

Final Recommendations Side by Side—Spanish Language Arts and Reading, Grade 6

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:</p> <p>(A) read aloud grade-level text with accuracy, expression, appropriate phrasing, and comprehension; and</p> <p>(B) use prosody when reading aloud grade-level text based on the reading purpose and the nature of the text.</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) adjusting fluency when reading grade-level text based on the reading purpose; and</p> <p>(E) self-select text to read independently for a sustained period of time.</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 context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words;</p> <p>(C) complete analogies that describe part to whole or whole to part (e.g., motor:carro como aire: ____ or carro:motor como llanta: ____); and</p> <p>(D) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, spelling, alternate word choices, and parts of speech of 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 and digital reference resources to determine the meanings, syllabication, pronunciations, alternate word choices and parts of speech of words in context;</p> <p>(ii) using context to determine the meaning of unfamiliar words or multiple meaning words;</p> <p>(iii) determining the meaning and usage of grade-level academic Spanish words derived from Greek and Latin roots including: metro-, grafo-, scribe-, port-;</p> <p>(iv) identify the meaning of base words with affixes including ex-, bio-, aero-, -cida, --voro, -itis, 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>(E) respond using newly acquired vocabulary as appropriate</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,</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>historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p> <p>(A) infer the implicit theme of a work of fiction, distinguishing theme from the topic;</p> <p>(B) analyze the function of stylistic elements (e.g., magic helper, rule of three) in traditional and classical literature from various cultures; and</p> <p>(C) compare and contrast the historical and cultural settings of two literary works.</p>	<p>(B) use text evidence to support an appropriate response;</p> <p>(F) discuss and write about the implicit and explicit meanings of text;</p> <p>(G) compare sources within and across genres and write a response with accurate text evidence;</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 such as realistic fiction, historical fiction, legends and myths, fantasy, science fiction, biographies, autobiographies, memoirs, informational text, primary source documents, narrative nonfiction, argumentative text, poetry, drama, and hybrid text;</p> <p>(B) recognize characteristics and structures of literary texts including:</p> <p>(ii) explaining the influence of the setting on character and plot development;</p> <p>(iv) explaining multiple themes and ideas not explicitly stated in a text ;</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 omniscient and limited point of view and foreshadowing to achieve a specific purpose; and</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 figurative language (e.g., personification, metaphors, similes, hyperbole) contributes to the meaning of a poem.</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 such as realistic fiction, historical fiction, legends and myths, fantasy, science fiction, biographies, autobiographies, memoirs, informational text, primary source documents, narrative nonfiction, argumentative text, poetry, drama, and hybrid text;</p> <p>(B) recognize characteristics and structures of literary texts including:</p> <p>(vi) analyzing the importance of visual elements such as capital letters, line length, and word position in various forms of poetry; 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>(D) explain the effect of literal and figurative language including metaphor, simile, personification, and imagery to achieve intended purposes;</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 explain the similarities and differences in the setting, characters, and plot of a play, including original works in Spanish, and those in a film based upon the same story line.</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 sources within and across genres and write a response with accurate text evidence;</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 such as realistic fiction, historical fiction, legends and myths, fantasy, science fiction, biographies, autobiographies, memoirs, informational text, primary source documents, narrative nonfiction, argumentative text, poetry, drama, and hybrid text;</p> <p>(B) recognize characteristics and structures of literary texts including:</p> <p>(ii) explaining the influence of the setting on character and plot development;</p>

	<p>(iii) analyzing the roles and functions of characters including their relationships and conflicts;</p> <p>(v) describing how a playwright uses acts, scenes, stage directions, and scripted dialogue to develop dramatic action;</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) summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction;</p> <p>(B) recognize dialect and conversational voice and explain how authors use dialect to convey character; and</p> <p>(C) describe different forms of point-of-view, including first- and third-person.</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 and 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 such as realistic fiction, historical fiction, legends and myths, fantasy, science fiction, biographies, autobiographies, memoirs, informational text, primary source documents, narrative nonfiction, argumentative text, poetry, drama, and hybrid text;</p> <p>(B) recognize characteristics and structures of literary texts including:</p> <p>(i) analyzing nonlinear plot development including the use of foreshadowing to advance the plot</p> <p>(iii) analyzing the roles and functions of characters including their relationships and conflicts;</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 and analyze how the author's use of language contributes to the mood and voice of a text;</p> <p>(F) identify and analyze the use of literary devices including omniscient and limited point of view and foreshadowing to achieve a specific purpose; and</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 the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobiography.

(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:

(B) use text evidence to support an appropriate response;

(G) compare sources within and across genres and write a response with accurate text evidence;

(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:

(A) develop an understanding of how forms and structures are the same and different within and across genres such as realistic fiction, historical fiction, legends and myths, fantasy, science fiction, biographies, autobiographies, memoirs, informational text, primary source documents, narrative nonfiction, argumentative text, poetry, drama, and hybrid text;

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

(i) features such as introduction, foreword, preface, references, or acknowledgements to gain background information and understand the author's perspective on the topic; and

(ii) how different organizational structures such as description, cause and effect, compare and contrast, sequential order, chronological order, proposition-and-support, and problem-and-solution support the main ideas;

(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:

(B) identify and explain how a text structure contributes to the author's purpose;

(E) identify and analyze how the author's use of language contributes to the mood and voice of a text;

(F) identify and analyze the use of literary devices including omniscient and limited point of view and foreshadowing to achieve a specific purpose; and

<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 explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains.</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 and write about the implicit and explicit meanings of text;</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) explain the effect of literal and figurative language including metaphor, simile, personification, and imagery to achieve intended purposes;</p> <p>(G) discuss the use of rhetorical devices including hyperbole.</p>
<p>(9) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text, including culturally relevant texts, to support their understanding. Students are expected to compare and contrast the stated or implied purposes of different authors writing on the same topic.</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 and write about the implicit and explicit meanings of text;</p> <p>(G) compare sources within and across genres and write a response with accurate text evidence;</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 such as realistic fiction, historical fiction, legends and myths, fantasy, science fiction, biographies, autobiographies, memoirs, informational text, primary source documents, narrative nonfiction, argumentative text, poetry, drama, and hybrid text;</p> <p>(C) recognize characteristics and structures of informational text including:</p> <p>(i) features such as introduction, foreword, preface, references, or acknowledgements to gain background information and understand the author's perspective on the topic; 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 a text;</p>
<p>(10) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p> <p>(A) summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions;</p> <p>(B) explain whether facts included in an argument are used for or against an issue;</p> <p>(C) explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author's viewpoint; and</p> <p>(D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.</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 and summarize texts in ways that maintain meaning and logical order;</p> <p>(F) discuss and write about the implicit and explicit meanings of text;</p> <p>(G) compare sources within and across genres and write a response with accurate text evidence;</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 such as realistic fiction, historical fiction, legends and myths, fantasy, science fiction, biographies, autobiographies, memoirs, informational text, primary source documents, narrative nonfiction, argumentative text, poetry, drama, and hybrid text;</p> <p>(C) recognize characteristics and structures of informational text including:</p> <p>(i) features such as introduction, foreword, or preface, references, or acknowledgements to gain background information and understand the author's perspective on the topic; and</p> <p>(ii) how different organizational structures such as description, cause and effect, compare and contrast, sequential order, chronological order, proposition-and-support, and problem-and-solution support the main ideas;</p> <p>(D) recognize characteristics and structures of persuasive text including analyze the argument by identifying the claim the author presents in the thesis and explain how the</p>

	<p>author supports their position with detailed and relevant evidence and consideration of alternatives; 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 a text;</p> <p>(B) identify and explain how a text structure contributes to the author's purpose;</p>
<p>(11) 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:</p> <p>(A) compare and contrast the structure and viewpoints of two different authors writing for the same purpose, noting the stated claim and supporting evidence; and</p> <p>(B) identify simply faulty reasoning used in persuasive texts.</p>	<p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(B) use text evidence to support an appropriate response;</p> <p>(C) paraphrase and summarize texts in ways that maintain meaning and logical order;</p> <p>(F) discuss and write about the implicit and explicit meanings of text;</p> <p>(G) compare sources within and across genres and write a response with accurate text evidence;</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 such as realistic fiction, historical fiction, legends and myths, fantasy, science fiction, biographies, autobiographies, memoirs, informational text, primary source documents, narrative nonfiction, argumentative text, poetry, drama, and hybrid text;</p> <p>(D) recognize characteristics and structures of persuasive text including analyzing the argument by identifying the claim the author presents in the thesis; and explain how the author supports their position with detailed and relevant evidence and consideration of alternatives; and</p>
<p>(12) 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>(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) follow multi-tasked instructions to complete a task, solve a problem, or perform procedures; and</p> <p>(B) interpret factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.</p>	<p>(D) interact with sources in meaningful ways such as notetaking, annotating, freewriting, 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 . 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 such as realistic fiction, historical fiction, legends and myths, fantasy, science fiction, biographies, autobiographies, memoirs, informational text, primary source documents, narrative nonfiction, argumentative text, poetry, drama, and hybrid text;</p> <p>(C) recognize characteristics and structures of informational text including:</p> <p>(i) features such as introduction, foreword, or preface, references, or acknowledgements to gain background information and understand the author’s perspective on the topic; and</p> <p>(ii) how different organizational structures such as description, cause and effect , compare and contrast, sequential order, chronological order, proposition-and-support, and problem-and-solution support the main ideas;</p> <p>(E) analyze and construct multimodal texts and digital literacies for a variety of purposes.</p>
<p>(13) 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:</p> <p>(A) explain messages conveyed in various forms of media;</p> <p>(B) recognize how various techniques influence viewers' emotions;</p> <p>(C) critique persuasive techniques (e.g., testimonials, bandwagon appeal) used in media messages; and</p> <p>(D) analyze various digital media venues for levels of formality and informality.</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 . The student is expected to:</p> <p>(D) recognize characteristics and structures of persuasive text including analyze the argument by identifying the claim the author presents in the thesis; and explain how the author supports their position with detailed and relevant evidence and consideration of alternatives; and</p> <p>(E) analyze 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>(A) identify and analyze the author’s purpose and message within a text;</p> <p>(C) interpret the author’s use of print and graphic features to achieve specific purposes;</p> <p>(G) discuss the use of rhetorical devices including hyperbole.</p>
<p>(14) 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, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;</p> <p>(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;</p> <p>(C) revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed;</p> <p>(D) edit drafts for grammar, mechanics, and spelling; and</p> <p>(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</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>(I) reflect on and adjust responses when valid evidence is presented.</p> <p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:</p> <p>(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies, such as discussion, background reading, personal interests, and interviews;</p> <p>(B) develop drafts by choosing an effective organizational strategy, such as sequence of events, cause-effect, and compare-contrast, and building on ideas to create a focused, organized, and coherent piece of writing;</p> <p>(C) revise drafts to ensure clarity, development, organization, style, word choice, and sentence fluency;</p> <p>(D) edit drafts using standard English conventions including:</p> <p>(i) complete simple and compound sentences with correct subject-verb agreement;</p> <p>(iii) consistent verb tenses;</p> <p>(iv) appropriate pronouns ;</p> <p>(iv) commas in compound sentences and after transitions, introductory words and phrases;</p> <p>(v) correct punctuation of dialogue;</p> <p>(vii) capitalization of proper nouns including abbreviation, initials, acronyms, and organizations;</p> <p>(viii) correct spelling; including commonly confused terms such as its and it’s and affect and effect; and</p> <p>(E) publish written work for appropriate audiences;</p>

<p>(15) 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 include:</p> <ul style="list-style-type: none"> (i) a clearly defined focus, plot, and point of view; (ii) a specific, believable setting created through the use of sensory details; and (iii) dialogue that develops the story; and <p>(B) write poems using:</p> <ul style="list-style-type: none"> (i) poetic techniques (e.g., alliteration, onomatopoeia); (ii) figurative language (e.g., similes, metaphors); and (iii) graphic elements (e.g., capital letters, line length). 	<p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:</p> <p>(F) use the elements of craft to advance the writer's purpose when composing by:</p> <ul style="list-style-type: none"> (i) developing an engaging idea reflecting depth of thought with specific details and relevance; (ii) organizing with sound and purposeful structure including an effective lead, transitions, sentence-to-sentence connections, and closing; (iii) using intentional word choice, precise nouns, and strong action verbs; (iv) constructing a variety of sentence structures and lengths; and (v) developing voice;
<p>(16) Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.</p>	<p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:</p> <p>(G) compose literary texts using genre characteristics and craft including personal narratives, fiction, and poetry;</p>
<p>(17) 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 multi-paragraph essays to convey information about a topic that:</p> <ul style="list-style-type: none"> (i) present effective introductions and concluding paragraphs; (ii) guide and inform the reader's understanding of key ideas and evidence; (iii) include specific facts, details, and examples in an appropriately organized structure; and (iv) use a variety of sentence structures and transitions to link paragraphs; <p>(B) write informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing);</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 notetaking, annotating, freewriting, or illustrating;</p> <p>(E) publish written work for appropriate audiences;</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) analyze and construct multimodal texts and digital literacies for a variety of purposes</p>

<p>(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding; and</p> <p>(D) produce a multimedia presentation involving text and graphics using available technology.</p>	<p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:</p> <p>(E) publish written work for appropriate audiences;</p> <p>(F) use the elements of craft to advance the writer's purpose when composing by:</p> <p>(iv) constructing a variety of sentence structures and lengths; and</p> <p>(H) compose informational texts including multi-paragraph essays that convey information about a topic using genre characteristics and craft ;</p> <p>(J) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.</p>
<p>(18) 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 include sound reasoning, detailed and relevant evidence, and consideration of alternatives.</p>	<p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:</p> <p>(E) publish written work for appropriate audiences;</p> <p>(I) compose argumentative texts using genre characteristics and craft; and</p>
<p>(19) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will 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> <p>(i) regular and irregular verbs (past, present, future, and perfect tenses in the indicative mode;</p> <p>(ii) non-count nouns (e.g., cardúmen, jaulía);</p> <p>(iii) predicate adjectives (Ella es <i>inteligente</i>.) and their comparative forms (e.g., muy, más);</p> <p>(iv) conjunctive adverbs (e.g., consecuentemente, además, de hecho);</p> <p>(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;</p>	<p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:</p> <p>(D) edit drafts using standard English conventions including:</p> <p>(iii) consistent verb tenses;</p> <p>(iv) appropriate pronouns ;</p>

<p>(vi) indefinite pronouns (e.g., todos, juntos, nada, cualquier);</p> <p>(vii) subordinating conjunctions (e.g., mientras, porque, aunque, si); and</p> <p>(viii) transitional words and phrases that demonstrate an understanding of the function of the transition related to the organization of the writing (e.g., por el contrario, además de);</p> <p>(B) become familiar with regular and irregular verbs in the present and past tenses in the subjunctive mode (e.g., que haya, que hubiera);</p> <p>(C) differentiate between the active and passive voice and know how to use them both; and</p> <p>(D) use complete simple and compound sentences with correct subject-verb agreement.</p>	
<p>(20) 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) use capitalization for:</p> <p>(i) abbreviations;</p> <p>(ii) initials and acronyms; and</p> <p>(iii) organizations;</p> <p>(B) recognize and use punctuation marks including:</p> <p>(i) commas in compound sentences;</p> <p>(ii) proper punctuation and spacing for quotations and em dash; and</p> <p>(iii) parentheses, brackets, and ellipses (to indicate omissions and interruptions or incomplete statements); and</p> <p>(C) use proper mechanics, including italics for titles of books.</p>	<p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:</p> <p>(D) edit drafts using standard English conventions including:</p> <p>(ii) commas in compound sentences and after transitions, introductory words and phrases;</p> <p>(v) use quotation marks correctly such as for dialogue;</p> <p>(vii) capitalization of proper nouns including abbreviation, initials, acronyms, and organizations;</p>
<p>(21) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>(A) spell words with more advanced orthographic patterns and rules, 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);</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>(iii) words that have an orthographic accent on the third-to-last syllable (palabras esdrújulas) (e.g., último, cómico, mecánico); and</p> <p>(iv) words that have a prosodic or orthographic accent on the fourth-to-last syllable (palabras sobresdrújulas);</p> <p>(B) mark accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (e.g., corrió, jugó, tenía, gustaría, vendrá);</p> <p>(C) 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>(D) correctly spell words containing hiatus and diphthongs (le-er, rí-o, quie-ro, vio);</p> <p>(E) differentiate between commonly confused terms (e.g., porque, por qué; tampoco, tan poco; mediodía, medio día; quehacer, que hacer);</p> <p>(F) use spelling patterns, rules, and print and electronic resources to determine and check correct spellings; and</p> <p>(G) know how to use the spell-check function in word processing</p>	<p>(i) differentiating between commonly confused terms such as porque, porqué, por qué, por que; asimismo (adverbio), así mismo (de la misma manera); sino, si no; también, tan bien;</p> <p>(ii) decoding, encoding, and writing ‘palabras agudas, graves, esdrújulas, and sobresdrújulas’;</p> <p>(iii) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect conditional, and future tenses; and</p> <p>(iv) decoding and encoding words containing hiatus and diphthongs;</p> <p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:</p> <p>(viii) correct spelling; including commonly confused terms such as its and it’s and affect and effect; and</p>
<p>(22) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p> <p>(A) brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic; and</p> <p>(B) generate a research plan for gathering relevant information 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 for formal and informal inquiry;</p> <p>(B) develop a plan;</p>
<p>(23) 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 data from a range of print and electronic resources in Spanish (e.g., reference texts, periodicals, web pages, online sources) and data from experts;</p> <p>(B) differentiate between primary and secondary sources;</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) gather information from a variety of sources;</p> <p>(G) display academic citations and references to use source materials ethically; and</p> <p>(H) incorporate digital technology, when appropriate.</p>

<p>(C) record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes;</p> <p>(D) identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format; and</p> <p>(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.</p>	
<p>(24) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</p> <p>(A) refine the major research question, if necessary, guided by the answers to a secondary set of questions; and</p> <p>(B) evaluate the relevance and reliability of sources for the research.</p>	<p>(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p>(D) critically examine sources for</p> <p>(i) credibility and bias; and</p> <p>(ii) faulty reasoning, including hyperbole, emotional appeals, and stereotypes;</p>
<p>(25) 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 synthesize the research into a written or an oral presentation that:</p> <p>(A) compiles important information from multiple sources;</p> <p>(B) develops a topic sentence, summarizes findings, and uses evidence to support conclusions;</p> <p>(C) presents the findings in a consistent format; and</p> <p>(D) uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics and, morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(A) develop oral language through listening and speaking by:</p> <p>(iii) giving an organized presentation with a specific point of view;</p> <p>(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:</p> <p>(G) evaluate information read to determine what is most important</p> <p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:</p> <p>(E) publish written work for appropriate audiences;</p> <p>(F) use the elements of craft to advance the writer's purpose when composing by:</p>

	<p>(i) developing an engaging idea reflecting depth of thought with specific details and relevance;</p> <p>(ii) organizing with sound and purposeful structure including an effective lead, transitions, sentence-to-sentence connections, and closing;</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>(G) display academic citations and references to use source materials ethically; and</p>
<p>(26) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective;</p> <p>(B) follow and give oral instructions that include multiple action steps; and</p> <p>(C) paraphrase the major ideas and supporting evidence in formal and informal presentations.</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics and, morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(A) develop oral language through listening and speaking by:</p> <p>(i) employing strategies that support active listening;</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 and summarize texts in ways that maintain meaning and logical order</p>
<p>(27) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give an organized presentation with a specific point of view, employing eye contact, speaking rate, volume, enunciation, natural gestures, and 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 through listening and speaking by:</p> <p>(ii) employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and</p> <p>(iii) giving an organized presentation with a specific point of view;</p>

<p>(28) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.</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 to interpret a verbal and nonverbal messages and ask clarifying questions;</p> <p>(B) work productively with others by following agreed upon rules for discussion to develop a plan with clear goals;</p> <p>(C) elicit and consider suggestions from other group members and identify points of agreement and disagreement; and</p>
<p>Figure 19</p>	
<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;</p> <p>(B) ask literal, interpretive, and evaluative questions of text;</p> <p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>(E) summarize information in text, maintaining meaning and logical order; and</p> <p>(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.</p>	<p>(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:</p> <p>(A) establish purpose for reading assigned and self-selected text;</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 and use evidence to support understanding;</p> <p>(G) evaluate information read to determine what is most important;</p> <p>(H) synthesize information to create new understanding; and</p> <p>(I) monitor comprehension and make adjustments when understanding breaks down.</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>

	(H) respond orally or in writing with appropriate register, vocabulary, and voice; and
	(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: (D) evaluate the effectiveness of the collaborative interactions.
	(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: (E) synthesize information from a variety of sources; (F) demonstrate understanding using appropriate mode of delivery;

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