Spanish Language Arts and Reading

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

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	ESOL I	ESOL II
(A) plan by generating ideas for	(A) plan a first draft by	(A) plan a first draft by	(A) plan a first draft by	(A) plan a first draft by	(A) plan a first draft by	(A) plan a first draft by	(A) plan a piece of writing	(A) plan a piece of writing
writing through class discussion;	generating ideas for writing	generating ideas for writing	selecting a genre for a	selecting a genre for a	selecting a genre for a	selecting a genre appropriate	appropriate for various	appropriate for various
writing through class discussion,	such as drawing and	such as drawing and	particular topic, purpose, and	particular topic, purpose, and	particular topic, purpose, and	for conveying the intended	purposes and audiences by	purposes and audiences by
B) develop drafts in oral,		\mathcal{E}						
pictorial, or written form by	brainstorming;	brainstorming;	audience using a range of	audience using a range of	audience using a range of	meaning to an audience,	generating ideas through a	generating ideas through a
organizing ideas;	(B) develop drafts in oral,	(B) develop drafts of varying	strategies such as	strategies such as	strategies such as	determining appropriate	range of strategies such as	range of strategies such as
organizing racus,	pictorial, or written form by	lengths by organizing ideas	brainstorming, free writing,	brainstorming, free writing,	brainstorming, free writing,	topics through a range of	brainstorming, journaling,	brainstorming, journaling,
(C) revise drafts by adding	organizing ideas;	into a focused piece of	and mapping;	and mapping;	and mapping;	strategies, such as discussion,	reading, or discussing;	reading, or discussing;
details in pictures or words;	organizing ideas,	writing;	(B) develop drafts of varying	(B) develop drafts of varying	(B) develop drafts of varying	background reading, personal	(B) develop drafts of	(B) develop drafts of vary
	(C) revise drafts by adding or	witting,	by organizing ideas into a	lengths by organizing ideas	lengths by organizing ideas	interests, and interviews;	varying lengths choosing an	lengths choosing an effect
(D) edit drafts independently	deleting words, phrases, or	(C) revise drafts by adding or	focused, structured, and	into a focused, structured, and	into a focused, structured, and	(P) develop drofts by		organizational strategy, w
and collaboratively using	sentences;	deleting words, phrases, or	coherent piece of writing;	coherent piece of writing;		(B) develop drafts by choosing an effective	effective organizational strategy, which builds on	builds on ideas to create a
standard <u>Spanish</u> English	ŕ	sentences;	conerent piece of writing;	conferent piece of writing;	coherent piece of writing;		2.	
conventions of grammar,	(D) edit drafts independently	,	(C) revise drafts	(C) revise drafts	(C) revise drafts	organizational strategy, such	ideas to create a focused,	focused, organized, and
pelling, capitalization, and	and collaboratively using	(D) edit drafts independently	independently and	independently and	independently and	as sequence of events, cause-	organized, and coherent	coherent piece of writing
ounctuation, including:	standard Spanish English	and collaboratively using	collaboratively by adding,	collaboratively by adding,	collaboratively by adding,	effect, and compare-contrast,	piece of writing in timed and	timed and open-ended
	conventions of grammar,	standard Spanish English	deleting, combining, and	deleting, combining, and	deleting, combining, and	and building on ideas to	open-ended situations;	situations;
(i) speak and dictate in complete	spelling, capitalization, and	conventions of grammar,	rearranging ideas for	rearranging ideas for		create a focused, organized,	(C)i 1ft-	(C)i 1fti1
sentences;	punctuation, including:	spelling, capitalization, and			rearranging ideas for	and coherent piece of writing;	(C) revise drafts	(C) revise drafts independ
('')	rg.	punctuation, including:	coherence and clarity;	coherence and clarity;	coherence and clarity;	(0)	independently and	and collaboratively to ens
(ii) use past, present, and future	(i) speak in complete	r	(D) edit drafts independently	(D) edit drafts independently	(D) edit drafts independently	(C) revise drafts	collaboratively to ensure	clarity, development,
verbs;	sentences and ask questions	(i) use complete sentences	and collaboratively using	and collaboratively using	and collaboratively using	independently and	clarity, development,	organization, style, word
rE/S discuss alsoing a sure	with correct subject-verb	with correct subject-verb	standard Spanish English	standard English conventions	standard English conventions	collaboratively to ensure	organization, style, word	choice, and sentence flue
[E/S discuss placing nouns	agreement;	agreement;	conventions of grammar,	of grammar, spelling,	of grammar, spelling,	clarity, development,	choice, and sentence	(D) edit drafts independe
before verbs]			spelling, capitalization, and	capitalization, and	capitalization, and	organization, style, word	fluency;	and collaboratively using
(iii) use singular and plural	(ii) use past, present, and	(ii) use past, present, and			nunctuation including	choice, and sentence fluency;	(D) adit drafts ind11	
nouns;	future verbs;	future verbs;	punctuation, including:	punctuation, including:	punctuation, including:	(D) adit du-ft- in d- 1 (1	(D) edit drafts independently	standard English conven
iouris,	(''')	····	(i) use complete simple and	(i) use complete simple and	(i) use complete simple,	(D) edit drafts independently	and collaboratively using	of grammar, spelling,
(iv) use descriptive adjectives;	(iii) use singular, plural,	(iii) use	compound sentences with	compound sentences with	complex, and compound	and collaboratively using	standard English	capitalization, and punct
· · · · · · · · · · · · · · · · · · ·	common, proper nouns,	singular_/plural_/common_/	correct subject-verb	correct subject-verb	sentences with correct	standard English conventions	conventions of grammar,	including:
<mark>E/S</mark>]	including articles;	and proper nouns, including	agreement;	agreement;	subject-verb agreement;	of grammar, spelling,	spelling, capitalization, and	(i) sentence–combining
()	(iv) use descriptive	articles;	agreement,	agreement,	subject-vero agreement,	capitalization, and	punctuation, including:	techniques, effectively
(v) use prepositions and	1 1	(iv) yaa dagamimtiya	(ii) use past, present, and	(ii) use irregular verbs;	(ii) use irregular verbs and	punctuation, including:	(i)t	
prepositional phrases when	adjectives;	(iv) use descriptive	future verb tenses properly;	(,	active voice;		(i) sentence–combining	avoiding problematic spl
speaking or writing such as en	(v) use adverbs that convey	adjectives, including articles;	Tatare vers tenses properly,	(iii) use singular, plural,	active voice,	(i) sentence-combining	techniques, effectively	and sentence fragments;
<u>or de</u>	time;	(v) use adverbs that convey	(iii) use singular, plural,	common, and proper nouns	(iii) use collective nouns,	techniques to write with	avoiding problematic	(ii) commas to set off ab
() 1: 4	time,	time and manner;	common, and proper nouns,	including articles;	gente and classe class and	variety;	splices, and sentence	gerund, infinitive, and
(vi) use subject pronouns,	(vi) use prepositions and	time and manner,	including articles;		public;	(ii) use commas in compound	fragments;	participle phrases;
including yo and ellos I and me;	prepositional phrases when	(vi) use prepositions and		(iv) use descriptive		sentences and after transition	(ii) commas to set off	participie pinases,
(vi) capitalize the first letter in a	speaking and writing such as	prepositional phrases when	[E/S: discuss use of	adjectives, including their	(iv) use descriptive adjectives	words and introductory words	absolute, gerund, infinitive,	(iii) semi-colons to indic
sentence;	en, de, por la tarde, en la	speaking and writing such as	"limiting"]	comparative and superlative	including those indicating	· ·		relationship between clos
sentence,	mañana;	con, por, para, abajo de,	(iv) use descriptive and	forms;	origin and their comparative	and phrases;	and participle phrases;	related independent clau
E/S alignment question- include		adentro de;		(t) use adverte to convey	and superlative forms;	[E/S: iii. nouns not addressed	(iii) semi-colons to indicate	
<mark>/iii]</mark>	(vii) use subject pronouns,		limiting adjectives including	(v) use adverbs to convey	(v) yes adverbe that servey	in middle school]	a relationship between	(iv) parallel structure;
	including I and me yo and	(vii) use subject and object	articles;	frequency and intensity;	(v) use adverbs that convey	in initiality sensor,	closely related independent	
(viii) use punctuation marks at	ellos I and me;	pronouns including mi, él, le,	(v) use adverbs that convey	(vi) use prepositions and	frequency and intensity;	[E/S: iv. adjectives not	clauses;	(v) dashes and colons;
the end of a sentence;	FD/0 11 1 1 1	and nos he, and him;	time and manner;	prepositional phrases to	(vi) use prepositions and	addressed in middle school]	ciauses,	(vi) consistent and logica
E) 1 '2' '4 4	[E/S consider including		time and manner,	convey location, time, and	prepositional phrases to		(iv) parallel structure;	of verb tense;
E) share writing with others;	capitalization of proper nouns	[E/S- consider deleting viii]	(vi) use prepositions and	direction, or to provide	convey location, time,	[iii-iv moved from M]	_	of verb tense,
F) use the elements of craft to	in Gr 1]	(viii) distinguish between	prepositional phrases to		direction, or to provide	(iii) manallal atmaatama	(v) dashes and colons;	(vii) appropriate use of a
dvance the writer's purpose	(viii) was comitalization for the		convey relationships and add	details;		(iii) parallel structure;	(-:):	and passive voice;
when dictating and composing	(viii) use capitalization for the beginning of sentences, the	declarative and interrogative	detail;	(vii) use reflexive pronouns	details;	(iv) consistent verb tenses;	(vi) consistent and logical	1
0 1 0	8	sentences;	,	such as mi, te, se, nos myself,	(vii) use indefinite pronouns		use of verb tense;	(viii) subject-verb agreer
y:	pronoun "I" and names of	(ix) use capitalization for	(vii) use possessive pronouns	ourselves, itself and yourself;	including todos, juntos, nada,	[E/S: v. adverbs not addressed	(vii) appropriate use of	(*)
i) developing an idea with	people; and	proper nouns, months and	properly su, sus, mi, mis,	discives, reserrand yoursen,	<u>cualquier</u> all, both, nothing,	in middle school]	active and passive voice;	(ix) pronoun-agreement;
specific details and relevance;	(ix) use punctuation marks at	days of the week, and the	suyo, such as his, hers, and	[E/S]:			active and passive voice,	(x) apostrophes to show
r · · · · · · · · · · · · · · · · · · ·	the end of declarative	salutation and closing of a	theirs;		or anything;	[E/S:vi. prepositions not	(viii) subject-verb	possession;
(ii) organizing with structure;	sentences, and the beginning	letter;		(viii) use coordinating	[E/S:]	addressed in Grade 6 or	agreement;	possession,
!!!\! ! !	and end of exclamatory, and	icuci,	[E/S: look at progression of	conjunctions such as y, o,		Grade 8]		(xi) accurate usage of
iii) using intentional word		(x) use punctuation marks, at	conjunctions across grade	pero to form compound	(viii) use coordinating	[E/S:viii. conjunctions not	(ix) pronoun-agreement;	homonyms;
choice; and	interrogative sentences.	the end of declarative	levels]	predicates, subjects, and	conjunctions such as y, o,		(v) amostus =1 t 1	1
iv) developing voice;	Check Strand 1 for accents	sentences, and the beginning		sentences;	pero to form compound	addressed in Grade 6]	(x) apostrophes to show	(xii) capitalization; and
iv) developing voice,		and end of exclamatory, and	(viii) use coordinating	()	predicates, subjects, and	(viii) use subordinating	possession;	(-:::) ': 1' :'
G) dictate or compose literary	(E) publish and share writing	interrogative sentences.	conjunctions such as y, o,	(ix) use capitalization for	sentences;	conjunctions such as	(xi) accurate usage of	(xiii) capitalization and
exts using genre characteristics	with others;	including ending punctuation	pero to form compound	historical events and				punctuation of titles;
and author's craft, including	·	in centences, apostrophes and	predicates, subjects, and	documents, titles of books,	(ix) use subordinating	mientras, porque, aunque, si	homonyms;	(E) publish written work
personal narratives;	(F) use the elements of craft	in sentences, apostrophes and	sentences;	stories and essays, languages,	conjunctions such as	to form compound predicates,	(xii) capitalization; and	
ocisonai narratives,	to advance the writer's	contractions, and apostrophes	(:-) ': 1' : : 6	races, and nationalities; and	mientras, porque, aunque, si	subjects, and sentences;	•	appropriate audiences;
H) dictate or compose	purpose when dictating and	and possessives; and	(ix) use capitalization, for		to form complex sentences	(v) subject-verb agreement;	(xiii) capitalization and	(F) use the elements of c
nformational texts using genre	composing by:	(xi) use resources to find	geographical names and	(x) use punctuation marks	and correlative conjunctions	(1) subject vero agreement,	punctuation of titles;	advance the writer's purp
haracteristics and author's		correct spellings;	places, historical periods, and	including commas in	such as o/o, ni/ni either/or and	(vi)use appropriate pronouns		when composing by:
raft; and		correct spennigs,	official titles of people; and	compound and sentences	neither/nor;	for clarity;	(E) publish written work for	when composing by.
,				complex sentences and	,	•	appropriate audiences;	(i) developing an enga
			[E/S:]					

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	ESOL I	ESOL II
(I) dictate or compose	(i) developing an idea with	(E) publish and share writing	(x) use punctuation marks	dialogue, quotation marks in	[E/S: specify the	(vii) use quotation marks	(F) use the elements of craft	with specific details and
argumentative texts that states a	specific details and relevance;	with others;	including apostrophes in	and em dash for dialogue;	abbreviations that are	correctly such as for dialogue;	to advance the writer's	relevance;
personal opinion using genre	(ii) organizing with structure;	(F) use the elements of craft	contractions and possessives,	(E) publish draft in response	capitalized]	(viii) use proper mechanics	purpose when composing	(ii) organizing with sound and
characteristics and author's craft.	, , ,	to advance the writer's	commas in a series and dates, and	to feedback and evaluate its	(x) use capitalization for:	for referencing titles of	by:	purposeful structure including
Ciait.	(iii) using intentional word	purpose when composing by:	und	effectiveness such as using a	proper nouns abbreviations,	books;	(i) developing an engaging	an effective lead, transitions,
	choice; and	(i) developing an idea with	(xi) use correct mechanics,	rubric;	such as Ave., Sr., Sra, Dr.,	(ix) use conventions of	idea reflecting depth of	sentence-to-sentence
	(iv) developing voice;	specific details and relevance;	including indentations.	(F) use the elements of craft	initials, acronyms, and	capitalization for proper	thought with specific details	connections, and closing;
	(G) diatata or aomnosa	•	(E) publish drafts in response	to advance the writer's	organizations;	nouns appropriately including	and relevance;	(iii) using intentional word
	(G) dictate or compose literary texts using genre	(ii) organizing with structure;	to feedback and evaluate its	purpose when composing by:	(xi) use punctuation marks	abbreviation, initials,	(ii) organizing with sound	choice, precise nouns, and
	characteristics and author's	(iii) using intentional word	effectiveness such as using a	(i) 41ii	including commas in	acronyms, and organizations;	and purposeful structure	strong actions verbs;
	craft, including personal	choice;	rubric;	(i) developing an engaging idea reflecting depth of	compound and complex	(x) differentiate between	including an effective lead,	(iv) constructing a variety of
	narratives and poetry;		(F) use the elements of craft	thought with specific details	sentences; em dash for	commonly confused terms	transitions, sentence-to-	sentence structures and lengths;
	(H) dictate or compose	(iv) constructing a variety of sentence lengths; and	to advance the writer's	and relevance;	quotation marks in dialogue; and proper italics and	such as its and it's and affect	sentence connections, and closing;	
	informational texts using	sentence lengths, and	purpose when composing by:	200	underlining for titles and	and effect; and	closing,	(v) using author's craft to
	genre characteristics and	(v) developing voice;	(i) dayalaning an angasing	(ii) organizing with sound and purposeful structure including	emphasis;	(xi) use spelling patterns and	(iii) using intentional word	develop voice;
	author's craft, including	(G) compose literary texts	(i) developing an engaging idea reflecting depth of	an effective lead, transitions,	•	rules and print and electronic	choice, precise nouns, and	(G) compose literary texts
	procedural;	using genre characteristics	thought with specific details	sentence-to-sentence	(E) publish draft in response	resources to determine and	strong actions verbs;	using genre characteristics and
	(I) dictate or compose	and author's craft, including	and relevance;	connections, and closing;	to feedback and evaluate its effectiveness such as using a	check correct spelling;	(iv) constructing a variety of	author's craft such as personal
	argumentative texts that states	personal narratives and	(ii) omaoniai		rubric;	1	sentence structures and	narratives, fiction, and poetry;
	a personal opinion and	poetry;	(ii) organizing with sound and purposeful structure including	(iii) using intentional word choice, precise nouns, and		(E) publish written work for appropriate audiences;	lengths; and	(H) compose informational
	reasons using genre	(H) compose informational	an effective lead, transitions,	strong actions verbs;	(F) use the elements of craft		(v) using author's craft to	texts using genre
	characteristics and author's	texts using genre	sentence-to-sentence		to advance the writer's purpose when composing by:	(F) use the elements of craft	develop voice.	characteristics and author's
	craft; and	characteristics and author's	connections, and closing;	(iv) constructing a variety of	purpose when composing by:	to advance the writer's	_	craft such as resumes and
	(J) dictate or compose	craft such as procedural and	(iii) vaina intentional ward	sentence structures and	(i) developing an engaging	purpose when composing by:	(G) compose literary texts	essays, including personal and
	correspondence such as	reports;	(iii) using intentional word choice, precise nouns, and	lengths; and	idea reflecting depth of	(i) developing an engaging	using genre characteristics and author's craft such as	informative;
	friendly letters.	(I) compose argumentative	strong actions verbs;	(v) using author's craft to	thought with specific details	idea reflecting depth of	personal narratives, fiction,	(I) compose argumentative
		texts that states a personal		develop voice;	and relevance;	thought with specific details	and poetry;	texts using genre
		opinion and reasons using	(iv) constructing a variety of	(G) compose literary texts	(ii) organizing with sound and	and relevance;	(II)	characteristics and author's
		genre characteristics and	sentence structures and lengths; and	using genre characteristics	purposeful structure including	(ii) organizing with sound and	(H) compose informational texts using genre	craft;
		author's craft; and		and author's craft including	an effective lead, transitions,	purposeful structure including	characteristics and author's	(J) compose correspondence
		(J) compose correspondence	(v) using author's craft to	personal narratives, fiction	sentence-to-sentence connections, and closing;	an effective lead, transitions,	craft such as resumes and	that reflects an opinion,
		such as friendly letters.	develop voice;	such as realistic or fantasy,	connections, and closing,	sentence-to-sentence	essays, including personal	registers a compliant, or
			(G) compose literary texts	and poetry;	(iii) using intentional word	connections, and closing;	and informative;	requests information in a business or friendly structure;
			using genre characteristics	(H) compose informational	choice, precise nouns, and	(iii) using intentional word	(I) compose argumentative	and
			and author's craft including	texts using genre	strong actions verbs;	choice, precise nouns, and	texts using genre	
			personal narratives, fiction	characteristics and author's	(iv) constructing a variety of	strong actions verbs;	characteristics and author's	(K) compose analytical texts
			such as realistic or imaginative, and poetry;	craft including essays;	sentence structures and	(iv) constructing a variety of	craft;	using genre characteristics and author's craft including a
			imaginative, and poetry,	(I) compose argumentative	lengths; and	sentence structures and	(J) compose correspondence	literary analysis paragraph.
			(H) compose informational	texts using genre	(v) using author's craft to	lengths; and	that reflects an opinion,	interary unarysis paragraph.
			texts using genre	characteristics and author's	develop voice;	(v) using author's craft to	registers a compliant, or	
			characteristics and author's	craft such as advertisements;	(G) compose literary texts	develop voice;	requests information in a	
			craft such as essays and reports;		using genre characteristics		business or friendly	
			•	(J) compose correspondence	and author's craft including	(G) compose literary texts using genre characteristics	structure; and	
			(I) compose argumentative	that requests information such	personal narratives, fiction	and author's craft including	(K) compose analytical texts	
			texts using genre characteristics and author's	as a business letter.	such as realistic or historical,	personal narratives, fiction	using genre characteristics	
			craft such as reviews; and		and poetry;	and poetry;	and author's craft including	
					(H) compose informational	(H) compose informational	a literary analysis paragraph.	
			(J) compose correspondence		texts using genre	texts using genre		
			such as thank you notes or letters.	_	characteristics and author's	characteristics and author's		
			icticis.		craft such as essays and	craft including essays;		
					biographies;	(I) compose argumentative		
					(I) compose argumentative	texts using genre		
				7	texts using genre	characteristics and author's		
					characteristics and author's	craft; and		
					craft such as editorials; and	(I) compose correspondence		
					(J) compose correspondence	(J) compose correspondence that reflects an opinion,		
					such as email or blog.	registers a compliant, or		
						requests information in a		
						business or friendly structure.		
				l .				