

SLAR, Grade 4 (IMRA26)

Subject: Spanish Language Arts and Reading

Grade: 04

Expectations: 64

Breakouts: 234

(a) Introduction.

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.
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.
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.
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 Statements

- (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:
 - (A) listen actively, ask relevant questions to clarify information, and make pertinent comments;
 - (i) listen actively
 - (ii) ask relevant questions to clarify information
 - (iii) make pertinent comments
 - (B) follow, restate, and give oral instructions that involve a series of related sequences of action;

- (i) follow oral instructions that involve a series of related sequences of action
 - (ii) restate oral instructions that involve a series of related sequences of action
 - (iii) give oral instructions that involve a series of related sequences of action
- (C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; and
- (i) express an opinion supported by accurate information, employing eye contact to communicate ideas effectively
 - (ii) express an opinion supported by accurate information, employing speaking rate to communicate ideas effectively
 - (iii) express an opinion supported by accurate information, employing volume to communicate ideas effectively
 - (iv) express an opinion supported by accurate information, employing enunciation to communicate ideas effectively
 - (v) express an opinion supported by accurate information, employing the conventions of language to communicate ideas effectively
- (D) work collaboratively with others to develop a plan of shared responsibilities.
- (i) work collaboratively with others to develop a plan of shared responsibilities
- (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:
- (A) demonstrate and apply phonetic knowledge by: decoding palabras agudas, graves, esdrújulas, and sobresdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate); using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus; decoding and differentiating the meaning of a word based on the diacritical accent; and decoding words with prefixes and suffixes;
- (i) demonstrate phonetic knowledge by decoding palabras agudas (words with the stress on the last syllable)
 - (ii) demonstrate phonetic knowledge by decoding palabras graves (words with the stress on the penultimate syllable)
 - (iii) demonstrate phonetic knowledge by decoding palabras esdrújulas (words with the stress on the antepenultimate syllable)
 - (iv) demonstrate phonetic knowledge by decoding palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate)
 - (v) demonstrate phonetic knowledge by using orthographic rules to segment syllables, including diphthongs
 - (vi) demonstrate phonetic knowledge by using orthographic rules to segment syllables, including formal hiatus
 - (vii) demonstrate phonetic knowledge by using orthographic rules to segment syllables, including accented hiatus

- (viii) demonstrate phonetic knowledge by using orthographic rules to combine syllables, including diphthongs
 - (ix) demonstrate phonetic knowledge by using orthographic rules to combine syllables, including formal hiatus
 - (x) demonstrate phonetic knowledge by using orthographic rules to combine syllables, including accented hiatus
 - (xi) demonstrate phonetic knowledge by decoding the meaning of a word based on the diacritical accent
 - (xii) demonstrate phonetic knowledge by differentiating the meaning of a word based on the diacritical accent
 - (xiii) demonstrate phonetic knowledge by decoding words with prefixes
 - (xiv) demonstrate phonetic knowledge by decoding words with suffixes
 - (xv) apply phonetic knowledge by decoding palabras agudas (words with the stress on the last syllable)
 - (xvi) apply phonetic knowledge by decoding palabras graves (words with the stress on the penultimate syllable)
 - (xvii) apply phonetic knowledge by decoding palabras esdrújulas (words with the stress on the antepenultimate syllable)
 - (xviii) apply phonetic knowledge by decoding palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate)
 - (xix) apply phonetic knowledge by using orthographic rules to segment syllables, including diphthongs
 - (xx) apply phonetic knowledge by using orthographic rules to segment syllables, including formal hiatus
 - (xxi) apply phonetic knowledge by using orthographic rules to segment syllables, including accented hiatus
 - (xxii) apply phonetic knowledge by using orthographic rules to combine syllables, including diphthongs
 - (xxiii) apply phonetic knowledge by using orthographic rules to combine syllables, including formal hiatus
 - (xxiv) apply phonetic knowledge by using orthographic rules to combine syllables, including accented hiatus
 - (xxv) apply phonetic knowledge by decoding the meaning of a word based on the diacritical accent
 - (xxvi) apply phonetic knowledge by differentiating the meaning of a word based on the diacritical accent
 - (xxvii) apply phonetic knowledge by decoding words with prefixes
 - (xxviii) apply phonetic knowledge by decoding words with suffixes
- (B) demonstrate and apply spelling knowledge by: spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent; spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; spelling words with diphthongs and hiatus; and marking accents appropriately when conjugating verbs such as in simple and imperfect past, past participle, perfect, conditional, and future tenses; and
- (i) demonstrate spelling knowledge by spelling palabras agudas (words with the stress on the last syllable) with an orthographic accent
 - (ii) demonstrate spelling knowledge by spelling palabras graves (words with the stress on the penultimate syllable) with an orthographic accent

- (iii) demonstrate spelling knowledge by spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent
- (iv) demonstrate spelling knowledge by spelling words with diphthongs
- (v) demonstrate spelling knowledge by spelling words with hiatus
- (vi) demonstrate spelling knowledge by marking accents appropriately when conjugating verbs
- (vii) apply spelling knowledge by spelling palabras agudas (words with the stress on the last syllable) with an orthographic accent
- (viii) apply spelling knowledge by spelling palabras graves (words with the stress on the penultimate syllable) with an orthographic accent
- (ix) apply spelling knowledge by spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent
- (x) apply spelling knowledge by spelling words with diphthongs
- (xi) apply spelling knowledge by spelling words with hiatus
- (xii) apply spelling knowledge by marking accents appropriately when conjugating verbs

(C) write legibly in cursive to complete assignments

- (i) write legibly in cursive to complete assignments

(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;

- (i) use print or digital resources to determine meaning
- (ii) use print or digital resources to determine syllabication
- (iii) use print or digital resources to determine pronunciation

(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;

- (i) use context within a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words
- (ii) use context beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words

(C) identify the meaning of and use words with affixes such as mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafía, metro, fono, and tele;

- (i) identify the meaning of base words with affixes
- (ii) identify the meaning of roots, including auto
- (iii) identify the meaning of roots, including bio
- (iv) identify the meaning of roots, including grafía
- (v) identify the meaning of roots, including metro

- (vi) identify the meaning of roots, including fono
- (vii) identify the meaning of roots, including tele
- (viii) use base words with affixes
- (ix) use roots, including auto
- (x) use roots, including bio
- (xi) use roots, including grafía
- (xii) use roots, including metro
- (xiii) use roots, including fono
- (xiv) use roots, including tele

(D) identify, use, and explain the meaning of idioms, homographs, and homophones such as abrasar/abrazar; and

- (i) identify idioms
- (ii) identify homographs
- (iii) identify homophones
- (iv) use idioms
- (v) use homographs
- (vi) use homophones
- (vii) explain the meaning of idioms
- (viii) explain the meaning of homographs
- (ix) explain the meaning of homophones

(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
- (ii) differentiate between [or among] homophones
- (iii) differentiate between [or among] commonly confused terms
- (iv) use homographs
- (v) use homophones
- (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
- (ii) use appropriate fluency (accuracy) 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
 - (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
 - (ii) establish purpose for reading self-selected texts
 - (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
 - (ii) generate questions about text during reading to deepen understanding
 - (iii) generate questions about text after reading to deepen understanding
 - (iv) generate questions about text before reading to gain information
 - (v) generate questions about text during reading to gain information
 - (vi) generate questions about text after reading to gain information
 - (C) make and correct or confirm predictions using text features, characteristics of genre, and structures;
 - (i) make predictions using text features
 - (ii) make predictions using characteristics of genre
 - (iii) make predictions using structures
 - (iv) correct or confirm predictions using text features
 - (v) correct or confirm predictions using characteristics of genre
 - (vi) correct or confirm predictions using structures
 - (D) create mental images to deepen understanding;
 - (i) create mental images to deepen understanding
 - (E) make connections to personal experiences, ideas in other texts, and society;
 - (i) make connections to personal experiences
 - (ii) make connections to ideas in other texts
 - (iii) make connections to society
 - (F) make inferences and use evidence to support understanding;

- (i) make inferences
 - (ii) use evidence to support understanding
 - (G) evaluate details read to determine key ideas;
 - (i) evaluate details read to determine key ideas
 - (H) synthesize information to create new understanding; and
 - (i) synthesize information to create new understanding
 - (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
 - (i) monitor comprehension
 - (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
 - (B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;
 - (i) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources
 - (C) use text evidence to support an appropriate response;
 - (i) use text evidence to support an appropriate response
 - (D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;
 - (i) retell, paraphrase, or summarize texts in ways that maintain meaning
 - (ii) retell, paraphrase, or summarize texts in ways that maintain logical order
 - (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
 - (i) interact with sources in meaningful ways
 - (F) respond using newly acquired vocabulary as appropriate; and
 - (i) respond using newly acquired vocabulary as appropriate
 - (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 basic themes supported by text evidence;
 - (i) infer basic themes supported by text evidence

- (B) explain the interactions of the characters and the changes they undergo;
 - (i) explain the interactions of the characters
 - (ii) explain the changes [the characters] undergo
- (C) analyze plot elements, including the rising action, climax, falling action, and resolution; and
 - (i) analyze plot elements, including the rising action
 - (ii) analyze plot elements, including the climax
 - (iii) analyze plot elements, including the falling action
 - (iv) analyze plot elements, including the resolution
- (D) explain the influence of the setting, including historical and cultural settings, on the plot.
 - (i) explain the influence of the setting, including historical settings, on the plot
 - (ii) explain the influence of the setting, including cultural settings, on the plot
- (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, legends, myths, and tall tales;
 - (i) demonstrate knowledge of distinguishing characteristics of well-known children's literature
 - (B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images;
 - (i) explain figurative language that the poet uses to create images
 - (C) explain structure in drama such as character tags, acts, scenes, and stage directions;
 - (i) explain structure in drama
 - (D) recognize characteristics and structures of informational text, including: the central idea with supporting evidence; features such as pronunciation guides and diagrams to support understanding; and organizational patterns such as compare and contrast;
 - (i) recognize characteristics of informational text, including the central idea with supporting evidence
 - (ii) recognize characteristics of informational text, including features to support understanding
 - (iii) recognize characteristics of informational text, including organizational patterns
 - (iv) recognize structures of informational text, including the central idea with supporting evidence
 - (v) recognize structures of informational text, including features to support understanding
 - (vi) recognize structures of informational text, including organizational patterns
 - (E) recognize characteristics and structures of argumentative text by: identifying the claim; explaining how the author has used facts for an argument; and identifying the intended audience or reader; and
 - (i) recognize characteristics of argumentative text by identifying the claim

- (ii) recognize characteristics of argumentative text by explaining how the author has used facts for an argument
 - (iii) recognize characteristics of argumentative text by identifying the intended audience or reader
 - (iv) recognize structures of argumentative text by identifying the claim
 - (v) recognize structures of argumentative text by explaining how the author has used facts for an argument
 - (vi) recognize structures of argumentative text by identifying the intended audience or reader
- (F) recognize characteristics of multimodal and digital texts.
- (i) recognize characteristics of multimodal texts
 - (ii) recognize characteristics of digital texts

(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:

- (A) explain the author's purpose and message within a text;
 - (i) explain the author's purpose within a text
 - (ii) explain the author's message within a text
- (B) explain how the use of text structure contributes to the author's purpose;
 - (i) explain how the use of text structure contributes to the author's purpose
- (C) analyze the author's use of print and graphic features to achieve specific purposes;
 - (i) analyze the author's use of print features to achieve specific purposes
 - (ii) analyze the author's use of graphic features to achieve specific purposes
- (D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes;
 - (i) describe how the author's use of imagery achieves specific purposes
 - (ii) describe how the author's use of literal language achieves specific purposes
 - (iii) describe how the author's use of figurative language achieves specific purposes
 - (iv) describe how the author's use of sound devices achieves specific purposes
- (E) identify and understand the use of literary devices, including first- or third-person point of view;
 - (i) identify the use of literary devices, including first- or third-person point of view
 - (ii) understand the use of literary devices, including first- or third-person point of view
- (F) discuss how the author's use of language contributes to voice; and
 - (i) discuss how the author's use of language contributes to voice
- (G) identify and explain the use of anecdote.

- (i) identify the use of anecdote
- (ii) explain the use of anecdote

(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
- (B) develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions, and a conclusion; and developing an engaging idea with relevant details;
 - (i) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction
 - (ii) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions
 - (iii) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion
 - (iv) develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details
- (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
 - (ii) revise drafts to improve word choice
 - (iii) revise drafts by adding ideas for coherence
 - (iv) revise drafts by deleting ideas for coherence
 - (v) revise drafts by combining ideas for coherence
 - (vi) revise drafts by rearranging ideas for coherence
 - (vii) revise drafts by adding ideas for clarity
 - (viii) revise drafts deleting ideas for clarity
 - (ix) revise drafts combining ideas for clarity
 - (x) revise drafts by rearranging ideas for clarity
- (D) edit drafts using standard Spanish conventions, including: complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; verb tense such as simple past, present, and future and imperfect past, past participle, and conditional; singular, plural, common, and proper nouns, including gender-specific articles; adjectives, including their comparative and superlative forms; adverbs that convey frequency and adverbs that convey degree; prepositions and prepositional phrases; pronouns, including personal, possessive, objective, reflexive, and prepositional; coordinating conjunctions to form compound subjects,

predicates, and sentences; capitalization of historical events and documents, titles of books, stories, and essays; punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and correct spelling of words with grade-appropriate orthographic patterns and rules; and

- (i) edit drafts using standard Spanish conventions, including complete simple sentences with subject-verb agreement
- (ii) edit drafts using standard Spanish conventions, including compound sentences with subject-verb agreement
- (iii) edit drafts using standard Spanish conventions, including complete compound sentences with avoidance of splices
- (iv) edit drafts using standard Spanish conventions, including complete compound sentences with avoidance of run-ons
- (v) edit drafts using standard Spanish conventions, including complete compound sentences with avoidance of fragments
- (vi) edit drafts using standard Spanish conventions, including verb tense
- (vii) edit drafts using standard Spanish conventions, including singular nouns, including gender-specific articles
- (viii) edit drafts using standard Spanish conventions, including plural nouns, including gender-specific articles
- (ix) edit drafts using standard Spanish conventions, including common nouns, including gender-specific articles
- (x) edit drafts using standard Spanish conventions, including proper nouns, including gender-specific articles
- (xi) edit drafts using standard Spanish conventions, including adjectives, including their comparative forms
- (xii) edit drafts using standard Spanish conventions, including adjectives, including their superlative forms
- (xiii) edit drafts using standard Spanish conventions, including adverbs that convey frequency
- (xiv) edit drafts using standard Spanish conventions, including adverbs that convey degree
- (xv) edit drafts using standard Spanish conventions, including prepositions
- (xvi) edit drafts using standard Spanish conventions, including prepositional phrases
- (xvii) edit drafts using standard Spanish conventions, including pronouns, including objective
- (xviii) edit drafts using standard Spanish conventions, including pronouns, including reflexive
- (xix) edit drafts using standard Spanish conventions, including pronouns, including prepositional
- (xx) edit drafts using standard Spanish conventions, including coordinating conjunctions to form compound subjects
- (xxi) edit drafts using standard Spanish conventions, including coordinating conjunctions to form compound predicates
- (xxii) edit drafts using standard Spanish conventions, including coordinating conjunctions to form compound sentences
- (xxiii) edit drafts using standard Spanish conventions, including capitalization of historical events

- (xxiv) edit drafts using standard Spanish conventions, including capitalization of historical documents
 - (xxv) edit drafts using standard Spanish conventions, including capitalization of titles of books
 - (xxvi) edit drafts using standard Spanish conventions, including capitalization of titles of stories
 - (xxvii) edit drafts using standard Spanish conventions, including capitalization of titles of essays
 - (xxviii) edit drafts using standard Spanish conventions, including punctuation marks, including commas in compound sentences
 - (xxix) edit drafts using standard Spanish conventions, including punctuation marks, including commas in complex sentences
 - (xxx) edit drafts using standard Spanish conventions, including punctuation marks, including em dash for dialogue
 - (xxxi) edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns
 - (xxxii) edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic rules
- (E) publish written work for appropriate audiences.
- (i) publish written work for appropriate audiences

(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 such as personal narratives and poetry using genre characteristics and craft;
 - (i) compose literary texts using genre characteristics
 - (ii) compose literary texts using craft
- (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
 - (ii) compose informational texts, including brief compositions that convey information about a topic, using genre characteristics
 - (iii) compose informational texts, including brief compositions that convey information about a topic, using craft
- (C) compose argumentative texts, including opinion essays using genre characteristics and craft; and
 - (i) compose argumentative texts, including opinion essays using genre characteristics
 - (ii) compose argumentative texts, including opinion essays using craft
- (D) compose correspondence that requests information.
 - (i) compose correspondence that requests information

(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 and clarify questions on a topic for formal and informal inquiry;
 - (i) generate questions on a topic for formal inquiry
 - (ii) generate questions on a topic for informal inquiry
 - (iii) clarify questions on a topic for formal inquiry
 - (iv) clarify questions on a topic for informal inquiry
- (B) develop and follow a research plan with adult assistance;
 - (i) develop a research plan with adult assistance
 - (ii) follow a research plan with adult assistance
- (C) identify and gather relevant information from a variety of sources;
 - (i) identify relevant information from a variety of sources
 - (ii) gather relevant information from a variety of sources
- (D) identify primary and secondary sources;
 - (i) identify primary sources
 - (ii) identify secondary sources
- (E) demonstrate understanding of information gathered;
 - (i) demonstrate understanding of information gathered
- (F) recognize the difference between paraphrasing and plagiarism when using source materials;
 - (i) recognize the difference between paraphrasing and plagiarism when using source materials
- (G) develop a bibliography; and
 - (i) develop a bibliography
- (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