

## Final Recommendations Side by Side—Spanish Language Arts and Reading, Grade 1

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 are represented in written Spanish by specific sequences of letters;</p> <p>(B) identify upper- and lower-case letters;</p> <p>(C) sequence the letters of the alphabet;</p> <p>(D) recognize the distinguishing features of a sentence (e.g., capitalization of first word, beginning and ending punctuation, the em dash to indicate dialogue);</p> <p>(E) read texts by moving from top to bottom of the page and tracking words from left to right with return sweep; and</p> <p>(F) identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents).</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 information that different parts of a book provides;</li> <li>(ii) alphabetizing to the first letter; and</li> <li>(iii) recognizing the distinguishing features of a sentence such as capitalization of first word beginning and ending punctuation, and the dash (guión) to indicate dialogue;</li> </ul>
<p>(2) Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:</p> <p>(A) orally generate a series of original rhyming words using a variety of endings (e.g., -ita, -osa, -ión);</p> <p>(B) recognize the change in a spoken word when a specified syllable or phoneme is added, changed, or removed (e.g., "ma-lo" to "ma-sa"; "to-mo" to "co-mo");</p> <p>(C) blend spoken phonemes to form syllables and words (e.g., sol, pato);</p> <p>(D) distinguish orally presented rhyming pairs of words from non-rhyming pairs;</p> <p>(E) identify syllables in spoken words, including diphthongs and <i>hiatus</i> (le-er, rí-o, quie-ro, na-die, ra-dio, sa-po); and</p> <p>(F) separate spoken multi-syllabic words into two to four syllables (e.g., ra-na, má-qui-na, te-lé-fo-no).</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>(i) distinguishing orally presented rhyming pairs of words from non-rhyming pairs;</li> <li>(ii) orally generating a series of rhyming words;</li> <li>(v) blending phonemes to generate multi-syllabic words;</li> <li>(vi) identify syllables in spoken words, including diphthongs and hiatus such as le-er, rí-o, quie-ro, na-die, ra-dio, sa-po;</li> </ul>

	<ul style="list-style-type: none"> <li>(viii) creating new words when a syllable is added, changed, or removed;</li> <li>(ix) orally separate multi-syllabic words up to four syllables;</li> <li>(xi) decoding three to four syllable words;</li> <li>(C) demonstrate and apply phonetic knowledge by: <ul style="list-style-type: none"> <li>(i) use phonological knowledge to match sounds to individual letters and syllables;</li> </ul> </li> </ul>
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<p>(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. 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 (e.g., "mamá y papá");</p> <p>(E) decode words in context and in isolation by applying the knowledge of letter-sound relationships in different structures including:</p> <p>(i) open syllable (e.g., CV, la; VCV, ala; CVCV, toma);</p> <p>(ii) closed syllable (e.g., VC, un; CVC, mes);</p> <p>(iii) consonant blends (e.g., bra/bra-zo; glo/glo-bo); and</p> <p>(iv) consonant digraphs (e.g., ch/chi-le; ll/lla-ve; rr/pe-rro);</p> <p>(F) decode words with the silent "h";</p> <p>(G) decode words that use syllables que-, qui-, as in queso and quito; gue-, gui-, as in guiso and juguete; and güe-, güi-, as in pingüino and agüita;</p> <p>(H) decode words that have the same sounds represented by different letters (e.g., "r" and "rr," as in ratón and perro; "ll" and "y," as in llave and yate; "g" and "j," as in gigante and jirafa; "c," "k," and "q," as in casa, kilo, and quince; "c," "s," and "z," as in cereal, semilla, and zapato; "j" and "x," as in cojín and México; "i" and "y," as in imán and doy; "b" and "v," as in burro and vela);</p> <p>(I) identify the stressed syllable (<i>sílaba tónica</i>);</p> <p>(J) decode words with an orthographic accent (e.g., "papá," "mamá"); and</p> <p>(K) use knowledge of the meaning of base words to identify and read common compound words (e.g., sacapuntas, abrelata, salvavida).</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>(ix) orally separate multi-syllabic words up to four syllables;</p> <p>(xi) decoding three to four syllable words;</p> <p>(xii) decoding and encoding consonant digraphs /ch/, /rr/, /ll/ including in isolation and in context; and</p> <p>(C) demonstrate and apply phonetic knowledge by:</p> <p>(ii) use phonological knowledge to match sounds to individual letters and syllables;</p> <p>(iii) decode three to four-syllable words that have meaning such as zapato and mariposa;</p> <p>(v) decoding consonant blends; and</p> <p>(E) develop vocabulary by:</p> <p>(iii) using knowledge of the meaning of base words to identify and read common compound words;</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) confirm predictions about what will happen next in text by "reading the part that tells";</p> <p>(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts; and</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;</p> <p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information;</p>

<p>(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).</p>	<p>(C) make and confirm predictions using text features, characteristics of genre, and structures;</p> <p>(I) monitor comprehension and make adjustments when understanding breaks down.</p>
<p>(5) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing, and comprehension.</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>(F) using the appropriate rate, accuracy, and prosody when reading grade level text;</p> <p>(G) self-select text and read independently for a sustained period of time; and</p>
<p>(6) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(A) identify words that name actions (verbs) and words that name persons, places, or things (nouns);</p> <p>(B) determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., paraguas);</p> <p>(C) determine what words mean from how they are used in a sentence, either heard or read;</p> <p>(D) identify and sort words into conceptual categories (e.g., opposites, living things); and</p> <p>(E) alphabetize a series of words to the first or second letter and use a 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>(D) demonstrate print awareness by:</p> <p>(ii) alphabetizing to the first letter; and</p> <p>(E) develop vocabulary by:</p> <p>(ii) identifying and sort words into conceptual categories such as opposites or living things;</p> <p>(iii) using knowledge of the meaning of base words to identify and read common compound words;</p> <p>(iv) applying words that name actions, directions, positions, sequences, and locations; and</p> <p>(v) determining what words mean based on how they are used in grade level text;</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>

	(E) respond using newly acquired vocabulary as appropriate.
<p>(7) 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) connect the meaning of a well-known story or fable to personal experiences; and</p> <p>(B) explain the function of recurring phrases (e.g., " Había una vez" or " Colorín Colorado, este cuento se ha acabado") in traditional folk- and fairy tales.</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;</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, traditional, informational, persuasive, procedural, and poetry;</p> <p>(B) recognize characteristics and structures of literary text including:</p> <p>(iv) identifying the basic theme; and</p> <p>(v) identify the rhyme, rhythm, repetition, imagery and meaning in a variety of 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 how text structure contributes to an author's purpose; and</p>

<p>(8) 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 and use rhythm, rhyme, and alliteration in poetry.</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>(D) interact with sources in meaningful ways such as writing or illustrating; and</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, traditional, informational, persuasive, procedural, and poetry;</p> <p>(B) recognize characteristics and structures of literary text including:</p> <p>(v) identify the rhyme, rhythm, repetition, imagery and meaning in a variety of 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 how text structure contributes to an author’s purpose; and</p>
<p>(9) 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) describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events; and</p> <p>(B) describe characters in a story and the reasons for their actions and feelings.</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 and logical order;</p> <p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific</p>

	<p>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, traditional, informational, persuasive, procedural, and poetry;</li> <li>(B) recognize characteristics and structures of literary text including: <ul style="list-style-type: none"> <li>(i) identifying and understanding the main events, problem, and solution in the plot for texts read aloud and independently;</li> <li>(iii) describing the main character(s) and the reasons for their feelings and actions;</li> </ul> </li> <li>(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: <ul style="list-style-type: none"> <li>(B) identify and discuss how text structure contributes to an author’s purpose; and</li> </ul> </li> </ul>
<p>(10) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to determine whether a story is true or a fantasy and explain why.</p>	<ul style="list-style-type: none"> <li>(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: <ul style="list-style-type: none"> <li>(B) use text evidence to support an appropriate response;</li> </ul> </li> <li>(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: <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, traditional, informational, persuasive, procedural, and poetry;</li> </ul> </li> </ul>

	<p>(C) recognize characteristics and structures of informational text including:</p> <p>(ii) discuss how different organizational structures such as description, temporal sequence, and categorical support the main ideas;</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 how text structure contributes to an author's purpose; and</p>
(11) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to recognize sensory details in literary text.	<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>
(12) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time.	<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) self-select text and read independently for a sustained period of time; and</p>
(13) 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 and explain the author's purpose in writing the text.	<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</p>



	<p>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, traditional, informational, persuasive, procedural, and poetry;</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>(A) identify and discuss the author’s purpose for writing text;</p>
<p>(14) 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> <p>(A) restate the main idea, heard or read;</p> <p>(B) identify important facts or details in text, heard or read;</p> <p>(C) retell the order of events in a text by referring to the words and/or illustrations; and</p> <p>(D) use text features (e.g., title, tables of contents, illustrations) to locate specific information in text.</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 and logical order;</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, traditional, informational, persuasive, procedural, and poetry;</p> <p>(C) recognize characteristics and structures of informational text including:</p> <p>(i) using features, and simple graphics to locate or gain information; and</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</p>

	<p>author's craft purposefully in order to develop their own products and performances. The student is expected to:</p> <p>(C) identify and discuss the author's use of print and graphic features to achieve specific purposes with adult assistance.</p>
<p>(15) 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 written multi-step directions with picture cues to assist with understanding; and</p> <p>(B) explain the meaning of specific signs and symbols (e.g., map features).</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, traditional, informational, persuasive, procedural, and poetry;</p> <p>(C) recognize characteristics and structures of informational text including:</p> <p>(i) using features, and simple graphics to locate or gain information; and</p>
<p>(16) 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 are expected to:</p> <p>(A) recognize different purposes of media (e.g., informational, entertainment) (with adult assistance); and</p> <p>(B) identify techniques used in media (e.g., sound, movement).</p>	
<p>(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas);</p> <p>(B) develop drafts by sequencing ideas through writing sentences;</p> <p>(C) revise drafts by adding or deleting a word, phrase, or sentence;</p> <p>(D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; and</p> <p>(E) publish and share writing with others.</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 a first draft by generating ideas for writing such as drawing and brainstorming;</p> <p>(B) develop drafts in oral, pictorial, or written form by organizing ideas;</p> <p>(C) revise drafts by adding or deleting words, phrases, or sentences;</p>

	<p>(D) edit drafts using standard Spanish conventions, including:</p> <ul style="list-style-type: none"> <li>(i) complete sentences with subject-verb agreement;</li> <li>(ii) past, present, and future verbs;</li> <li>(iii) singular, plural, common, proper nouns, including articles;</li> <li>(iv) descriptive adjectives;</li> <li>(v) adverbs that convey time;</li> <li>(vi) prepositions;</li> <li>(vii) pronouns;</li> <li>(viii) capitalization of the beginning of sentences; and</li> <li>(ix) punctuation marks at the end of declarative sentences, and the beginning and end of exclamatory, and interrogative sentences;</li> </ul> <p>(E) publish and share writing with others;</p> <p>(F) use the elements of craft to advance the writer's purpose when dictating and composing by:</p> <ul style="list-style-type: none"> <li>(i) developing an idea with specific details and relevance;</li> <li>(ii) organizing with structure; and</li> </ul>
<p>(18) 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) write brief stories that include a beginning, middle, and end; and</p> <p>(B) write short poems that convey sensory details.</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 writing or illustrating; 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 literary texts including personal narratives and poetry using genre characteristics and craft;</p>

<p>(19) 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:</p> <p>(A) write brief compositions about topics of interest to the student;</p> <p>(B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing); and</p> <p>(C) write brief comments on literary or informational texts.</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 writing or illustrating; 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) use the elements of craft to advance the writer's purpose when dictating and composing by:</p> <p>(i) developing an idea with specific details and relevance;</p> <p>(ii) organizing with structure; and</p> <p>(H) dictate or compose informational texts using genre characteristics and craft, including procedural;</p> <p>(J) dictate or compose correspondence.</p>
<p>(20) 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:</p> <p>(i) verbs in the past, present, and future in the indicative mode (canto, canté);</p> <p>(ii) nouns (singular/plural, common/proper);</p> <p>(iii) adjectives (e.g., descriptive: verde, alto);</p> <p>(iv) adverbs (e.g., time: before, next);</p> <p>(v) prepositions and prepositional phrases ("<i>por</i> la mañana");</p> <p>(vi) personal pronouns (e.g., yo, ellos); 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>(D) edit drafts using standard Spanish conventions, including:</p> <p>(i) complete sentences with subject-verb agreement;</p> <p>(ii) past, present, and future verbs;</p> <p>(iii) singular, plural, common, proper nouns, including articles;</p> <p>(iv) descriptive adjectives;</p> <p>(v) adverbs that convey time;</p> <p>(vi) prepositions;</p>

<p>(vii) time-order transition words (e.g., primero, luego, después);</p> <p>(B) speak in complete sentences with correct article-noun agreement (e.g., la pelota, el mapa, el agua, la mano, el águila); and</p> <p>(C) identify and read abbreviations (e.g., Sr., Sra.).</p>	<p>(vii) pronouns;</p>
<p>(21) 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 in text, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences;</p> <p>(B) recognize and use basic capitalization for:</p> <p>(i) the beginning of sentences; and</p> <p>(ii) names of people; and</p> <p>(C) recognize and use punctuation marks at the beginning and end of exclamatory and interrogative sentences and at the end of declarative sentences.</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> <p>(iii) recognizing the distinguishing features of a sentence such as capitalization of first word beginning and ending punctuation, and the dash (guión) to indicate dialogue;</p> <p>(H) develop handwriting by printing complete words, thoughts, and answers legibly leaving appropriate spaces between words.</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>(D) edit drafts using standard Spanish conventions, including:</p> <p>(vii) pronouns;</p> <p>(viii) capitalization of the beginning of sentences; and</p> <p>(ix) punctuation marks at the end of declarative sentences, and the beginning and end of exclamatory, and interrogative sentences;</p>
<p>(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>(A) use phonological knowledge to match sounds to letters and syllables to construct 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</p>

<p>(B) use syllable-sound patterns to generate a series of original rhyming words using a variety of ending patterns (e.g., -ción, -illa, -ita, -ito);</p> <p>(C) blend phonemes to form syllables and words (e.g., mismo, tarde);</p> <p>(D) become familiar with words using orthographic patterns including:</p> <p>(i) words that use syllables with hard /r/ spelled as "r" or "rr," as in ratón and carro;</p> <p>(ii) words that use syllables with soft /r/ spelled as "r" and always between two vowels, as in pero and perro;</p> <p>(iii) words that use syllables with silent "h," as in hora and ahora;</p> <p>(iv) words that use syllables que-, qui-, as in queso and quito; gue-, gui-, as in guiso and juguete; and güe-, güi-, as in paragüero and agüita;</p> <p>(v) words that have the same sound represented by different letters (e.g., "r" and "rr," as in ratón and perro; "ll" and "y," as in llave and yate; "g" and "j," as in gigante and jirafa; "c," "k," and "q," as in casa, kilo, and quince; "s," "z," and "c," as in cereal, semilla, and zapato; "j" and "x," as in cojín and México; "i" and "y," as in imán and doy; "b" and "v," as in burro and vela); and</p> <p>(vi) words using "n" before "v" (e.g., invitar), "m" before "b" (e.g., cambiar), and "m" before "p" (e.g., importante);</p> <p>(E) become familiar with words with consonant blends (e.g., bra/bra-zo-, glo/glo-bo-);</p> <p>(F) use knowledge of syllabic sounds, word parts, word segmentation, and syllabication to spell;</p> <p>(G) become familiar with words that have a prosodic or orthographic accent on the last syllable (palabras agudas) (e.g., calor, ratón);</p> <p>(H) become familiar with the appropriate use of accents on words commonly used in questions and exclamations (e.g., cuál, dónde, cómo);</p> <p>(I) become familiar with creating the plural form of words ending in "z" by replacing the "z" with "c" before adding -es (e.g., lápiz, lápices, feliz, felices); and</p> <p>(J) use resources to find correct spellings.</p>	<p>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>(i) distinguishing orally presented rhyming pairs of words from non-rhyming pairs;</p> <p>(ii) orally generating a series of rhyming words;</p> <p>(v) blending phonemes to generate multi-syllabic words;</p> <p>(vii) orally blending syllables to form and spell four syllable words;</p> <p>(x) using letter-sound correspondences to spell multi-syllabic words;</p> <p>(C) demonstrate and apply phonetic knowledge by:</p> <p>(i) use phonological knowledge to match sounds to individual letters and syllables;</p> <p>(iii) recognizing and generating words that are created when letters or syllables are changed, added, or deleted;</p> <p>(v) decoding consonant blends; and</p> <p>(E) develop vocabulary by:</p> <p>(i) using a variety of resources such as a picture dictionary, environmental print, digital and web-based resources to find words;</p>
<p>(23) 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) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics; and</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) decide what sources of information might be relevant to answer these questions.</p>	<p>(A) generate questions for formal and informal inquiry with adult assistance;</p> <p>(B) identify sources and gather relevant information to answer the questions with adult assistance; and</p> <p>(C) demonstrate understanding of information gathered with adult assistance.</p>
<p>(24) 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 available sources (natural and personal) as well as from interviews with local experts;</p> <p>(B) use text features (e.g., table of contents, alphabetized index) in age-appropriate reference works (e.g., picture dictionaries) to locate information; and</p> <p>(C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams).</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) identify sources and gather relevant information to answer the questions with adult assistance; and</p> <p>(C) demonstrate understanding of information gathered with adult assistance.</p>
<p>(25) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students (with adult assistance) are expected to revise the topic as a result of answers to initial research 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>(C) demonstrate understanding of information gathered with adult assistance.</p>
<p>(26) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students (with adult assistance) are expected to create a visual display or dramatization to convey the results of the 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>(C) demonstrate understanding of information gathered with adult assistance.</p>
<p>(27) 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 to speakers and ask relevant questions to clarify information; and</p> <p>(B) follow, restate, and give oral instructions 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>

	<ul style="list-style-type: none"> <li>(i) following, restating, and giving oral instructions that involve a short related sequence of actions;</li> <li>(iii) actively listening for a variety of reasons;</li> <li>(iv) listening to others and responding courteously to ideas and opinions;</li> <li>(vi) answering open-ended questions;</li> <li>(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: <ul style="list-style-type: none"> <li>(A) listen actively and ask relevant questions to clarify information;</li> <li>(B) work productively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions;</li> </ul> </li> </ul>
<p>(28) 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 about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.</p>	<ul style="list-style-type: none"> <li>(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: <ul style="list-style-type: none"> <li>(A) develop oral language through listening and speaking by: <ul style="list-style-type: none"> <li>(ii) employing eye contact, speaking rate, volume, enunciation, and the conventions of language;</li> <li>(iv) listening to others and responding courteously to ideas and opinions;</li> </ul> </li> </ul> </li> <li>(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: <ul style="list-style-type: none"> <li>(B) work productively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions;</li> <li>(C) share ideas about the topic under discussion, speak clearly at an appropriate pace, and build on the ideas of others; and</li> </ul> </li> </ul>



<p>(29) 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 listening to others, speaking when recognized, and making appropriate contributions.</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) actively listening for a variety of reasons;</p> <p>(iv) listening to others and responding courteously to ideas and opinions;</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 relevant questions to clarify information;</p> <p>(B) work productively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions;</p> <p>(C) share ideas about the topic under discussion, speak clearly at an appropriate pace, and build on the ideas of others; and</p>
<p><b>Figure 19</b></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>(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;</p> <p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information;</p> <p>(C) make and confirm predictions using text features, characteristics of genre, and structures;</p> <p>(E) make connections to personal experiences, to ideas in other texts, and to the larger community;</p> <p>(F) make inferences and use evidence to support understanding;</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>(I) monitor comprehension and make adjustments when understanding breaks down.</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>(v) developing social communication such as, introducing self and others, relating experiences to a classmate, expressing needs and feelings, and</p> <p>(B) demonstrate phonological awareness by:</p> <p>(iii) identifying the individual words in a spoken sentence;</p> <p>(iv) recognizing spoken alliteration;</p> <p>(xiii) identify and apply familiar uses of language in Spanish dichos;</p> <p>(C) demonstrate and apply phonetic knowledge by:</p> <p>(iv) decoding and encoding contractions such as -al, del;</p> <p>(vi) monitoring accuracy of decoding and encoding;</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>(D) create mental images to deepen understanding;</p> <p>(G) evaluate information read to determine what is most important;</p> <p>(H) synthesize information to create new understanding; and</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>(D) recognize effective 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>(B) recognize characteristics and structures of literary text including:</p> <p>(ii) describing the setting;</p> <p>(D) recognize characteristics and structures of persuasive text including what the author is trying to persuade the reader to think or do with adult assistance; and</p> <p>(E) explore the characteristics of multimodal texts for a variety of purposes.</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) use the elements of craft to advance the writer’s purpose when dictating and composing by:</p> <p>(iii) using intentional word choice;</p> <p>(I) dictate or compose persuasive texts that explain a personal opinion and reasons using genre characteristics and craft; and</p>