

## Final Recommendations Side by Side—Spanish Language Arts and Reading, Grade 4

Current Spanish Language Arts and Reading TEKS	TEKS Review Committee Final Recommendations
<p>(1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories 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>(D) use appropriate rate, accuracy, and prosody when reading grade level text;</p>
<p>(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(A) determine the meaning of grade-level academic Spanish words derived from Latin, Greek, or other linguistic roots and affixes;</p> <p>(B) use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words;</p> <p>(C) complete analogies using knowledge of antonyms and synonyms (e.g., boy:girl as male:____ or girl:woman as boy:_____);</p> <p>(D) identify the meaning of common idioms; and</p> <p>(E) use a dictionary or glossary to determine the meanings, spelling, 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>(C) develop vocabulary by:</p> <p>(i) using print, digital, and web-based reference materials to determine meanings, syllabication, and pronunciation to validate understanding of unknown words;</p> <p>(ii) using context to determine the meaning of unfamiliar words and multiple meaning words in grade level text;</p> <p>(iii) determining the meaning and using grade-level academic Spanish words derived from Greek and Latin roots, including auto, bio, grafia, metro, fono, and tele;</p> <p>(v) completing analogies using knowledge of antonyms and synonyms;</p> <p>(vii) identifying the meaning of idioms;</p>
<p>(3) 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) summarize and explain the lesson or message of a work of fiction as its theme; and</p> <p>(B) compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature.</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 or summarize texts in ways that maintain meaning and logical order;</p> <p>(G) compare and contrast ideas across a variety of sources.</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</p>

	<p>expected to:</p> <p>(A) develop an understanding of how forms and structures are the same and different within and across genres, including historical fiction, legends, biographies, personal narrative, informational text, narrative non-fiction, and poetry;</p> <p>(B) recognize characteristics and structures of literary texts, including:</p> <p>(iii) explaining the interactions of the characters and the changes they undergo;</p> <p>(iv) identifying and inferring basic themes with textual evidence; and</p> <p>(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply 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>(4) 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 explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical 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>(G) compare and contrast ideas across a variety of sources.</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 historical fiction, legends, biographies, personal narrative, informational text, narrative non-fiction, and poetry;</p> <p>(B) recognize characteristics and structures of literary texts, including:</p> <p>(v) understanding and identifying elements of poetry, including stanzas and line breaks found in free verse, narrative, lyrical, and concrete forms;</p>
<p>(5) 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</p>	

<p>describe the structural elements particular to dramatic literature.</p> <p>(6) 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 or summarize 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 historical fiction, legends, biographies, personal narrative, informational text, narrative non-fiction, and poetry;</p> <p>(B) recognize characteristics and structures of literary texts, including:</p> <p>(i) analyzing and summarizing the elements of plot development, including rising action, climax, falling action, and resolution, including flashback as a way to develop plot;</p> <p>(ii) explaining the significance of the setting to the plot, including a historical setting;</p> <p>(iii) explaining the interactions of the characters and the changes they undergo;</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; and</p>
<p>(7) 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 provide evidence from text to support their understanding. Students are expected to identify similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or 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</p>

	<p>expected to:</p> <p>(B) use text evidence to support an appropriate response;</p> <p>(G) compare and contrast ideas across a variety of sources.</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 historical fiction, legends, biographies, personal narrative, informational text, narrative non-fiction, and poetry;</p> <p>(B) recognize characteristics and structures of literary texts, including:</p> <p>(i) analyzing and summarizing the elements of plot development, including rising action, climax, falling action, and resolution, including flashback as a way to develop plot;</p> <p>(iii) explaining the interactions of the characters and the changes they undergo;</p>
<p>(8) 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 the author's use of similes and metaphors to produce imagery.</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>(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 historical fiction, legends, biographies, personal narrative, informational text, narrative non-fiction, 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>(D) describe how the author's use of literal and figurative language, including metaphor,</p>

	simile, and imagery achieves specific purposes;
(9) 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>(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 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 or summarize 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>
(10) 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 explain the difference between a stated and an implied purpose for an expository text.	<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>(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>(F) discuss specific ideas in the text important to the implied meaning; and</p> <p>(G) compare and contrast ideas across a variety of sources.</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>(11) 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) summarize the main idea and supporting details in text in ways that maintain</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>meaning;</p> <p>(B) distinguish fact from opinion in a text and explain how to verify what is a fact;</p> <p>(C) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison; and</p> <p>(D) use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information.</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 or summarize texts in ways that maintain meaning and logical order;</p> <p>(F) discuss specific ideas in the text important to the implied meaning; 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. 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 historical fiction, legends, biographies, personal narrative, informational text, narrative non-fiction, and poetry;</p> <p>(C) recognize characteristics and structures of informational text, including:</p> <p>(i) features, including pronunciation guides and diagrams, to locate, explain, or use information and gain understanding of text; and</p> <p>(ii) how different organizational structures such as cause and effect, compare and contrast, problem and solution, description, and chronological order 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) understand how text structure contributes to the author's purpose;</p>
<p>(12) 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 explain how an author uses language to present information to influence what the reader thinks or does.</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</p>

	<p>expected to:</p> <p>(A) develop an understanding of how forms and structures are the same and different within and across genres, including historical fiction, legends, biographies, personal narrative, informational text, narrative non-fiction, 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 by identifying the thesis and facts or opinions that support the thesis; and</p>
<p>(13) 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) determine the sequence of activities needed to carry out a procedure (e.g., following a recipe); and</p> <p>(B) explain factual information presented graphically (e.g., charts, diagrams, graphs, 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. 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 historical fiction, legends, biographies, personal narrative, informational text, narrative non-fiction, and poetry;</p> <p>(C) recognize characteristics and structures of informational text, including:</p> <p>(i) features, including pronunciation guides and diagrams, to locate, explain, or use information and gain understanding of text; and</p> <p>(ii) how different organizational structures such as cause and effect, compare and contrast, problem and solution, description, and chronological order support the main ideas;</p> <p>(E) interpret and construct multimodal texts and digital literacies for a variety of purposes.</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 explain the author's use of print and graphic features to achieve specific purposes;</p>
<p>(14) 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) explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior;</p> <p>(B) explain how various design techniques used in media influence the message (e.g., pacing, close-ups, sound effects); and</p> <p>(C) compare various written conventions used for digital media (e.g., language in</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>(E) interpret and construct multimodal texts and digital literacies for a variety of purposes.</p>

<p>an informal e-mail vs. language in a web-based news article).</p> <p>(15) 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 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);</p> <p>(B) develop drafts by categorizing ideas and organizing them into paragraphs;</p> <p>(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience;</p> <p>(D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and</p> <p>(E) revise final draft in response to feedback from peers and teacher and publish written work for a specific audience.</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 note-taking, annotating, free writing, or illustrating;</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>(E) interpret and construct multimodal texts and digital literacies for a variety of purposes.</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>(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;</p> <p>(B) develop drafts of varying lengths by organizing ideas into a focused, structured, and coherent piece of writing;</p> <p>(C) revise drafts independently and collaboratively by adding, deleting, combining, and rearranging ideas for coherence and clarity;</p> <p>(D) edit drafts using standard Spanish conventions, including:</p> <p>(i) complete simple and compound sentences with correct subject-verb agreement;</p> <p>(ii) irregular verbs;</p> <p>(iii) singular, plural, common, and proper nouns and correlating article when applicable;</p> <p>(iv) descriptive adjectives, including their comparative and superlative forms;</p> <p>(v) adverbs to convey frequency and intensity;</p> <p>(vi) prepositions and prepositional phrases to convey location, time, and direction, or to provide details;</p> <p>(vii) reflexive pronouns;</p> <p>(viii) coordinating conjunctions to form compound predicates, subjects, and sentences;</p> <p>(ix) capitalization for: historical events and documents, titles of books, stories and essays; and</p> <p>(x) punctuation marks, including commas in compound and complex sentences and em</p>
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	<p>dash for dialogue;</p> <p>(E) publish written work in response to feedback and evaluate its effectiveness such as using a rubric;</p>
<p>(16) 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 fantasy, and poetry;</p>
<p>(17) 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 fantasy, and poetry;</p>

<p>(18) 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 and provide evidence from the text to demonstrate understanding.</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, including essays;</li> <li>(J) compose correspondence that requests information such as a business letter.</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>(19) 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 advertisements; and</p>
<p>(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) 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, including adjective phrases: vestido de domingo) and their comparative and superlative forms (e.g., más que, la más);</li> <li>(iv) adverbs (e.g., frequency: usualmente, a veces; intensity: casi, mucho);</li> <li>(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;</li> <li>(vi) reflexive pronouns (e.g., me, te, se, nos);</li> <li>(vii) correlative conjunctions (e.g., o/o, ni/ni); and</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) irregular verbs;</li> <li>(iii) singular, plural, common, and proper nouns and correlating article when applicable;</li> <li>(iv) descriptive adjectives, including their comparative and superlative forms;</li> <li>(v) adverbs to convey frequency and intensity;</li> <li>(vi) prepositions and prepositional phrases to convey location, time, and direction, or to provide details;</li> <li>(vii) reflexive pronouns;</li> <li>(viii) coordinating conjunctions to form compound predicates, subjects, and sentences;</li> </ul>

<p>(viii) time-order transition words and transitions that indicate a conclusion;</p> <p>(B) use the complete subject and the complete predicate in a sentence; and</p> <p>(C) use complete simple and compound sentences with correct subject-verb agreement.</p>	
<p>(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p>(A) write legibly by selecting cursive script or manuscript printing as appropriate;</p> <p>(B) use capitalization for:</p> <p>(i) historical events and documents; and</p> <p>(ii) the first words of titles of books, stories, and essays;</p> <p>(C) recognize and use punctuation marks including commas in compound sentences; colons, semi-colons, ellipses, the hyphen, and em dash; and</p> <p>(D) identify and read abbreviations (e.g., Sr., Atte.).</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) write legibly in manuscript and cursive to complete assignments.</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>(ix) capitalization for: historical events and documents, titles of books, stories and essays; and</p> <p>(x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue;</p>
<p>(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>(A) write with increasing 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);</p> <p>(ii) words that have a prosodic or orthographic accent on the second-to-last syllable (palabras graves) (e.g., casa, árbol); and</p> <p>(iii) words that have an orthographic accent on the third-to-last syllable (palabras esdrújulas) (e.g., último, cómico, mecánico);</p> <p>(B) spell words with hiatus and diphthongs (e.g., le-er, rí-o, quie-ro, vio);</p> <p>(C) spell base words and roots with affixes (e.g., ex-, pre-, post-, -able);</p> <p>(D) spell words with:</p> <p>(i) Greek roots (e.g., tele-, foto-, grafo-, metro-);</p> <p>(ii) Latin roots (e.g., spec, scrib, rupt, port, dict);</p> <p>(iii) Greek suffixes (e.g., -ología, -fobia, -ismo, -ista); and</p> <p>(iv) Latin derived suffixes (e.g., -able, -ible, -ancia);</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, encoding, and writing ‘palabras agudas y graves’ that have a prosodic or orthographic accent;</p> <p>(ii) decoding and encoding ‘palabras esdrújulas’ that have an orthographic accent;</p> <p>(iii) decoding and encoding words with hiatus and diphthongs;</p> <p>(iv) differentiating meaning of a word based on the diacritical accent;</p> <p>(v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses;</p> <p>(vi) using orthographic rules to segment and combine syllables, including diphthongs, formal and accented hiatus;</p> <p>(vii) using spelling patterns and rules, print and electronic resources to determine correct spelling; and</p>

<p>(E) differentiate the meaning or function of a word based on the diacritical accent (e.g., dé, de; tú, tu);</p> <p>(F) 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>(G) use spelling patterns, rules, and print and electronic resources to determine and check correct spellings.</p>	<p>(C) develop vocabulary by:</p> <p>(i) using print, digital, and web-based reference materials to determine meanings, syllabication, and pronunciation to validate understanding of unknown words;</p> <p>(iii) determining the meaning and using grade-level academic Spanish words derived from Greek and Latin roots, including auto, bio, grafía, metro, fono, and tele;</p>
<p>(23) 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 and clarify questions, on a topic, for formal and informal inquiry;</p> <p>(B) develop and follow a research plan with teacher support;</p>
<p>(24) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p> <p>(A) follow the research plan to collect information from multiple sources of information both oral and written, including:</p> <p>(i) student-initiated surveys, on-site inspections, and interviews;</p> <p>(ii) data from experts, reference texts, and online searches; and</p> <p>(iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate;</p> <p>(B) use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, 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) 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>(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) analyze and organize collected information from a variety of sources;</p> <p>(E) demonstrate understanding using appropriate mode of delivery, such as written, oral, and/or media;</p> <p>(F) develop a bibliography and recognize the difference between paraphrasing and plagiarism to use source materials ethically; and</p>
<p>(25) Research/Synthesizing Information. 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) 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>(H) synthesize information to create new understanding; and</p> <p>(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p>

	<p>(A) generate and clarify questions, on a topic, for formal and informal inquiry;</p> <p>(C) analyze and organize collected information from a variety of sources;</p>
<p>(26) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students 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>(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>(H) synthesize information to create new understanding; and</p> <p>(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p>(E) demonstrate understanding using appropriate mode of delivery, such as written, oral, and/or media;</p> <p>(F) develop a bibliography and recognize the difference between paraphrasing and plagiarism to use source materials ethically; and</p>
<p>(27) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) listen attentively to speakers, 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>(iii) giving descriptive, informative, and procedural presentations;</p> <p>(iv) listening actively to sustained oral input, including reading, media, and dialogue;</p> <p>(vi) 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 using the four domains of language as appropriate. The student is expected to:</p> <p>(A) listen actively, ask relevant questions, and make pertinent comments;</p> <p>(C) articulate thoughts clearly and build upon the ideas of others during discussion; and</p>
<p>(28) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and 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>(vi) 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 using the four domains of language as appropriate. The student is expected to:</p> <p>(C) articulate thoughts clearly and build upon the ideas of others during discussion; and</p>
<p>(29) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to 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>(vi) 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 using the four domains of language as appropriate. The student is expected to:</p> <p>(A) listen actively, ask relevant questions, and make pertinent comments;</p> <p>(B) work productively with others to develop a plan of shared responsibilities;</p> <p>(C) articulate thoughts clearly and build upon the ideas of others during discussion; and</p>
<p><b>Figure 19</b></p> <p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;</p> <p>(B) ask literal, interpretive, and evaluative questions of text;</p> <p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions);</p> <p>(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>(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 determine what is most important;</p>

(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.	(H) synthesize information to create new understanding; and (I) monitor comprehension and make corrections and adjustments when understanding breaks down.
	(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:  (A) develop oral language by:  (v) applying appropriate language for a situation using Spanish language conventions; and  (B) demonstrate and apply phonetic knowledge by:  (viii) encoding common homophones;  (C) develop vocabulary by:  (iv) identifying the meaning of base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, -ura;  (vi) using homographs and homophones; and
	(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:  (E) respond using newly acquired vocabulary as appropriate;
	(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 using the four domains of language as appropriate. The student is expected to:  (D) reflect and respond to the effectiveness of collaboration by acknowledging the contributions of others
	(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:  (G) identify and explain the use of literary devices, including exaggeration, when used rhetorically
	(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.

	<p>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 action verbs;</p> <p>(iv) constructing a variety of sentence structures and lengths; and</p> <p>(v) developing voice;</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>(D) understand credibility of primary and secondary sources;</p> <p>(G) incorporate digital technology, when appropriate.</p>

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