

<i>Proclamation 2019</i> Breakouts to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material	
Subject	Chapter 128. Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language
Subchapter	Subchapter A. Elementary
Course	128.5. Spanish Language Arts and Reading, Grade 3
Publisher	
Program Title	
Program ISBN	
(a) Introduction.	
<p>(1) The Spanish language arts and reading Texas Essential Knowledge and Skills (TEKS) reflect language arts standards that are authentic to the Spanish language and Spanish literacy; they are neither translations nor modifications of the English language arts TEKS. The Spanish language arts and reading TEKS embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. They are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.</p> <p>(2) The seven strands of the essential knowledge and skills for Spanish language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.</p> <p>(3) Spanish, as opposed to English, has a closer letter-sound relationship and clearly defined syllable boundaries. The syllable in Spanish is a more critical unit of phonological awareness than in English because of the consistent phoneme-grapheme correspondence. Syllables are important units for Spanish because of their strong effect in visual word recognition (Carreiras et al., 1993) and their major role in predicting Spanish reading success. In addition, Spanish presents a much higher level of orthographic transparency than English and does not rely on sight words for decoding. This orthographic transparency accelerates the decoding process, and the focus quickly moves to fluency and comprehension. However, in English sight words are used because of words that are not decodable such as "are" or "one." In Spanish, decoding issues are not as prevalent as issues of comprehension. These specific features of the Spanish language will influence reading methodology and development.</p>	

(4) Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, *STAAR Performance Level Descriptors*, 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.

(5) Research consistently shows that language and literacy development in the student's native language not only facilitates learning English and English literacy, but is foundational to cognitive development and learning (Cummins, 2001; Thomas & Collier, 2002; Coelho, 2001). Emergent bilinguals (Sparrow et al., 2014; Slavin & Cheving, 2013) are students who are in the process of acquiring two or more linguistic codes, becoming bilingual, biliterate, and bicultural. Emergent bilinguals are often defined by their perceived deficits (semilinguals) (Escamilla, 2012). However, research has shown that bilinguals develop a unique interdependent system (Escamilla et al. 2007; Grosjean, 1989; Valdes and Figueroa, 1994) in which languages interconnect to increase linguistic functionality. This linguistic interdependence of language acquisition facilitates a transfer of literacy skills from the primary language (L1) to the second language (L2) (August & Shanahan, 2006; Bialystok, 2007; Miramontes, et al., 1997). The strength of learning through formal instruction in Spanish determines the extent of transfer to English (August, Calderon, & Carlo, 2002; Slavin & Calderon, 2001; Garcia, 2001). For transfer to be maximized, cross-linguistic connections between the two languages must be explicitly taught while students engage in a contrastive analysis of the Spanish and English languages (Cummins, 2007). Continued strong literacy development in Spanish provides the foundation and scaffold for literacy development given that a Common Underlying Proficiency (CUP) exists between the two languages (Cummins, 1991). Consequently, direct and systematic instruction (Genesee et al., 2005) in the appropriate sequence of Spanish skills with early English as a second language-based literacy instruction is critical to student success. As a result of working within two language systems, students' metalinguistic and metacognitive skills are enhanced when they learn about the similarities and differences between languages (Escamilla et al., 2014). The extent to which English and Spanish are used is reliant on the type of bilingual program model being used (see Texas Education Code, §29.066).

(6) English language learners (ELLs) are expected to meet standards in a second language, and their proficiency in English directly impacts their ability to meet these standards. The comprehension of text throughout the stages of English language acquisition requires scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected oral and written discourse so that it is meaningful.

(7) Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).

(8) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, & Rothenberg, 2008).

(9) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and Skills.

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking --oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p>	<p>(A) listen actively, ask relevant questions to clarify information, and make pertinent comments</p>	<p>(i) listen actively</p>
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking --oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p>	<p>(A) listen actively, ask relevant questions to clarify information, and make pertinent comments</p>	<p>(ii) ask relevant questions to clarify information</p>
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking --oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p>	<p>(A) listen actively, ask relevant questions to clarify information, and make pertinent comments</p>	<p>(iii) make pertinent comments</p>
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p>	<p>(B) follow, restate, and give oral instructions that involve a series of related sequences of action</p>	<p>(i) follow oral instructions that involve a series of related sequences of action</p>
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p>	<p>(B) follow, restate, and give oral instructions that involve a series of related sequences of action</p>	<p>(ii) restate oral instructions that involve a series of related sequences of action</p>
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p>	<p>(B) follow, restate, and give oral instructions that involve a series of related sequences of action</p>	<p>(iii) give oral instructions that involve a series of related sequences of action</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively	(i) speak coherently about the topic under discussion, employing eye contact to communicate ideas effectively
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively	(ii) speak coherently about the topic under discussion, employing speaking rate to communicate ideas effectively
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively	(iii) speak coherently about the topic under discussion, employing volume to communicate ideas effectively
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively	(iv) speak coherently about the topic under discussion, employing enunciation to communicate ideas effectively
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively	(v) speak coherently about the topic under discussion, employing the conventions of language to communicate ideas effectively
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(D) work collaboratively with others by following agreed-upon rules, norms, and protocols	(i) work collaboratively with others by following agreed-upon rules

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<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p>	<p>(D) work collaboratively with others by following agreed-upon rules, norms, and protocols</p>	<p>(ii) work collaboratively with others by following agreed-upon norms</p>
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p>	<p>(D) work collaboratively with others by following agreed-upon rules, norms, and protocols</p>	<p>(iii) work collaboratively with others by following agreed-upon protocols</p>
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p>	<p>(E) develop social communication such as conversing politely in all situations</p>	<p>(i) develop social communication</p>
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(A) demonstrate and apply phonetic knowledge by: (i) decoding words with a prosodic or orthographic accent; (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (iv) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes □</p>	<p>(i) demonstrate phonetic knowledge by decoding words with a prosodic or orthographic accent</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) decoding words with a prosodic or orthographic accent; (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (iv) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes <p>□</p>	<p>(ii) demonstrate phonetic knowledge by decoding words with multiple sound spelling patterns</p>
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) decoding words with a prosodic or orthographic accent; (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (iv) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes <p>□</p>	<p>(iii) demonstrate phonetic knowledge by decoding words with silent h</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) decoding words with a prosodic or orthographic accent; (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (iv) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes <p>□</p>	<p>(iv) demonstrate phonetic knowledge by decoding words that use the [syllable] que-</p>
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) decoding words with a prosodic or orthographic accent; (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (iv) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes <p>□</p>	<p>(v) demonstrate phonetic knowledge by decoding words that use the [syllable] qui-</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) decoding words with a prosodic or orthographic accent; (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (iv) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes <p>□</p>	<p>(vi) demonstrate phonetic knowledge by decoding words that use the [syllable] gue-</p>
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) decoding words with a prosodic or orthographic accent; (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (iv) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes <p>□</p>	<p>(vii) demonstrate phonetic knowledge by decoding words that use the [syllable] gui-</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) decoding words with a prosodic or orthographic accent; (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (iv) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes <p>□</p>	<p>(viii) demonstrate phonetic knowledge by decoding words that use the [syllable] güe-</p>
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) decoding words with a prosodic or orthographic accent; (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (iv) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes <p>□</p>	<p>(ix) demonstrate phonetic knowledge by decoding words that use the [syllable] güi-</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) decoding words with a prosodic or orthographic accent; (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (iv) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes <p>□</p>	<p>(x) demonstrate phonetic knowledge by becoming very familiar with the concept of hiatus</p>
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) decoding words with a prosodic or orthographic accent; (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (iv) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes <p>□</p>	<p>(xi) demonstrate phonetic knowledge by becoming very familiar with the concept of diphthongs</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) decoding words with a prosodic or orthographic accent; (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (iv) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes <p>□</p>	<p>(xii) demonstrate phonetic knowledge by becoming very familiar with the implications for orthographic accents</p>
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) decoding words with a prosodic or orthographic accent; (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (iv) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes <p>□</p>	<p>(xiii) demonstrate phonetic knowledge by decoding a word based on a diacritical accent</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) decoding words with a prosodic or orthographic accent; (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (iv) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes <p>□</p>	<p>(xiv) demonstrate phonetic knowledge by differentiating meaning of a word based on a diacritical accent</p>
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) decoding words with a prosodic or orthographic accent; (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (iv) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes <p>□</p>	<p>(xv) demonstrate phonetic knowledge by decoding words with prefixes</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) decoding words with a prosodic or orthographic accent; (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (iv) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes <p>□</p>	<p>(xvi) demonstrate phonetic knowledge by decoding words with suffixes</p>
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) decoding words with a prosodic or orthographic accent; (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (iv) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes <p>□</p>	<p>(xvii) apply phonetic knowledge by decoding words with a prosodic or orthographic accent</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) decoding words with a prosodic or orthographic accent; (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (iv) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes <p>□</p>	<p>(xviii) apply phonetic knowledge by decoding words with multiple sound spelling patterns</p>
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) decoding words with a prosodic or orthographic accent; (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (iv) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes <p>□</p>	<p>(xix) apply phonetic knowledge by decoding words with silent h</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) decoding words with a prosodic or orthographic accent; (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (iv) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes <p>□</p>	<p>(xx) apply phonetic knowledge by decoding words that use the [syllable] que-</p>
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) decoding words with a prosodic or orthographic accent; (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (iv) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes <p>□</p>	<p>(xxi) apply phonetic knowledge by decoding words that use the [syllable] qui-</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) decoding words with a prosodic or orthographic accent; (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (iv) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes <p>□</p>	<p>(xxiii) apply phonetic knowledge by decoding words that use the [syllable] gui-</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) decoding words with a prosodic or orthographic accent; (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (iv) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes <p>□</p>	<p>(xxiv) apply phonetic knowledge by decoding words that use the [syllable] güe-</p>
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) decoding words with a prosodic or orthographic accent; (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (iv) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes <p>□</p>	<p>(xxv) apply phonetic knowledge by decoding words that use the [syllable] güi-</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) decoding words with a prosodic or orthographic accent; (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (iv) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes <p>□</p>	<p>(xxvi) apply phonetic knowledge by becoming very familiar with the concept of hiatus</p>
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) decoding words with a prosodic or orthographic accent; (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (iv) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes <p>□</p>	<p>(xxvii) apply phonetic knowledge by becoming very familiar with the concept of diphthongs</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) decoding words with a prosodic or orthographic accent; (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (iv) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes <p>□</p>	<p>(xxviii) apply phonetic knowledge by becoming very familiar with the implications for orthographic accents</p>
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) decoding words with a prosodic or orthographic accent; (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (iv) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes <p>□</p>	<p>(xxix) apply phonetic knowledge by decoding a word based on a diacritical accent</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) decoding words with a prosodic or orthographic accent; (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (iv) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes <p>□</p>	<p>(xxx) apply phonetic knowledge by differentiating meaning of a word based on a diacritical accent</p>
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) decoding words with a prosodic or orthographic accent; (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (iv) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes <p>□</p>	<p>(xxxi) apply phonetic knowledge by decoding words with prefixes</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) decoding words with a prosodic or orthographic accent; (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (iv) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes <p>□</p>	<p>(xxxii) apply phonetic knowledge by decoding words with suffixes</p>
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with sílabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es <p>□</p>	<p>(i) demonstrate spelling knowledge by spelling palabras agudas (words with an accent on the last syllable)</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with sílabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es <p>□</p>	<p>(ix) demonstrate spelling knowledge by marking accents appropriately when conjugating verbs in simple past [tense]</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with sílabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es <p>□</p>	<p>(x) demonstrate spelling knowledge by marking accents appropriately when conjugating verbs in imperfect past [tense]</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with sílabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es <p>□</p>	<p>(xi) demonstrate spelling knowledge by marking accents appropriately when conjugating verbs in perfect [tense]</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with sílabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es <p>□</p>	<p>(xii) demonstrate spelling knowledge by marking accents appropriately when conjugating verbs in conditional [tense]</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with sílabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es <p>□</p>	<p>(xiii) demonstrate spelling knowledge by marking accents appropriately when conjugating verbs in future [tense]</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with sílabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es <p>□</p>	<p>(xiv) demonstrate spelling knowledge by spelling words with silent h</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with sílabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es <p>□</p>	<p>(xv) demonstrate spelling knowledge by spelling words that use the [syllable] que-</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with sílabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es <p>□</p>	<p>(xvi) demonstrate spelling knowledge by spelling words that use the [syllable] qui-</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with sílabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es <p>□</p>	<p>(xvii) demonstrate spelling knowledge by spelling words that use the [syllable] gue-</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with sílabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es <p>□</p>	<p>(xviii) demonstrate spelling knowledge by spelling words that use the [syllable] gui-</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with sílabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es <p>□</p>	<p>(xx) demonstrate spelling knowledge by spelling words that use the [syllable] güi-</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with sílabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es <p>□</p>	<p>(xxi) demonstrate spelling knowledge by spelling words that have the same sounds represented by different letters, including ll and y</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with sílabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es <p>□</p>	<p>(xxii) demonstrate spelling knowledge by spelling words that have the same sounds represented by different letters, including c, k, and q</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with sílabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es <p>□</p>	<p>(xxv) demonstrate spelling knowledge by spelling words with hard r</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with sílabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es <p>□</p>	<p>(xxvi) demonstrate spelling knowledge by spelling words with soft r</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with sílabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es <p>□</p>	<p>(xxvii) demonstrate spelling knowledge by spelling words using n before v</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with sílabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es <p>□</p>	<p>(xxviii) demonstrate spelling knowledge by spelling words using m before b</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with sílabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es <p>□</p>	<p>(xxix) demonstrate spelling knowledge by spelling words using m before p</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with sílabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es <p>□</p>	<p>(xxx) demonstrate spelling knowledge by spelling words with sílabas trabadas</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with sílabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es <p>□</p>	<p>(xxx) demonstrate spelling knowledge by spelling the plural form of words ending in z by replacing the z with c before adding -es</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with sílabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es <p>□</p>	<p>(xxxii) apply spelling knowledge by spelling palabras agudas (words with an accent on the last syllable)</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with sílabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es <p>□</p>	<p>(xxxiii) apply spelling knowledge by spelling palabras graves (words with an accent on the penultimate syllable)</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with sílabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es <p>□</p>	<p>(xxxiv) apply spelling knowledge by spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with sílabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es <p>□</p>	<p>(xxxv) apply spelling knowledge by spelling words with the concept of diphthongs and their implications for orthographic accents</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with sílabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es <p>□</p>	<p>(xliii) apply spelling knowledge by marking accents appropriately when conjugating verbs in conditional tenses</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with sílabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es <p>□</p>	<p>(xiv) apply spelling knowledge by marking accents appropriately when conjugating verbs in future [tense]</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with sílabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es <p>□</p>	<p>(xiv) apply spelling knowledge by spelling words with silent h</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with sílabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es <p>□</p>	<p>(xlvi) apply spelling knowledge by spelling words that use the [syllable] que-</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with sílabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es <p>□</p>	<p>(xlvii) apply spelling knowledge by spelling words that use the [syllable] qui-</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with sílabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es <p>□</p>	<p>(xlviii) apply spelling knowledge by spelling words that use the [syllable] gue-</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with sílabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es <p>□</p>	<p>(xlix) apply spelling knowledge by spelling words that use the [syllable] gui-</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with sílabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es <p>□</p>	<p>(I) apply spelling knowledge by spelling words that use the [syllable] güe-</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with sílabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es <p>□</p>	<p>(ii) apply spelling knowledge by spelling words that use the [syllable] güi-</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with sílabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es <p>□</p>	<p>(iii) apply spelling knowledge by spelling words that have the same sounds represented by different letters, including ll and y</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with sílabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es <p>□</p>	<p>(Ix) apply spelling knowledge by spelling words using m before p</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with sílabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es <p>□</p>	<p>(Ixi) apply spelling knowledge by spelling words with sílabas trabadas</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with sílabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es <p>□</p>	<p>(Ixi) apply spelling knowledge by spelling the plural form of words ending in z by replacing the z with c before adding -es</p>
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(C) alphabetize a series of words to the third letter</p>	<p>(i) alphabetize a series of words to the third letter</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words</p>	<p>(i) write complete words legibly in cursive</p>
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words</p>	<p>(ii) write complete thoughts legibly in cursive leaving appropriate spaces between words</p>
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words</p>	<p>(iii) write complete answers legibly in cursive leaving appropriate spaces between words</p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p>	<p>(A) use print or digital resources to determine meaning, syllabication, and pronunciation</p>	<p>(i) use print or digital resources to determine meaning</p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p>	<p>(A) use print or digital resources to determine meaning, syllabication, and pronunciation</p>	<p>(ii) use print or digital resources to determine syllabication</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(A) use print or digital resources to determine meaning, syllabication, and pronunciation	(iii) use print or digital resources to determine pronunciation
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words	(i) use context within a sentence to determine the meaning of unfamiliar words
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words	(ii) use context within a sentence to determine the meaning of multiple-meaning words
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words	(iii) use context beyond a sentence to determine the meaning of unfamiliar words
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words	(iv) use context beyond a sentence to determine the meaning of multiple-meaning words
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word	(i) identify the meaning of words with affixes, including in-
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word	(ii) identify the meaning of words with affixes, including des-

Knowledge and Skills Statement	Student Expectation	Breakout
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word	(iii) identify the meaning of words with affixes, including ex-
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word	(iv) identify the meaning of words with affixes, including -mente
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word	(v) identify the meaning of words with affixes, including -dad
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word	(vi) identify the meaning of words with affixes, including -oso
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word	(vii) identify the meaning of words with affixes, including -eza
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word	(viii) identify the meaning of words with affixes, including -ura
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word	(ix) use words with affixes, including in-

Knowledge and Skills Statement	Student Expectation	Breakout
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word	(x) use words with affixes, including des-
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word	(xi) use words with affixes, including ex-
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word	(xii) use words with affixes, including -mente
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word	(xiii) use words with affixes, including -dad
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word	(xiv) use words with affixes, including -oso
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word	(xv) use words with affixes, including -eza
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word	(xvi) use words with affixes, including -ura

Knowledge and Skills Statement	Student Expectation	Breakout
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word	(xvii) know how the affix [in-] changes the meaning of the word
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word	(xviii) know how the affix [des-] changes the meaning of the word
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word	(xix) know how the affix [ex-] changes the meaning of the word
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word	(xx) know how the affix [-mente] changes the meaning of the word
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word	(xxi) know how the affix [-dad] changes the meaning of the word
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word	(xxii) know how the affix [-oso] changes the meaning of the word
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word	(xxiii) know how the affix [-eza] changes the meaning of the word

Knowledge and Skills Statement	Student Expectation	Breakout
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word	(xxiv) know how the affix [-ura] changes the meaning of the word
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text	(i) identify antonyms
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text	(ii) identify synonyms
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text	(iii) identify idioms
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text	(iv) identify homophones
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text	(v) identify homographs
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text	(vi) use antonyms

Knowledge and Skills Statement	Student Expectation	Breakout
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text	(vii) use synonyms
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text	(viii) use idioms
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text	(ix) use homophones
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text	(x) use homographs
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text	(xi) explain the meaning of antonyms in a text
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text	(xii) explain the meaning of synonyms in a text
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text	(xiii) explain the meaning of idioms in a text

Knowledge and Skills Statement	Student Expectation	Breakout
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text	(xiv) explain the meaning of homophones in a text
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text	(xv) explain the meaning of homographs in a text
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(E) differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien	(i) differentiate between [or among] homographs
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(E) differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien	(ii) differentiate between [or among] homophones
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(E) differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien	(iii) differentiate between [or among] commonly confused terms
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(E) differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien	(iv) use homographs
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(E) differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien	(v) use homophones

Knowledge and Skills Statement	Student Expectation	Breakout
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(E) differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien	(vi) use commonly confused terms
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	[A] use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	(i) use appropriate fluency (rate) when reading grade-level text
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	[A] use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	(ii) use appropriate fluency (accuracy) when reading grade-level text
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	[A] use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	(iii) use appropriate fluency (prosody) when reading grade-level text
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	[A] self-select text and read independently for a sustained period of time	(i) self-select text

Knowledge and Skills Statement	Student Expectation	Breakout
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	[A] self-select text and read independently for a sustained period of time	(ii) read independently for a sustained period of time
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(A) establish purpose for reading assigned and self-selected texts	(i) establish purpose for reading assigned texts
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(A) establish purpose for reading assigned and self-selected texts	(ii) establish purpose for reading self-selected texts
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(B) generate questions about text before, during, and after reading to deepen understanding and gain information	(i) generate questions about text before reading to deepen understanding
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(B) generate questions about text before, during, and after reading to deepen understanding and gain information	(ii) generate questions about text during reading to deepen understanding
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(B) generate questions about text before, during, and after reading to deepen understanding and gain information	(iii) generate questions about text after reading to deepen understanding

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information</p>	<p>(iv) generate questions about text before reading to gain information</p>
<p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information</p>	<p>(v) generate questions about text during reading to gain information</p>
<p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information</p>	<p>(vi) generate questions about text after reading to gain information</p>
<p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures</p>	<p>(i) make predictions using text features</p>
<p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures</p>	<p>(ii) make predictions using characteristics of genre</p>
<p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures</p>	<p>(iii) make predictions using structures</p>

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<p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures</p>	<p>(iv) correct or confirm predictions using text features</p>
<p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures</p>	<p>(v) correct or confirm predictions using characteristics of genre</p>
<p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures</p>	<p>(vi) correct or confirm predictions using structures</p>
<p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>(D) create mental images to deepen understanding</p>	<p>(i) create mental images to deepen understanding</p>
<p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>(E) make connections to personal experiences, ideas in other texts, and society</p>	<p>(i) make connections to personal experiences</p>
<p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>(E) make connections to personal experiences, ideas in other texts, and society</p>	<p>(ii) make connections to ideas in other texts</p>

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(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(E) make connections to personal experiences, ideas in other texts, and society	(iii) make connections to society
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(F) make inferences and use evidence to support understanding	(i) make inferences to support understanding
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(F) make inferences and use evidence to support understanding	(ii) use evidence to support understanding
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(G) evaluate details read to determine key ideas	(i) evaluate details read to determine key ideas
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(H) synthesize information to create new understanding	(i) synthesize information to create new understanding
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down	(i) monitor comprehension

Knowledge and Skills Statement	Student Expectation	Breakout
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down	(ii) make adjustments when understanding breaks down
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(A) describe personal connections to a variety of sources, including self-selected texts	(i) describe personal connections to a variety of sources, including self-selected texts
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(B) write a response to a literary or informational text that demonstrates an understanding of a text	(i) write a response to a literary or informational text that demonstrates an understanding of a text
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(C) use text evidence to support an appropriate response	(i) use text evidence to support an appropriate response
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(D) retell and paraphrase texts in ways that maintain meaning and logical order	(i) retell texts in ways that maintain meaning
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(D) retell and paraphrase texts in ways that maintain meaning and logical order	(ii) retell texts in ways that maintain logical order

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(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(D) retell and paraphrase texts in ways that maintain meaning and logical order	(iii) paraphrase texts in ways that maintain meaning
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(D) retell and paraphrase texts in ways that maintain meaning and logical order	(iv) paraphrase texts in ways that maintain logical order
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	(i) interact with sources in meaningful ways
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(F) respond using newly acquired vocabulary as appropriate	(i) respond using newly acquired vocabulary as appropriate
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(G) discuss specific ideas in the text that are important to the meaning	(i) discuss specific ideas in the text that are important to the meaning
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(A) infer the theme of a work, distinguishing theme from topic	(i) infer the theme of a work, distinguishing theme from topic

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(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(B) explain the relationships among the major and minor characters	(i) explain the relationships among the major and minor characters
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(C) analyze plot elements, including the sequence of events, the conflict, and the resolution	(i) analyze plot elements, including the sequence of events
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(C) analyze plot elements, including the sequence of events, the conflict, and the resolution	(ii) analyze plot elements, including the conflict
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(C) analyze plot elements, including the sequence of events, the conflict, and the resolution	(iii) analyze plot elements, including the resolution
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(D) explain the influence of the setting on the plot	(i) explain the influence of the setting on the plot

Knowledge and Skills Statement	Student Expectation	Breakout
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths	(i) demonstrate knowledge of distinguishing characteristics of well-known children's literature
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	(i) explain rhyme scheme in a variety of poems
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	(ii) explain sound devices in a variety of poems
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	(iii) explain structural elements in a variety of poems
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(C) discuss the elements of drama such as characters, dialogue, setting, and acts	(i) discuss the elements of drama

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<p>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	<p>(D) recognize characteristics and structures of informational text, including: (i) the central idea with supporting evidence; (ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; and (iii) organizational patterns such as cause and effect and problem and solution</p>	<p>(i) recognize characteristics of informational text, including the central idea with supporting evidence</p>
<p>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	<p>(D) recognize characteristics and structures of informational text, including: (i) the central idea with supporting evidence; (ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; and (iii) organizational patterns such as cause and effect and problem and solution</p>	<p>(ii) recognize characteristics of informational text, including features to support understanding</p>
<p>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	<p>(D) recognize characteristics and structures of informational text, including: (i) the central idea with supporting evidence; (ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; and (iii) organizational patterns such as cause and effect and problem and solution</p>	<p>(iii) recognize characteristics of informational text, including organizational patterns</p>
<p>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	<p>(D) recognize characteristics and structures of informational text, including: (i) the central idea with supporting evidence; (ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; and (iii) organizational patterns such as cause and effect and problem and solution</p>	<p>(iv) recognize structures of informational text, including the central idea with supporting evidence</p>

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<p>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	<p>(D) recognize characteristics and structures of informational text, including: (i) the central idea with supporting evidence; (ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; and (iii) organizational patterns such as cause and effect and problem and solution</p>	<p>(v) recognize structures of informational text, including features to support understanding</p>
<p>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	<p>(D) recognize characteristics and structures of informational text, including: (i) the central idea with supporting evidence; (ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; and (iii) organizational patterns such as cause and effect and problem and solution</p>	<p>(vi) recognize structures of informational text, including organizational patterns</p>
<p>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	<p>(E) recognize characteristics and structures of argumentative text by: (i) identifying the claim; (ii) distinguishing facts from opinion; and (iii) identifying the intended audience or reader <input type="checkbox"/></p>	<p>(i) recognize characteristics of argumentative text by identifying the claim</p>
<p>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	<p>(E) recognize characteristics and structures of argumentative text by: (i) identifying the claim; (ii) distinguishing facts from opinion; and (iii) identifying the intended audience or reader <input type="checkbox"/></p>	<p>(ii) recognize characteristics of argumentative text by distinguishing facts from opinion</p>
<p>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	<p>(E) recognize characteristics and structures of argumentative text by: (i) identifying the claim; (ii) distinguishing facts from opinion; and (iii) identifying the intended audience or reader <input type="checkbox"/></p>	<p>(iii) recognize characteristics of argumentative text by identifying the intended audience or reader</p>

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(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(E) recognize characteristics and structures of argumentative text by: (i) identifying the claim; (ii) distinguishing facts from opinion; and (iii) identifying the intended audience or reader <input type="checkbox"/>	(iv) recognize structures of argumentative text by identifying the claim
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(E) recognize characteristics and structures of argumentative text by: (i) identifying the claim; (ii) distinguishing facts from opinion; and (iii) identifying the intended audience or reader <input type="checkbox"/>	(v) recognize structures of argumentative text by distinguishing facts from opinion
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(E) recognize characteristics and structures of argumentative text by: (i) identifying the claim; (ii) distinguishing facts from opinion; and (iii) identifying the intended audience or reader <input type="checkbox"/>	(vi) recognize structures of argumentative text by identifying the intended audience or reader <input type="checkbox"/>
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(F) recognize characteristics of multimodal and digital texts	(i) recognize characteristics of multimodal texts
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(F) recognize characteristics of multimodal and digital texts	(ii) recognize characteristics of digital texts

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	<p>(A) explain the author's purpose and message within a text</p>	<p>(i) explain the author's purpose within a text</p>
<p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	<p>(A) explain the author's purpose and message within a text</p>	<p>(ii) explain the author's message within a text</p>
<p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	<p>(B) explain how the use of text structure contributes to the author's purpose</p>	<p>(i) explain how the use of text structure contributes to the author's purpose</p>
<p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	<p>(C) explain the author's use of print and graphic features to achieve specific purposes</p>	<p>(i) explain the author's use of print features to achieve specific purposes</p>

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<p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	<p>(C) explain the author's use of print and graphic features to achieve specific purposes</p>	<p>(ii) explain the author's use of graphic features to achieve specific purposes</p>
<p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	<p>(D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes</p>	<p>(i) describe how the author's use of imagery achieves specific purposes</p>
<p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	<p>(D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes</p>	<p>(ii) describe how the author's use of literal language achieves specific purposes</p>
<p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	<p>(D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes</p>	<p>(iii) describe how the author's use of figurative language achieves specific purposes</p>

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<p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	<p>(D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes</p>	<p>(iv) describe how the author's use of sound devices achieves specific purposes</p>
<p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	<p>(E) identify the use of literary devices, including first- or third-person point of view</p>	<p>(i) identify the use of literary devices, including first- or third-person point of view</p>
<p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	<p>(F) discuss how the author's use of language contributes to voice</p>	<p>(i) discuss how the author's use of language contributes to voice</p>
<p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	<p>(G) identify and explain the use of hyperbole</p>	<p>(i) identify the use of hyperbole</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(G) identify and explain the use of hyperbole	(ii) explain the use of hyperbole
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping	(i) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction and a conclusion; and (ii) developing an engaging idea with relevant details <input type="checkbox"/>	(i) develop drafts into a focused piece of writing by organizing with purposeful structure, including an introduction
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction and a conclusion; and (ii) developing an engaging idea with relevant details <input type="checkbox"/>	(ii) develop drafts into a focused piece of writing by organizing with purposeful structure, including a conclusion
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction and a conclusion; and (ii) developing an engaging idea with relevant details <input type="checkbox"/>	(iii) develop drafts into a focused piece of writing by developing an engaging idea with relevant details

Knowledge and Skills Statement	Student Expectation	Breakout
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction and a conclusion; and (ii) developing an engaging idea with relevant details <input type="checkbox"/>	(iv) develop drafts into a structured piece of writing by organizing with purposeful structure, including an introduction
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction and a conclusion; and (ii) developing an engaging idea with relevant details <input type="checkbox"/>	(v) develop drafts into a structured piece of writing by organizing with purposeful structure, including a conclusion
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction and a conclusion; and (ii) developing an engaging idea with relevant details <input type="checkbox"/>	(vi) develop drafts into a structured piece of writing by developing an engaging idea with relevant details
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction and a conclusion; and (ii) developing an engaging idea with relevant details <input type="checkbox"/>	(vii) develop drafts into a coherent piece of writing by organizing with purposeful structure, including an introduction
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction and a conclusion; and (ii) developing an engaging idea with relevant details <input type="checkbox"/>	(viii) develop drafts into a coherent piece of writing by organizing with purposeful structure, including a conclusion
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction and a conclusion; and (ii) developing an engaging idea with relevant details <input type="checkbox"/>	(ix) develop drafts into a coherent piece of writing by developing an engaging idea with relevant details

Knowledge and Skills Statement	Student Expectation	Breakout
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	(i) revise drafts to improve sentence structure
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	(ii) revise drafts to improve word choice
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	(iii) revise drafts by adding ideas for coherence
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	(iv) revise drafts by deleting ideas for coherence
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	(v) revise drafts by combining ideas for coherence
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	(vi) revise drafts by rearranging ideas for coherence

Knowledge and Skills Statement	Student Expectation	Breakout
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	(vii) revise drafts by adding ideas for clarity
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	(viii) revise drafts deleting ideas for clarity
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	(ix) revise drafts combining ideas for clarity
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	(x) revise drafts by rearranging ideas for clarity

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:</p> <ul style="list-style-type: none"> (i) complete simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules 	<p>(i) edit drafts using standard Spanish conventions, including complete simple sentences with subject-verb agreement</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:</p> <ul style="list-style-type: none"> (i) complete simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules 	<p>(ii) edit drafts using standard Spanish conventions, including complete compound sentences with subject-verb agreement</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:</p> <ul style="list-style-type: none"> (i) complete simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules 	<p>(iii) edit drafts using standard Spanish conventions, including simple past verb tense, including the difference between ser and estar</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:</p> <ul style="list-style-type: none"> (i) complete simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules 	<p>(iv) edit drafts using standard Spanish conventions, including simple present verb tense, including the difference between ser and estar</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:</p> <ul style="list-style-type: none"> (i) complete simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules 	<p>(v) edit drafts using standard Spanish conventions, including simple future verb tense, including the difference between ser and estar</p>

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<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:</p> <ul style="list-style-type: none"> (i) complete simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules 	<p>(vi) edit drafts using standard Spanish conventions, including imperfect past verb [tense] including the difference between ser and estar</p>

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<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:</p> <ul style="list-style-type: none"> (i) complete simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules 	<p>(vii) edit drafts using standard Spanish conventions, including perfect verb tenses including the difference between ser and estar</p>

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<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:</p> <ul style="list-style-type: none"> (i) complete simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules 	<p>(viii) edit drafts using standard Spanish conventions, including conditional verb tenses including the difference between ser and estar</p>

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<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:</p> <ul style="list-style-type: none"> (i) complete simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules 	<p>(ix) edit drafts using standard Spanish conventions, including singular nouns, including gender-specific articles</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:</p> <ul style="list-style-type: none"> (i) complete simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules 	<p>(x) edit drafts using standard Spanish conventions, including plural nouns, including gender-specific articles</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:</p> <ul style="list-style-type: none"> (i) complete simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules 	<p>(xi) edit drafts using standard Spanish conventions, including common nouns, including gender-specific articles</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including: (i) complete simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(xii) edit drafts using standard Spanish conventions, including proper nouns, including gender-specific articles</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including: (i) complete simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(xiii) edit drafts using standard Spanish conventions, including adjectives, including their comparative forms</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:</p> <ul style="list-style-type: none"> (i) complete simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules 	<p>(xiv) edit drafts using standard Spanish conventions, including adjectives, including their superlative forms</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:</p> <ul style="list-style-type: none"> (i) complete simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules 	<p>(xv) edit drafts using standard Spanish conventions, including adverbs that convey time</p>

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<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:</p> <ul style="list-style-type: none"> (i) complete simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules 	<p>(xvi) edit drafts using standard Spanish conventions, including adverbs that convey manner</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:</p> <ul style="list-style-type: none"> (i) complete simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules 	<p>(xvii) edit drafts using standard Spanish conventions, including prepositions</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:</p> <ul style="list-style-type: none"> (i) complete simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules 	<p>(xviii) edit drafts using standard Spanish conventions, including prepositional phrases</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:</p> <ul style="list-style-type: none"> (i) complete simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules 	<p>(xix) edit drafts using standard Spanish conventions, including pronouns, including personal pronouns</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:</p> <ul style="list-style-type: none"> (i) complete simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules 	<p>(xx) edit drafts using standard Spanish conventions, including pronouns, including possessive pronouns</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:</p> <ul style="list-style-type: none"> (i) complete simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules 	<p>(xxi) edit drafts using standard Spanish conventions, including pronouns, including objective pronouns</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:</p> <ul style="list-style-type: none"> (i) complete simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules 	<p>(xxii) edit drafts using standard Spanish conventions, including pronouns, including reflexive pronouns</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:</p> <ul style="list-style-type: none"> (i) complete simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules 	<p>(xxiii) edit drafts using standard Spanish conventions, including coordinating conjunctions to form compound subjects</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:</p> <ul style="list-style-type: none"> (i) complete simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules 	<p>(xxiv) edit drafts using standard Spanish conventions, including coordinating conjunctions to form compound predicates</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:</p> <ul style="list-style-type: none"> (i) complete simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules 	<p>(xxv) edit drafts using standard Spanish conventions, including coordinating conjunctions to form compound sentences</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:</p> <ul style="list-style-type: none"> (i) complete simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules 	<p>(xxvi) edit drafts using standard Spanish conventions, including capitalization of proper nouns</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:</p> <ul style="list-style-type: none"> (i) complete simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules 	<p>(xxvii) edit drafts using standard Spanish conventions, including capitalization of geographical names</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:</p> <ul style="list-style-type: none"> (i) complete simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules 	<p>(xxviii) edit drafts using standard Spanish conventions, including capitalization of geographical places</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:</p> <ul style="list-style-type: none"> (i) complete simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules 	<p>(xxix) edit drafts using standard Spanish conventions, including capitalization of historical periods</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:</p> <ul style="list-style-type: none"> (i) complete simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules 	<p>(xxx) edit drafts using standard Spanish conventions, including capitalization of official titles of people</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:</p> <ul style="list-style-type: none"> (i) complete simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules 	<p>(xxx) edit drafts using standard Spanish conventions, including punctuation marks, including commas in a series</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:</p> <ul style="list-style-type: none"> (i) complete simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules 	<p>(xxxii) edit drafts using standard Spanish conventions, including punctuation marks, including commas in dates</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:</p> <ul style="list-style-type: none"> (i) complete simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules 	<p>(xxxiii) edit drafts using standard Spanish conventions, including correct mechanics, including indentations</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:</p> <ul style="list-style-type: none"> (i) complete simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules 	<p>(xxxiv) edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:</p> <ul style="list-style-type: none"> (i) complete simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules 	<p>(xxxv) edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic rules</p>
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(E) publish written work for appropriate audiences</p>	<p>(i) publish written work for appropriate audiences</p>
<p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p>	<p>(A) compose literary texts, including personal narratives and poetry, using genre characteristics and craft</p>	<p>(i) compose literary texts, including personal narratives, using genre characteristics</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	(A) compose literary texts, including personal narratives and poetry, using genre characteristics and craft	(ii) compose literary texts, including personal narratives, using craft
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	(A) compose literary texts, including personal narratives and poetry, using genre characteristics and craft	(iii) compose literary texts, including poetry, using genre characteristics
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	(A) compose literary texts, including personal narratives and poetry, using genre characteristics and craft	(iv) compose literary texts, including poetry, using craft
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft	(i) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft	(ii) compose informational texts, including brief compositions that convey information about a topic, using genre characteristics
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft	(iii) compose informational texts, including brief compositions that convey information about a topic, using craft

Knowledge and Skills Statement	Student Expectation	Breakout
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	(C) compose argumentative texts, including opinion essays, using genre characteristics and craft	(i) compose argumentative texts, including opinion essays, using genre characteristics
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	(C) compose argumentative texts, including opinion essays, using genre characteristics and craft	(ii) compose argumentative texts, including opinion essays, using craft
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	(D) compose correspondence such as thank you notes or letters	(i) compose correspondence
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(A) generate questions on a topic for formal and informal inquiry	(i) generate questions on a topic for formal inquiry
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(A) generate questions on a topic for formal and informal inquiry	(ii) generate questions on a topic for informal inquiry
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(B) develop and follow a research plan with adult assistance	(i) develop a research plan with adult assistance

Knowledge and Skills Statement	Student Expectation	Breakout
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(B) develop and follow a research plan with adult assistance	(ii) follow a research plan with adult assistance
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(C) identify and gather relevant information from a variety of sources	(i) identify relevant information from a variety of sources
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(C) identify and gather relevant information from a variety of sources	(ii) gather relevant information from a variety of sources
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(D) identify primary and secondary sources	(i) identify primary sources
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(D) identify primary and secondary sources	(ii) identify secondary sources
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(E) demonstrate understanding of information gathered	(i) demonstrate understanding of information gathered

Knowledge and Skills Statement	Student Expectation	Breakout
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(F) recognize the difference between paraphrasing and plagiarism when using source materials	(i) recognize the difference between paraphrasing and plagiarism when using source materials
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(G) create a works cited page	(i) create a works cited page
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	(i) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results