

Final Recommendations Side by Side—Spanish Language Arts and Reading, Grade 2

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 distinguish features of a sentence (e.g., capitalization of first word, beginning and ending punctuation, commas, quotation marks, and em dash to indicate dialogue).</p>	<p>(7) Composition and Presentation: 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> <ul style="list-style-type: none"> (i) complete sentences with subject-verb agreement; (vii) capitalization for proper nouns, and the salutation and closing of a letter; and (viii) punctuation marks, at the end of declarative sentences, and the beginning and end of exclamatory, and interrogative sentences;
<p>(2) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds and spelling based on orthographic rules 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 words in context and in isolation by applying the knowledge of letter-sound relationships in different syllabic structures. including:</p> <ul style="list-style-type: none"> (i) open syllable (CV) (e.g., la/la-ta; to/to-ma); (ii) closed syllable (CVC) (e.g., mes, sol); (iii) diphthongs (e.g., viernes, pie, fui); (iv) hiatus (e.g., fideo, poeta); (v) consonant blends (e.g., bra/bra-zo; glo/glo-bo); and (vi) consonant digraphs (e.g., ch/chi-le; ll/lla-ve; rr/pe-rro); <p>(B) use orthographic rules to segment and combine syllables including vowel diphthongs (e.g., pue-de, sien-te, va-ca);</p> <p>(C) decode words with silent "h" with increasing accuracy;</p> <p>(D) become familiar with 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>(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 and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) decoding and encoding multi-syllabic words; (ii) decoding and encoding diphthongs and hiatus; and (iii) decoding and encoding consonant blends and digraphs; <p>(D) develop vocabulary by:</p> <ul style="list-style-type: none"> (ii) using context to determine the meaning of unfamiliar and multiple meaning words in grade level text; (iii) using knowledge of the meaning of base words to identify and read common compound words;

<p>(E) decode words that have same sounds represented by different letters with increased accuracy (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>(F) read words with common prefixes (e.g., in-, des-) and suffixes (e.g., -mente, -dad, -oso);</p> <p>(G) identify and read abbreviations (e.g., Sr., Dra.);</p> <p>(H) identify the stressed syllable (<i>sílaba tónica</i>);</p> <p>(I) decode words with an orthographic accent (e.g., papá, avión); and</p> <p>(J) use knowledge of the meaning of base words to identify and read common compound words (e.g., sacapuntas, abrelatas, sobrecama).</p>	<p>(iv) using affixes to determine the meaning of words; and</p>
<p>(3) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:</p> <p>(A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions;</p> <p>(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; and</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>(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>(I) monitor comprehension and make adjustments when understanding breaks down.</p>
<p>(4) 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>(E) self-select text and read independently for a sustained period of time using the appropriate rate, accuracy, and prosody when reading grade level text; and</p>

<p>(5) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(A) use prefixes and suffixes to determine the meaning of words (e.g., componer/descomponer; obedecer/desobedecer);</p> <p>(B) use context to determine the relevant meaning of unfamiliar words or multiple-meaning words;</p> <p>(C) identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning; and</p> <p>(D) alphabetize a series of words and use a dictionary or a glossary 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>(C) demonstrate print awareness to alphabetize to the second letter;</p> <p>(D) 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, check spelling, and determine meanings, syllabication and pronunciation to validate understanding of unknown words;</p> <p>(ii) using context to determine the meaning of unfamiliar and multiple meaning words in grade level text;</p> <p>(iv) using affixes to determine the meaning of words; and</p> <p>(v) identifying and using antonyms and synonyms;</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 moral lessons as themes in well-known fables, legends, myths, or stories; and</p> <p>(B) compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot.</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>

	<ul style="list-style-type: none"> (A) develop an understanding of how forms and structures are the same and different within and across genres including, realistic fiction, traditional, animal fantasy, informational, persuasive, procedural, and poetry; (B) recognize characteristics and structures of literary text, including: <ul style="list-style-type: none"> (iv) identifying the basic theme; and
<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 describe how rhyme, rhythm, and repetition interact to create images in poetry.</p>	<ul style="list-style-type: none"> (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"> (B) use text evidence to support an appropriate response; (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"> (A) develop an understanding of how forms and structures are the same and different within and across genres including, realistic fiction, traditional, animal fantasy, informational, persuasive, procedural, and poetry; (B) recognize characteristics and structures of literary text, including: <ul style="list-style-type: none"> (v) identify and explain the elements of poetry, including rhyme, rhythm, repetition, imagery, and theme in narrative and lyrical poems; (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"> (B) identify and discuss how text structure contributes to an author's purpose; and

<p>(8) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to identify the elements of dialogue and use them in informal plays.</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>(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 similarities and differences in the plots and settings of several works by the same author; and</p> <p>(B) describe main characters in works of fiction, including their traits, motivations, 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>(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, realistic fiction, traditional, animal fantasy, informational, persuasive, procedural, and poetry;</p> <p>(B) recognize characteristics and structures of literary text, including:</p> <p>(i) identifying and understanding the main events, problem, and solution in the plot for texts read aloud and independently;</p> <p>(ii) describing the importance of the setting or multiple settings;</p> <p>(iii) describing the main character(s) and how their feeling and actions change;</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>(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 distinguish between fiction and nonfiction.</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, realistic fiction, traditional, animal fantasy, informational, persuasive, procedural, and poetry;</p> <p>(C) recognize characteristics and structures of informational text including:</p> <p>(ii) discuss how different organizational structures such as temporal sequence, categorical, and questions/answers 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>

<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 that some words and phrases have literal and non-literal meanings (e.g., take steps).</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>(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 and paraphrase what the reading was about, maintaining meaning.</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) self-select text and read independently for a sustained period of time using the appropriate rate, accuracy, and prosody when reading grade level text; and</p>
<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>	<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, realistic fiction, traditional, animal fantasy, 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 and understand expository text and provide evidence from text to support their understanding. Students are expected to:</p> <p>(A) identify the main idea in a text and distinguish it from the topic;</p> <p>(B) locate the facts that are clearly stated in a text;</p> <p>(C) describe the order of events or ideas in a text; and</p> <p>(D) use text features (e.g., table of contents, index, headings) 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>(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, realistic fiction, traditional, animal fantasy, informational, persuasive, procedural, and poetry;</p> <p>(C) recognize characteristics and structures of informational text including:</p> <p>(i) using features and graphics to and gain information; and</p>
<p>(15) Reading/Comprehension of Informational Text/Procedural Text. 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; and</p> <p>(B) use common graphic features to assist in the interpretation of text (e.g., captions, illustrations).</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, realistic fiction, traditional, animal fantasy, informational, persuasive, procedural, and poetry;</p> <p>(C) recognize characteristics and structures of informational text including:</p> <p>(i) using features and graphics to and 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);</p> <p>(B) describe techniques used to create media messages (e.g., sound, graphics); and</p> <p>(C) identify various written conventions for using digital media (e.g., e-mail, website, video game).</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>(C) identify and discuss the author's use of print and graphic features to achieve specific purposes.</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 words, phrases, or sentences;</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 and Presentation: 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 of varying lengths by organizing ideas into a focused piece of writing;</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"> (i) complete sentences with subject-verb agreement; (ii) past, present, and future verbs; (iii) singular,-plural,-common, and proper nouns, including articles; (iv) descriptive adjectives; (v) adverbs that convey time and manner; (vi) prepositions and prepositional phrases (vii) pronouns; (vii) capitalization for proper nouns, and the salutation and closing of a letter; and (viii) punctuation marks, at the end of declarative sentences, and the beginning and end of exclamatory, and interrogative sentences;

<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>(E) publish and share writing with others;</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>(D) interact with sources in meaningful ways such as writing or illustrating; and</p> <p>(7) Composition and Presentation: 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>(B) develop drafts of varying lengths by organizing ideas into a focused piece of writing;</p> <p>(F) use the elements of craft to advance the writer’s purpose when composing by:</p> <p>(i) developing an idea with specific details and relevance;</p> <p>(ii) organizing with structure;</p> <p>(iii) using intentional word choice;</p> <p>(G) 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 and Presentation: 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>(B) develop drafts of varying lengths by organizing ideas into a focused piece of writing;</p> <p>(F) use the elements of craft to advance the writer’s purpose when composing by:</p> <ul style="list-style-type: none"> (i) developing an idea with specific details and relevance; (ii) organizing with structure; <p>(H) compose informational texts using genre characteristics and craft including procedural and reports;</p> <p>(J) compose correspondence.</p>
<p>(20) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive statements about issues that are important to the student for the appropriate audience in the school, home, or local community.</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>(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, realistic fiction, traditional, animal fantasy, informational, persuasive, procedural, and poetry;</p> <p>(D) recognize characteristics and structures of persuasive text including what the author is trying to persuade the reader to think or do; and</p> <p>(7) Composition and Presentation: 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 composing by:</p>

	<ul style="list-style-type: none"> (i) developing an idea with specific details and relevance; (I) compose persuasive texts that explains a personal opinion using genre characteristics and craft; and
<p>(21) 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> <ul style="list-style-type: none"> (i) regular and irregular verbs (past, present, and future in the indicative mode); (ii) nouns (singular/plural, common/proper); (iii) adjectives (e.g., descriptive: viejo, maravilloso); (iv) articles (e.g., un, una, la, el); (v) adverbs (e.g., time: antes, después; manner: cuidadosamente); (vi) prepositions and prepositional phrases; (vii) pronouns (e.g., él, su); and (viii) time-order transition words; and <p>(B) distinguish among declarative, interrogative, exclamatory, and imperative sentences.</p>	<p>(7) Composition and Presentation: 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> <ul style="list-style-type: none"> (ii) past, present, and future verbs; (iii) singular,-plural,-common, and proper nouns, including articles; (iv) descriptive adjectives; (v) adverbs that convey time and manner; (vi) prepositions and prepositional phrases (vii) pronouns; (viii) punctuation marks, at the end of declarative sentences, and the beginning and end of exclamatory, and interrogative sentences;
<p>(22) 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) write legibly leaving appropriate margins for readability;</p> <p>(B) use capitalization for:</p> <ul style="list-style-type: none"> (i) proper nouns; and (ii) the salutation and closing of a letter; <p>(C) understand that months and days of the week are not capitalized;</p> <p>(D) recognize and use punctuation marks, including beginning and ending punctuation in sentences; and</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) develop handwriting by printing complete words, thoughts, and answers legibly leaving appropriate spaces between words.</p> <p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of</p>

<p>(E) identify, read, and write abbreviations (e.g., Srta., Dr.).</p>	<p>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> <ul style="list-style-type: none"> (vii) capitalization for proper nouns, and the salutation and closing of a letter; and (viii) punctuation marks, at the end of declarative sentences, and the beginning and end of exclamatory, and interrogative sentences;
<p>(23) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>(A) become familiar with words using orthographic patterns including:</p> <ul style="list-style-type: none"> (i) words that use syllables with hard /r/ spelled as "r" or "rr," as in ratón and carro; (ii) words that use syllables with soft /r/ spelled as "r" and always between two vowels, as in loro and cara; (iii) words that use syllables with silent "h," as in hora and hoy; (iv) words that use syllables que-, qui-, as in queso and quito; gue-, gui-, as in guiso and juguete; and güe-, güi-, as in paraguero and agüita; (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; "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); and (vi) words using "n" before "v" (e.g., invitación), "m" before "b" (e.g., cambiar), and "m" before "p" (e.g., comprar); <p>(B) spell words with consonant blends (e.g., bra/bra-zo-, glo/glo-bo-);</p> <p>(C) spell the plural form of words ending in "z" by replacing the "z" with "c" before adding -es (e.g., lápiz, lápices, feliz, felices);</p> <p>(D) use knowledge of syllabic sounds, word parts, word segmentation, and syllabication to spell;</p> <p>(E) spell words that have a prosodic or orthographic accent on the last syllable (palabras agudas) (e.g., feliz, canción);</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 and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) decoding and encoding multi-syllabic words; (ii) decoding and encoding diphthongs and hiatus; and (iii) decoding and encoding consonant blends and digraphs; <p>(D) develop vocabulary by:</p> <ul style="list-style-type: none"> (i) using a variety of resources such as a picture dictionary, environmental print, digital and web-based resources to find words, check spelling, and determine meanings, syllabication and pronunciation to validate understanding of unknown words;

<p>(F) become familiar with words that have a prosodic or orthographic accent on the second-to-last syllable (palabras graves) (e.g., casa, árbol);</p> <p>(G) use accents appropriately on words commonly used in questions and exclamations (e.g., cuál, dónde, cómo);</p> <p>(H) mark accents appropriately when conjugating verbs in the simple past in the indicative mode (e.g., corrió, jugó);</p> <p>(I) identify, read, and write abbreviations (e.g., Sr., Dra.); and</p> <p>(J) use resources to find correct spellings.</p>	
<p>(24) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students 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>(B) decide what sources of information might be relevant to 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) identify sources and gather relevant information to answer the questions;</p>
<p>(25) 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 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, headings) 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;</p> <p>(D) demonstrate understanding of information gathered.</p>
<p>(26) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students 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>(A) generate questions for formal and informal inquiry with adult assistance;</p> <p>(B) identify sources and gather relevant information to answer the questions;</p>

	(D) demonstrate understanding of information gathered.
(27) 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>(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) identify sources and gather relevant information to answer the questions;</p> <p>(C) recognize primary and secondary sources; and</p> <p>(D) demonstrate understanding of information gathered.</p>
<p>(28) 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> <p>(i) following, restating, and giving oral instructions that involve a short related sequence of actions;</p> <p>(v) asking and answering open ended questions;</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>
(29) 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 that focus on the	<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>topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.</p>	<p>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"> (A) develop oral language through listening and speaking by: <ul style="list-style-type: none"> (ii) employing eye contact, speaking rate, volume, enunciation, and the conventions of language; (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"> (B) work productively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; (C) share ideas about the topic under discussion, speak clearly and to the point, and build on the ideas of others; and
<p>(30) 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>	<ul style="list-style-type: none"> (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"> (A) develop oral language through listening and speaking by: <ul style="list-style-type: none"> (v) asking and answering open ended questions; (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"> (A) listen actively and ask relevant questions to clarify information; (B) work productively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; (C) share ideas about the topic under discussion, speak clearly and to the point, and build on the ideas of others; and

<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;</p> <p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information;</p> <p>(D) create mental images to deepen understanding;</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>(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>(iii) giving informative presentations;</p> <p>(iv) developing social communication distinguishing between asking and telling; 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>(G) evaluate information read to determine what is most important;</p> <p>(H) synthesize information to create new understanding; 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>(C) paraphrase texts in ways that maintain meaning and logical order;</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) distinguish between effective and ineffective 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>(E) recognize the characteristics of multimodal texts for a variety of purposes.</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) recognize primary and secondary sources; and</p>
	<p>(7) Composition and Presentation: 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 composing by:</p> <p>(iv) constructing a variety of sentence lengths; and</p> <p>(v) developing voice;</p>

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