

## Final Recommendations Side by Side—Spanish Language Arts and Reading, Grade 3

Current Spanish Language Arts and Reading TEKS	TEKS Review Committee Final Recommendations
<p>(1) 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) use orthographic rules to segment and combine syllables including diphthongs (e.g., na-die, ra-dio);</p> <p>(B) decode words with silent "h" with increasing accuracy;</p> <p>(C) decode words that use the syllables que-, qui-, as in queso and quito; gue-, gui-, as in guiso and juguete; and güe-, güi-, as in pinguino and agüita;</p> <p>(D) develop automatic recognition of words that have the 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>(E) read words with common prefixes (e.g., in-, des-) and suffixes (e.g., -mente, -dad, -oso);</p> <p>(F) identify the syllable that is stressed (<i>sílaba tónica</i>);</p> <p>(G) decode words with an orthographic accent (e.g., día, también, después);</p> <p>(H) use knowledge of the meaning of base words to identify and read common compound words (e.g., sacapuntas, abrelatas, salvavidas); and</p> <p>(I) monitor accuracy in decoding words that have same sound represented by different letters.</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> <p>(i) decoding words with an orthographic accent;</p> <p>(viii) decoding and encoding words with silent "h"; and words that use the syllables que-, qui-; gue-, gui-, and güe-, güi-;</p> <p>(ix) developing automatic recognition, monitoring accuracy, and encoding words that have the same sounds represented by different letters, including "r" and "rr," "ll" and "y,"; "g" and "j,"; "c," "k," and "q,"; "c," "s," and "z,"; "j" and "x,"; "i" and "y,";</p> <p>(xiv) using orthographic rules to segment and combine syllables, including diphthongs, formal and accented hiatus;</p> <p>(D) develop vocabulary by:</p> <p>(iii) identifying the meaning of base words with affixes, including in-, des-, re-, pre-, ex-, -mente, -dad, -oso, -eza, and know how they change the meaning of roots;</p> <p>(v) identifying compound words; and</p>
<p>(2) 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 clues) 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;</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>(3) 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) use appropriate rate, accuracy, and prosody when reading grade-level text;</p>
<p>(4) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(A) identify the meaning of common prefixes (e.g., ex-, des-) and suffixes (e.g., -era, -oso), and know how they change the meaning of roots;</p> <p>(B) use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs (e.g., <i>vino</i>-la bebida; <i>vino</i>-del verbo venir);</p> <p>(C) identify and use antonyms, synonyms, and homophones (e.g., tubo, tuvo);</p> <p>(D) identify and apply playful uses of language (e.g., tongue twisters, palindromes, riddles); and</p> <p>(E) alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings and syllabication of unknown 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>(A) develop oral language by:</p> <p>(viii) identifying and using playful uses of language, including palindromes and trabalenguas; and</p> <p>(C) demonstrate print awareness by alphabetizing to the third letter;</p> <p>(D) develop vocabulary by:</p> <p>(i) using print, digital, and web-based resources to find words, determine spelling, meaning, 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>(iii) identifying the meaning of base words with affixes, including in-, des-, re-, pre-, ex-, -mente, -dad, -oso, -eza, and know how they change the meaning of roots;</p> <p>(iv) identifying antonyms and synonyms;</p> <p>(vi) distinguishing between homographs and homophones;</p>
<p>(5) 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) paraphrase the themes and supporting details of fables, legends, myths, or stories; and</p> <p>(B) compare and contrast the settings in myths and traditional folktales.</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>(F) make inferences using evidence to support understanding;</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) paraphrase 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. Diverse is a broad term that includes all cultures and communities. 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 folktales, biographies, personal narrative, informational text, and poetry;</p> <p>(B) recognize characteristics and structures of literary texts, including:</p> <p>(ii) understanding the relationship of the setting to the plot;</p>
<p>(6) 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 the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse).</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>(F) make inferences using evidence to support understanding;</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. Diverse is a broad term that includes all cultures and communities. 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 folktales, biographies, personal narrative, informational text, and poetry;</p> <p>(B) recognize characteristics and structures of literary texts, including:</p> <p>(v) understanding and identifying elements of poetry, including rhyme, rhythm, repetition, alliteration and layout found in free verse, narrative, lyrical, and concrete forms;</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>(D) describe how the author's use of literal and figurative language, including metaphor, simile, and imagery achieves specific purposes;</p>

<p>(7) 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 explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed.</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>(F) make inferences using evidence to support understanding;</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. Diverse is a broad term that includes all cultures and communities. 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 folktales, biographies, personal narrative, informational text, and poetry;</p> <p>(B) recognize characteristics and structures of literary texts, including:</p> <p>(i) understanding how one event builds on another, how the problem is solved and multiple events and characters in the plot;</p> <p>(ii) understanding the relationship of the setting to the plot;</p> <p>(iii) explaining the relationship among the characters;</p>
<p>(8) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p> <p>(A) sequence and summarize the plot's main events and explain their influence on future events;</p> <p>(B) describe the interaction of characters including their relationships and the changes they undergo; and</p> <p>(C) identify whether the narrator or speaker of a story is first or third person.</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>(F) make inferences using evidence to support understanding;</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) paraphrase 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. Diverse is a broad term that includes all cultures and communities. 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 folktales, biographies, personal narrative, informational text, and poetry;</p> <p>(B) recognize characteristics and structures of literary texts, including:</p> <p>(i) understanding how one event builds on another, how the problem is solved and multiple events and characters in the plot;</p> <p>(ii) understanding the relationship of the setting to the plot;</p> <p>(iii) explaining the relationship among the characters;</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>(F) identify and analyze the use of literary devices, including point of view in first or third person to achieve a specific purpose.</p>
<p>(9) 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 explain the difference in point of view between a biography and autobiography.</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>(F) make inferences using evidence to support understanding;</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. Diverse is a broad term that includes all cultures and communities. 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 folktales, biographies, personal narrative, informational text, 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</p>

	<p>and apply author's craft purposefully in order to develop their own products and performances. The student is expected to:</p> <p>(F) identify and analyze the use of literary devices, including point of view in first or third person to achieve a specific purpose.</p>
<p>(10) 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 identify language that creates a graphic visual experience and appeals to the senses.</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>(F) make inferences using evidence to support understanding;</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. Diverse is a broad term that includes all cultures and communities. 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 folktales, biographies, personal narrative, informational text, 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>(E) identify how the author's use of language contributes to the voice of a text; and</p>
<p>(11) 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 and logical order (e.g., generate a reading log or journal; participate in book talks).</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) self-select text to read independently for a sustained period of time; 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>(D) interact with sources in meaningful ways such as note-taking, annotating, free writing, or illustrating;</p>
<p>(12) 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 locate the author's stated purposes in writing the text.</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>(F) make inferences using evidence to support understanding;</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) paraphrase texts in ways that maintain meaning and logical order;</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 analyze the author's purpose and message within texts;</p>
<p>(13) 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) identify the details or facts that support the main idea;</p> <p>(B) draw conclusions from the facts presented in text and support those assertions with textual evidence;</p> <p>(C) identify explicit cause and effect relationships among ideas in texts; and</p> <p>(D) use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.</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>(F) make inferences using evidence to support understanding;</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. Diverse is a broad term that includes all cultures and communities. 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 folktales, biographies, personal narrative, informational text, and poetry;</p> <p>(C) recognize characteristics and structures of informational text, including:</p> <p>(i) features, including chapters, sections, subsections, bibliography, tables, graphs, bullets, and numbers to locate, explain, or use information and gain understanding of text; and</p> <p>(ii) how different organizational structures such as description, temporal sequence, categorical, cause and effect, compare and contrast, and problem and solution support the main ideas;</p>
<p>(14) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to identify what the author is trying to persuade the reader to think or do.</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>(F) make inferences using evidence to support understanding;</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. Diverse is a broad term that includes all cultures and communities. The student is expected to:</p> <p>(D) recognize characteristics and structures of persuasive text, including what the author is trying to persuade the reader to think or do by identifying the thesis and facts or opinions that support the thesis; and</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 and explain a set of written multi-step directions; and</p> <p>(B) locate and use specific information in graphic features of text.</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. Diverse is a broad term that includes all cultures and communities. The student is expected to:</p> <p>(C) recognize characteristics and structures of informational text, including:</p> <p>(i) features, including chapters, sections, subsections, bibliography, tables, graphs, bullets, and numbers to locate, explain, or use information and gain understanding of text; and</p> <p>(E) interpret and construct multimodal texts and digital literacies for a variety of purposes.</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 will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

(A) understand how communication changes when moving from one genre of media to another;

(B) explain how various design techniques used in media influence the message (e.g., shape, color, sound); and

(C) compare various written conventions used for digital media (e.g., language in an informal e-mail vs. language in a web-based news article).

(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. Diverse is a broad term that includes all cultures and communities. The student is expected to:

(C) recognize characteristics and structures of informational text, including:

(i) features, including chapters, sections, subsections, bibliography, tables, graphs, bullets, and numbers to locate, explain, or use information and gain understanding of text; and

(E) interpret and construct multimodal texts and digital literacies for a variety of purposes.

(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

- (A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals);
- (B) develop drafts by categorizing ideas and organizing them into paragraphs;
- (C) revise drafts for coherence, organization, use of simple and compound sentences, and audience;
- (D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and
- (E) publish written work for a specific audience.

(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:

- (D) interact with sources in meaningful ways such as note-taking, annotating, free writing, or illustrating;

(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. Diverse is a broad term that includes all cultures and communities. The student is expected to:

- (E) interpret and construct multimodal texts and digital literacies for a variety of purposes.

(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:

- (A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, free writing, and mapping;
- (B) develop drafts of varying lengths by organizing ideas into a focused, structured, and coherent piece of writing;
- (C) revise drafts independently and collaboratively by adding, deleting, combining, and rearranging ideas for coherence and clarity;
- (D) edit drafts using standard Spanish conventions, including:
  - (i) complete simple and compound sentences with correct subject-verb agreement;
  - (ii) past, present, and future verb tenses;
  - (iii) singular, plural, common, and proper nouns;
  - (iv) descriptive and limiting adjectives, including articles;
  - (v) adverbs that convey time and manner;
  - (vi) prepositions and prepositional phrases to convey relationships and add detail;
  - (vii) possessive pronouns;
  - (viii) coordinating conjunctions to form compound predicates, subjects, and sentences;
  - (ix) capitalization for proper nouns, geographical names and places, historical periods, and official titles of people; and

	<p>(x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations;</p> <p>(E) publish written work in response to feedback and evaluate its effectiveness such as using a rubric;</p>
<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 imaginative stories that build the plot to a climax and contain details about the characters and setting; and</p> <p>(B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).</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>(E) make connections to personal experiences, to ideas in other texts, and to the larger 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>(A) describe the personal and emotional connections to a variety of sources, including self-selected texts;</p> <p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing 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) compose literary texts using genre characteristics and craft, including personal narratives, fiction such as realistic or imaginative, and poetry;</p>
<p>(19) Writing. Students write about their own experiences. Students are expected to write about important personal experiences.</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>(E) make connections to personal experiences, to ideas in other texts, and to the larger 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>(A) describe the personal and emotional connections to a variety of sources, including self-selected texts;</p> <p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing 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) compose literary texts using genre characteristics and craft, including personal narratives, fiction such as realistic or imaginative, and poetry;</p>

<p>(20) 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) create brief compositions that:</p> <ul style="list-style-type: none"> <li>(i) establish a central idea in a topic sentence;</li> <li>(ii) include supporting sentences with simple facts, details, and explanations; and</li> <li>(iii) contain a concluding statement;</li> </ul> <p>(B) write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing); and</p> <p>(C) write responses to literary or expository texts that demonstrate an understanding of the text.</p>	<p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing 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"> <li>(i) developing an engaging idea reflecting depth of thought with specific details and relevance;</li> <li>(H) compose informational texts using genre characteristics and craft such as essays and reports;</li> <li>(J) compose correspondence such as thank you notes or letters.</li> </ul> <p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(D) interact with sources in meaningful ways such as note-taking, annotating, free writing, or illustrating;</p>
<p>(21) 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 essays for appropriate audiences that establish a position and use supporting details.</p>	<p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing 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>(I) compose persuasive texts using genre characteristics and craft such as reviews; and</p>
<p>(22) 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) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <ul style="list-style-type: none"> <li>(i) regular and irregular verbs (past, present, future, and perfect tenses in the indicative mode);</li> <li>(ii) nouns (singular/plural, common/proper);</li> <li>(iii) adjectives (e.g., descriptive: dorado, rectangular; limiting: este, ese, aquel);</li> <li>(iv) articles (e.g., un, una, lo, la, el, los, las);</li> <li>(v) adverbs (e.g., time: luego, antes; manner: cuidadosamente);</li> <li>(vi) prepositions and prepositional phrases;</li> </ul>	<p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing 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"> <li>(i) complete simple and compound sentences with correct subject-verb agreement;</li> <li>(ii) past, present, and future verb tenses;</li> <li>(iii) singular, plural, common, and proper nouns;</li> <li>(iv) descriptive and limiting adjectives, including articles;</li> <li>(v) adverbs that convey time and manner;</li> <li>(vi) prepositions and prepositional phrases to convey relationships and add detail;</li> <li>(vii) possessive pronouns;</li> <li>(viii) coordinating conjunctions to form compound predicates, subjects, and sentences;</li> </ul>

<p>(vii) possessive pronouns (e.g., su, sus, mi, mis, suyo);</p> <p>(viii) coordinating conjunctions (e.g., y, o, pero); and</p> <p>(ix) time-order transition words and transitions that indicate a conclusion (e.g., finalmente, por último);</p> <p>(B) use the complete subject and the complete predicate in a sentence;</p> <p>(C) use complete simple and compound sentences; and</p> <p>(D) identify, read, and write abbreviations (e.g., Ave, Dra., Atte.).</p>	
<p>(23) 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 in cursive script with spacing between words in a sentence;</p> <p>(B) use capitalization for:</p> <p>(i) geographical names and places;</p> <p>(ii) historical periods; and</p> <p>(iii) official titles of people;</p> <p>(C) recognize and use punctuation marks including commas; and</p> <p>(D) use correct mechanics including paragraph indentations or "sangrías."</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics and, morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(G) write legibly in manuscript and cursive leaving appropriate spaces between words.</p> <p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing 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>(ix) capitalization for proper nouns, geographical names and places, historical periods, and official titles of people; and</p> <p>(x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations;</p>
<p>(24) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>(A) spell words with increased accuracy using orthographic rules, 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" (e.g., ahora, almohada);</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 paraguero 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</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> <p>(ii) recognizing palabras esdrújulas;</p> <p>(iii) becoming familiar with the concept of hiatus and diphthongs and the implications for orthographic accents;</p> <p>(iv) using accents on words commonly used in questions and exclamations;</p>

<p>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</p> <p>(vi) words using "n" before "v" (e.g., invitación), "m" before "b" (e.g., cambiar), and "m" before "p" (e.g., comprar);</p> <p>(B) spell words with consonant blends with increased accuracy (e.g., bra/bra-zo-, glo/glo-bo-);</p> <p>(C) spell with increased accuracy the plural form of words ending in "z" by replacing the "z" with "c" before adding -es (e.g., capaz, capaces; raíz, raices);</p> <p>(D) use knowledge of syllabic sounds, word parts, word segmentation, and syllabication to spell;</p> <p>(E) write with increased accuracy using accent marks, including:</p> <p>(i) words that have a prosodic or orthographic accent on the last syllable (palabras agudas) (e.g., feliz, canción); and</p> <p>(ii) words that have a prosodic or orthographic accent on the second-to-last syllable (palabras graves) (e.g., casa, árbol);</p> <p>(F) become familiar with words that have an orthographic accent on the third-to-last syllable (palabras esdrújulas) (e.g., último, cómico, mecánico);</p> <p>(G) become familiar with the concept of hiatus and diphthongs and the implications for orthographic accents (e.g., le-er, rí-o; quie-ro, vio);</p> <p>(H) use with increased accuracy accents on words commonly used in questions and exclamations (e.g., cuál, dónde, cómo);</p> <p>(I) differentiate the meaning or function of a word based on the diacritical accent (e.g., se/sé, el/él, mas/más);</p> <p>(J) mark accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (e.g., corrió, jugó, tenía, gustaría, vendrá); and</p> <p>(K) use print and electronic resources to find and check correct spellings.</p>	<p>(v) using words that have a prosodic or orthographic accent, including palabras, agudas, y graves;</p> <p>(vi) differentiating the meaning or function of a word based on the diacritical accent such as se/sé, el/él, mas/más;</p> <p>(vii) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses;</p> <p>(viii) decoding and encoding words with silent "h"; and words that use the syllables que-, qui-; gue-, gui-, ; and güe-, güi-;</p> <p>(ix) developing automatic recognition, monitoring accuracy, and encoding words that have the same sounds represented by different letters, including "r" and "rr," "ll" and "y,"; "g" and "j,"; "c," "k," and "q,"; "c," "s," and "z,"; "j" and "x,"; "i" and "y,";</p> <p>(x) encoding words that use soft and hard /r/;</p> <p>(xi) encoding words using "n" before "v"; "m" before "b"; and "m" before "p";</p> <p>(xii) encoding words with consonant blends;</p> <p>(xiii) encoding the plural form of words ending in "z" by replacing the "z" with "c" before adding -es; and</p> <p>(D) develop vocabulary by:</p> <p>(i) using print, digital, and web-based resources to find words, determine spelling, meaning, syllabication, and pronunciation to validate understanding of unknown words;</p>
<p>(25) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p> <p>(A) generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic; and</p> <p>(B) generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question.</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 on a topic for formal and informal inquiry;</p> <p>(B) develop and follow a research plan with teacher support;</p>

<p>(26) <b>Research/Gathering Sources.</b> 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) follow the research plan to collect information from multiple sources of information, both oral and written, including:</p> <ul style="list-style-type: none"> <li>(i) student-initiated surveys, on-site inspections, and interviews;</li> <li>(ii) data from experts, reference texts, and online searches; and</li> <li>(iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate;</li> </ul> <p>(B) use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, captions, key words, italics);</p> <p>(C) take simple notes and sort evidence into provided categories or an organizer;</p> <p>(D) identify the author, title, publisher, and publication year of sources; and</p> <p>(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.</p>	<p>(3) <b>Response: Listening, Speaking, Reading, and Writing using Multiple Texts.</b> 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 note-taking, annotating, free writing, or illustrating;</p> <p>(5) <b>Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts.</b> Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. Diverse is a broad term that includes all cultures and communities. The student is expected to:</p> <p>(C) recognize characteristics and structures of informational text, including:</p> <ul style="list-style-type: none"> <li>(i) features, including chapters, sections, subsections, bibliography, tables, graphs, bullets, and numbers to locate, explain, or use information and gain understanding of text; and</li> </ul> <p>(8) <b>Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts.</b> Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <ul style="list-style-type: none"> <li>(B) develop and follow a research plan with teacher support;</li> <li>(C) select appropriate sources to gather and organize information;</li> <li>(D) demonstrate understanding using an appropriate mode of delivery, such as written, oral, and/or media;</li> <li>(E) cite sources used while recognizing the difference between paraphrasing and plagiarism when using source materials; and</li> <li>(F) incorporate digital technology, when appropriate.</li> </ul>
<p>(27) <b>Research/Synthesizing Information.</b> Students clarify research questions and evaluate and synthesize collected information. Students are expected to improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic).</p>	<p>(2) <b>Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts.</b> Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:</p> <ul style="list-style-type: none"> <li>(H) synthesize information to create new understanding; and</li> </ul>
<p>(28) <b>Research/Organizing and Presenting Ideas.</b> Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used.</p>	<p>(8) <b>Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts.</b> Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <ul style="list-style-type: none"> <li>(D) demonstrate understanding using an appropriate mode of delivery, such as written, oral, and/or media;</li> <li>(E) cite sources used while recognizing the difference between paraphrasing and plagiarism when using source materials; and</li> </ul>

<p>(29) 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, ask relevant questions, and make pertinent comments; and</p> <p>(B) follow, restate, and give oral instructions that involve a series of related sequences of action.</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 by:</p> <p>(i) following, restating, and giving oral instructions that involve a short related sequence of actions;</p> <p>(iii) giving descriptive, informative, and procedural presentations;</p> <p>(iv) listening and responding to information presented by others;</p> <p>(4) Collaboration: Listening, Speaking, Reading, and Writing using Multiple Texts. 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, ask relevant questions, and make pertinent comments;</p>
<p>(30) 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 speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.</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 by:</p> <p>(ii) employing eye contact, speaking rate, volume, enunciation, and the conventions of language;</p> <p>(4) Collaboration: Listening, Speaking, Reading, and Writing using Multiple Texts. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments. The student is expected to:</p> <p>(C) articulate thoughts clearly and build upon the ideas of others during discussion; and</p>
<p>(31) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.</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 by:</p> <p>(vii) using language to clarify, explain, and argue to communicate and build ideas;</p>



	<p>(4) Collaboration: Listening, Speaking, Reading, and Writing using Multiple Texts. 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, ask relevant questions, and make pertinent comments;</p> <p>(B) work productively with others by following agreed upon rules, norms, and protocols;</p> <p>(C) articulate thoughts clearly and build upon the ideas of others during discussion; and</p> <p>(D) reflect and respond on the effectiveness of collaboration.</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>(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;</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>(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 using evidence to support understanding;</p> <p>(G) evaluate information read to what is most important;</p> <p>(H) synthesize information to create new understanding; and</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 by:</p> <p>(v) distinguishing between relevant and irrelevant information;</p> <p>(vi) conversing politely in all situations;</p> <p>(ix) identifying and generating verses with at least two rhyming pairs;</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; and</p>
	<p>(4) Collaboration: Listening, Speaking, Reading, and Writing using Multiple Texts. 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) reflect and respond on the effectiveness of collaboration.</p>
	<p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing 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>(ii) organizing with sound and purposeful structure, including an effective lead, transitions, sentence-to-sentence connections, and closing;</p> <p>(iii) using intentional word choice, precise nouns, and strong actions verbs;</p> <p>(iv) constructing a variety of sentence structures and lengths; and</p>