a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right with return sweep;</li> <li>(iv) read texts by moving from top to bottom of the page and tracking words from left to right with return sweep;</li> <li>(vi) recognizing that spoken words can be represented by print for communication;</li> <li>(vii) recognizing the difference between a letter and a printed word;</li> <li>(viii) identifying all upper and lowercase letters with automaticity;</li> <li>(x) demonstrate the one-to-one correspondence between a spoken word and a printed word in text;</li> </ul>
<p>(2) Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:</p> <p>(A) identify a sentence made up of a group of words;</p> <p>(B) identify syllables in spoken words;</p> <p>(C) orally generate rhymes in response to spoken words (e.g., "¿Qué rima con mesa?");</p> <p>(D) distinguish orally presented rhyming pairs of words from non-rhyming pairs;</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics and, morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(B) demonstrate phonological awareness by:</p>

<p>(E) recognize spoken alliteration or groups of words that begin with the same initial sound (e.g., "Pepe Pecas pica papas");</p> <p>(F) blend spoken phonemes to form syllables and words (e.g., /m/ .../a/ says ma, ma-pa says "mapa");</p> <p>(G) isolate the initial syllabic sound in spoken words (e.g., /pa/ta, /la/ta, /ra/ta); and</p> <p>(H) separate spoken multi-syllabic words into two to three syllables (e.g., /to/ /ma/ /te/).</p>	<ul style="list-style-type: none"> <li>(i) identifying and producing rhyming words in response to spoken words;</li> <li>(ii) identifying the individual words in a spoken sentence;</li> <li>(iii) recognizing spoken alliteration or groups of words that begin with the same initial sound or syllable;</li> <li>(iv) blending phonemes to generate syllables and words;</li> <li>(v) identifying syllables in spoken words;</li> <li>(vi) orally blending syllables to form and spell words;</li> <li>(vii) recognizing that new words are created when a syllable is added, changed, or removed;</li> <li>(viii) orally separating multi-syllabic words up to three syllables;</li> <li>(ix) using letter-sound correspondences to spell mono-syllabic words;</li> <li>(x) decoding two syllable words; and</li> <li>(xii) understanding the digraphs /ch/, /rr/, /ll/;</li> </ul> <p>(D) demonstrate print awareness by:</p> <ul style="list-style-type: none"> <li>(ii) recognizing that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries;</li> </ul>
<p>(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds and morphological analysis to decode written Spanish. Students are expected to:</p> <p>(A) decode the five vowel sounds;</p> <p>(B) decode syllables;</p> <p>(C) use phonological knowledge to match sounds to individual letters and syllables, including hard and soft consonants such as "r," "c," and "g";</p> <p>(D) decode the written "y" when used as a conjunction, as in "mamá y papá";</p> <p>(E) become familiar with the concept that "h" is silent;</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics and morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(B) demonstrate phonological awareness by:</p> <ul style="list-style-type: none"> <li>(vii) recognizing that new words are created when a syllable is added, changed, or removed;</li> <li>(x) decoding two syllable words; and</li> </ul>

<p>(F) become familiar with the digraphs /ch/, /rr/;</p> <p>(G) become familiar with the concept that "ll" and "y" have the same sound (e.g., llave, ya);</p> <p>(H) use knowledge of consonant/vowel sound relationships to decode syllables and words in text and independent of content (e.g., CV, VC, CVC, CVCV words); and</p> <p>(I) recognize that new words are created when syllables are changed, added, or deleted.</p>	<p>(xii) understanding the digraphs /ch/, /rr/, /ll/;</p> <p>(C) demonstrate and apply phonetic knowledge by:</p> <p>(i) identifying and matching the common sounds that letters represent beginning with the five vowel sounds;</p> <p>(ii) decode one to two-syllable words that have meaning such as te, de, el, papa, mano; and</p> <p>(iii) recognizing that new words are created when letters or syllables are changed, added, or deleted;</p>
<p>(4) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:</p> <p>(A) predict what might happen next in text based on the cover, title, and illustrations; and</p> <p>(B) ask and respond to questions about texts read aloud.</p>	<p>(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:</p> <p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;</p> <p>(C) make and confirm predictions using text features, characteristics of genre and structures with adult assistance;</p>
<p>(5) Reading/Vocabulary Development. Students understand new vocabulary and use it correctly when reading and writing. Students are expected to:</p> <p>(A) identify and use words that name actions, directions, positions, sequences, and locations;</p> <p>(B) become familiar with grade appropriate vocabulary including content and function words;</p> <p>(C) recognize that compound words are made by putting two words together (e.g., saca + puntas = sacapuntas);</p> <p>(D) identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures); and</p> <p>(E) use a picture dictionary to find words.</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics and morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(E) develop vocabulary by:</p> <p>(i) using a variety of resources such as a picture dictionary, environmental print, or digital and web-based resources to find words;</p> <p>(ii) identifying and sort pictures of objects into conceptual categories such as colors and shapes;</p> <p>(iii) understanding that compound words are made of two shorter words such as saca + puntas = sacapuntas;</p> <p>(iv) understanding and use words that name actions, directions, positions, sequences, and locations; and</p>

	<p>(v) understand grade appropriate vocabulary including content and function words;</p> <p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(E) respond using newly acquired vocabulary as appropriate.</p>
<p>(6) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p> <p>(A) identify elements of a story including setting, character, and key events;</p> <p>(B) discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience;</p> <p>(C) recognize sensory details; and</p> <p>(D) recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures.</p>	<p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(A) describe the personal and emotional connections to a variety of sources including;</p> <p>(B) use text evidence to support an appropriate response;</p> <p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(A) develop an understanding of how forms and structures are the same and different within and across genres including fiction, informational, traditional, and poetry;</p> <p>(B) recognize characteristics and structures of literary text, including:</p> <p>(i) identifying the main events, problem, and solution in the plot for texts read aloud;</p> <p>(ii) identifying the setting;</p> <p>(iii) identifying and describing the main character(s);</p> <p>(iv) identifying the basic theme with adult assistance; and</p> <p>(v) identify the rhyme, rhythm, repetition and meaning in nursery rhymes and familiar and traditional poems;</p> <p>(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze</p>

	<p>and apply author's craft purposefully in order to develop their own products and performances. The student is expected to:</p> <p>(B) identify and discuss, with adult assistance, how text structure contributes to an author's purpose; and</p>
<p>(7) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds.</p>	<p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(B) use text evidence to support an appropriate response;</p> <p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(A) develop an understanding of how forms and structures are the same and different within and across genres including fiction, informational, traditional, and poetry;</p> <p>(B) recognize characteristics and structures of literary text, including:</p> <p>(v) identify the rhyme, rhythm, repetition and meaning in nursery rhymes and familiar and traditional poems;</p> <p>(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to:</p> <p>(B) identify and discuss, with adult assistance, how text structure contributes to an author's purpose; and</p>
<p>(8) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p> <p>(A) retell a main event from a story read aloud; and</p>	<p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(B) use text evidence to support an appropriate response;</p> <p>(C) retell texts in ways that maintain meaning;</p>

<p>(B) describe characters in a story and the reasons for their actions.</p>	<p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(A) develop an understanding of how forms and structures are the same and different within and across genres including fiction, informational, traditional, and poetry;</p> <p>(B) recognize characteristics and structures of literary text, including:</p> <p>(i) identifying the main events, problem, and solution in the plot for texts read aloud;</p> <p>(ii) identifying the setting;</p> <p>(iii) identifying and describing the main character(s);</p> <p>(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to:</p> <p>(B) identify and discuss, with adult assistance, how text structure contributes to an author's purpose; and</p>
<p>(9) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic of an informational text heard.</p>	<p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(B) use text evidence to support an appropriate response;</p> <p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(A) develop an understanding of how forms and structures are the same and different within and across genres including fiction, informational, traditional, and poetry;</p>

	<p>(C) recognize characteristics and structures of informational text, including:</p> <ul style="list-style-type: none"> <li>(i) using features, including titles and simple graphics, to gain information; and</li> <li>(ii) discussing the ways information is grouped in a text such as sequence, description, and repeated patterns with adult assistance; and</li> </ul> <p>(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students <u>will analyze and apply</u> author's craft purposefully in order to develop their own products and performances. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) identify and discuss, with adult assistance, an author's purpose for writing text;</li> </ul>
<p>(10) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text, and provide evidence from text to support their understanding. Students are expected to:</p> <ul style="list-style-type: none"> <li>(A) identify the topic and details in expository text heard or read, referring to the words and/or illustrations;</li> <li>(B) retell important facts in a text, heard or read;</li> <li>(C) discuss the ways authors group information in text; and</li> <li>(D) use titles and illustrations to make predictions about text.</li> </ul>	<p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <ul style="list-style-type: none"> <li>(B) use text evidence to support an appropriate response;</li> <li>(C) retell texts in ways that maintain meaning;</li> </ul> <p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) develop an understanding of how forms and structures are the same and different within and across genres including fiction, informational, traditional, and poetry;</li> <li>(C) recognize characteristics and structures of informational text, including: <ul style="list-style-type: none"> <li>(i) using features, including titles and simple graphics, to gain information; and</li> <li>(ii) discussing the ways information is grouped in a text such as sequence, description, and repeated patterns with adult assistance; and</li> </ul> </li> </ul>

	<p>(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to:</p> <p>(C) identify and discuss, with adult assistance, the author's use of print and graphic features to achieve specific purposes.</p>
<p>(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p> <p>(A) follow pictorial directions (e.g., recipes, science experiments); and</p> <p>(B) identify the meaning of specific signs (e.g., traffic signs, warning signs).</p>	<p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(A) develop an understanding of how forms and structures are the same and different within and across genres including fiction, informational, traditional, and poetry;</p> <p>(C) recognize characteristics and structures of informational text, including:</p> <p>(i) using features, including titles and simple graphics, to gain information; and</p>
<p>(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students (with adult assistance) are expected to:</p> <p>(A) identify different forms of media (e.g., advertisements, newspapers, radio programs); and</p> <p>(B) identify techniques used in media (e.g., sound, movement).</p>	
<p>(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students (with adult assistance) are expected to:</p> <p>(A) plan a first draft by generating ideas for writing through class discussion;</p> <p>(B) develop drafts by sequencing the action or details in the story;</p> <p>(C) revise drafts by adding details or sentences;</p>	<p>(7) Composition : Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:</p> <p>(A) plan by generating ideas for writing through class discussion;</p>



<p>(D) edit drafts by leaving spaces between letters and words; and</p> <p>(E) share writing with others.</p>	<p>(B) develop drafts in oral, pictorial, or written form by organizing ideas;</p> <p>(C) revise drafts by adding details in pictures or words;</p> <p>(D) edit drafts with adult assistance, using standard Spanish conventions, including:</p> <ul style="list-style-type: none"> <li>(i) complete sentences;</li> <li>(ii) past, present, and future verbs;</li> <li>(iii) singular and plural nouns including articles;</li> <li>(iv) descriptive adjectives;</li> <li>(v) pronouns;</li> <li>(vi) capitalization of the first letter in a sentence; and</li> <li>(vii) punctuation marks at the end of a declarative sentence;</li> </ul> <p>(E) share writing with others;</p>
<p>(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</p> <p>(A) dictate or write sentences to tell a story and put the sentences in chronological sequence; and</p> <p>(B) write short poems.</p>	<p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(D) interact with sources in meaningful ways such as illustrating or writing; and</p> <p>(7) Composition : Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:</p> <p>(F) dictate or compose literary texts including personal narratives using genre characteristics and craft;</p>
<p>(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to dictate or write information for lists, captions, or invitations.</p>	<p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(D) interact with sources in meaningful ways such as illustrating or writing; and</p>

	<p>(7) Composition : Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:</p> <p>(G) dictate or compose informational texts using genre characteristics and craft; and</p>
<p>(16) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):</p> <p>(i) verbs, including commands and past and future tenses when speaking;</p> <p>(ii) nouns (singular/plural);</p> <p>(iii) descriptive words;</p> <p>(iv) prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., en, de, por la tarde, en la mañana); and</p> <p>(v) personal pronouns (e.g., yo, ellos);</p> <p>(B) speak in complete sentences to communicate; and</p> <p>(C) use complete simple sentences.</p>	
<p>(17) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p>(A) form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression);</p> <p>(B) capitalize the first letter in a sentence; and</p> <p>(C) use punctuation at the beginning (when appropriate) and at the end of a sentence.</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics and, morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(G) develop handwriting by accurately forming all upper and lowercase letters using appropriate directionality.</p> <p>(7) Composition : Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are</p>

	<p>meaningful and legible and use appropriate conventions. The student is expected to:</p> <p>(D) edit drafts with adult assistance, using standard Spanish conventions, including:</p> <ul style="list-style-type: none"> <li>(vi) capitalization of the first letter in a sentence; and</li> <li>(vii) punctuation marks at the end of a declarative sentence;</li> </ul>
<p>(18) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>(A) use phonological knowledge to match sounds to individual letters or syllables;</p> <p>(B) use letter-sound correspondences to spell mono- and multi-syllabic words;</p> <p>(C) use knowledge of consonant/vowel sound relationships to spell syllables and words in text and independent of content (e.g., CV, ma; VC, un; VCV, oso; CVC, sol; CVCV, mesa);</p> <p>(D) use "y" to represent /i/ when used as a conjunction (e.g. mamá y papá); and</p> <p>(E) write one's own name.</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics and, morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(B) demonstrate phonological awareness by:</p> <ul style="list-style-type: none"> <li>(ix) using letter-sound correspondences to spell mono-syllabic words;</li> </ul> <p>(C) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> <li>(i) identifying and matching the common sounds that letters represent beginning with the five vowel sounds;</li> </ul>
<p>(19) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students (with adult assistance) are expected to:</p> <p>(A) ask questions about topics of class-wide interest; and</p> <p>(B) decide what sources or people in the classroom, school, library, or home can answer these questions.</p>	<p>(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p>(A) generate questions for formal and informal inquiry with adult assistance;</p> <p>(B) gather information from a variety of sources with adult assistance; and</p> <p>(C) demonstrate understanding of information gathered with adult assistance.</p>

<p>(20) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students (with adult assistance) are expected to:</p> <p>(A) gather evidence from provided text sources; and</p> <p>(B) use pictures in conjunction with writing when documenting research.</p>	<p>(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p>(B) gather information from a variety of sources with adult assistance; and</p>
<p>(21) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) listen attentively by facing speakers and asking questions to clarify information; and</p> <p>(B) follow oral directions that involve a short related sequence of actions.</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics and, morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(A) develop oral language through listening and speaking by:</p> <p>(i) following, restating, and giving oral instructions that involve a short related sequence of actions;</p> <p>(ii) employing eye contact, speaking rate, volume, enunciation, and the conventions of language;</p> <p>(4) Collaboration: Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments. The student is expected to:</p> <p>(A) listen actively and ask questions to understand information;</p>
<p>(22) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas by speaking audibly and clearly using the conventions of language.</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics and, morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(A) develop oral language through listening and speaking by:</p> <p>(ii) employing eye contact, speaking rate, volume, enunciation, and the conventions of language;</p> <p>(4) Collaboration: Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments. The student is expected to:</p> <p>(C) share ideas by speaking audibly and clearly; and</p>

<p>(23) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including taking turns and speaking one at a time.</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics and, morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(A) develop oral language through listening and speaking by:</p> <p>(iii) participating in discussion by alternating between listening and speaking and taking turns;</p> <p>(4) Collaboration: Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments. The student is expected to:</p> <p>(B) work productively with others by following agreed-upon rules for discussion, including taking turns;</p>
<p>Figure 19</p>	
<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;</p> <p>(B) ask literal, interpretive, and evaluative questions of text;</p> <p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>(E) summarize information in text, maintaining meaning and logical order; and</p> <p>(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.</p>	<p>(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:</p> <p>(A) establish purpose for reading assigned and self-selected texts with adult assistance;</p> <p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;</p> <p>(C) make and confirm predictions using text features, characteristics of genre and structures with adult assistance;</p> <p>(D) create mental images to deepen understanding with adult assistance;</p> <p>(E) make connections to personal experiences, to ideas in other texts, and to the larger community with adult assistance;</p> <p>(F) make inferences and use evidence to support understanding with adult assistance;</p>

	<ul style="list-style-type: none"> <li>(G) evaluate information and read to determine what is most important with adult assistance;</li> <li>(H) synthesize information to create new understanding with adult assistance; and</li> <li>(I) monitor comprehension and make adjustments when understanding breaks down with adult assistance.</li> </ul>
	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics and, morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) develop oral language through listening and speaking by: <ul style="list-style-type: none"> <li>(iv) developing social communication, such as introducing self, common greetings, and expressing needs and wants; and</li> <li>(v) answering open-ended questions;</li> </ul> </li> <li>(D) demonstrate print awareness by: <ul style="list-style-type: none"> <li>(v) recognizing environmental print;</li> <li>(ix) sequencing the letters of the alphabet; and</li> </ul> </li> <li>(F) self-select text and read independently for a sustained period of time; and</li> </ul>
	<p>(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:</p> <ul style="list-style-type: none"> <li>(D) create mental images to deepen understanding with adult assistance;</li> <li>(G) evaluate information and read to determine what is most important with adult assistance;</li> <li>(H) synthesize information to create new understanding with adult assistance; and</li> </ul>

	<p>(4) Collaboration: Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments. The student is expected to:</p> <p>(D) understand his/her own responsibility in collaboration.</p>
	<p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(D) recognize characteristics and structures of text including what the author is trying to persuade the reader to think or do with adult assistance.</p>
	<p>(7) Composition : Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:</p> <p>(H) dictate or compose persuasive texts that states a personal opinion using genre characteristics and craft.</p>
	<p>(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p>(C) demonstrate understanding of information gathered with adult assistance.</p>