

**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:

[The committee wants the committees to consider taking out of the word “Presentation” from the title of the strand 7.]

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	ESOL I	ESOL II
<p>(A) plan by generating ideas for writing through class discussion;</p> <p>(B) develop drafts in oral, pictorial, or written form by organizing ideas;</p> <p>(C) revise drafts by adding details in pictures or words;</p> <p>(D) edit drafts independently and collaboratively using standard <a href="#">Spanish English</a> conventions of grammar, spelling, capitalization, and punctuation, including:</p> <p>(i) speak and dictate in complete sentences;</p> <p>(ii) use past, present, and future verbs;</p> <p><b>[E/S discuss placing nouns before verbs]</b></p> <p>(iii) use singular and plural nouns;</p> <p>(iv) use descriptive adjectives;</p> <p><b>[E/S]</b></p> <p><a href="#">(v) use prepositions and prepositional phrases when speaking or writing such as en or de</a></p> <p>(vi) use subject pronouns, including <a href="#">yo and ellos I-and-me</a>;</p> <p>(vi) capitalize the first letter in a sentence;</p> <p><b>[E/S alignment question- include viiii]</b></p> <p><a href="#">(viii) use punctuation marks at the end of a sentence;</a></p> <p>(E) share writing with others;</p> <p>(F) use the elements of craft to advance the writer’s purpose when dictating and composing by:</p> <p>(i) developing an idea with specific details and relevance;</p> <p>(ii) organizing with structure;</p> <p>(iii) using intentional word choice ; and</p> <p>(iv) developing voice;</p> <p>(G) dictate or compose literary texts using genre characteristics and author’s craft, including personal narratives;</p> <p>(H) dictate or compose informational texts using genre characteristics and author’s craft; and</p>	<p>(A) plan a first draft by generating ideas for writing such as drawing and brainstorming;</p> <p>(B) develop drafts in oral, pictorial, or written form by organizing ideas;</p> <p>(C) revise drafts by adding or deleting words, phrases, or sentences;</p> <p>(D) edit drafts independently and collaboratively using standard <a href="#">Spanish English</a> conventions of grammar, spelling, capitalization, and punctuation, including:</p> <p>(i) speak in complete sentences and ask questions with correct subject-verb agreement;</p> <p>(ii) use past, present, and future verbs;</p> <p>(iii) use singular, plural, common, proper nouns, <a href="#">including articles</a>;</p> <p>(iv) use descriptive adjectives;</p> <p>(v) use adverbs that convey time;</p> <p>(vi) use prepositions and prepositional phrases <a href="#">when speaking and writing such as en, de, por la tarde, en la mañana</a>;</p> <p>(vii) use subject pronouns, including I and me <a href="#">yo and ellos I-and-me</a>;</p> <p><b>[E/S consider including capitalization of proper nouns in Gr 1]</b></p> <p>(viii) use capitalization for the beginning of sentences, <del>the pronoun “I”</del> and names of people; and</p> <p>(ix) <a href="#">use punctuation marks at the end of declarative sentences, and the beginning and end of exclamatory, and interrogative sentences.</a></p> <p><b>Check Strand 1 for accents</b></p> <p>(E) publish and share writing with others;</p> <p>(F) use the elements of craft to advance the writer’s purpose when dictating and composing by:</p>	<p>(A) plan a first draft by generating ideas for writing such as drawing and brainstorming;</p> <p>(B) develop drafts of varying lengths by organizing ideas into a focused piece of writing;</p> <p>(C) revise drafts by adding or deleting words, phrases, or sentences;</p> <p>(D) edit drafts independently and collaboratively using standard <a href="#">Spanish English</a> conventions of grammar, spelling, capitalization, and punctuation, including:</p> <p>(i) use complete sentences with correct subject-verb agreement;</p> <p>(ii) use past, present, and future verbs;</p> <p>(iii) use singular, plural, common, proper nouns, <a href="#">including articles</a>;</p> <p>(iv) use descriptive adjectives, <del>including articles</del>;</p> <p>(v) <a href="#">use</a> adverbs that convey time <a href="#">and manner</a>;</p> <p>(vi) use prepositions and prepositional phrases <a href="#">when speaking and writing such as con, por, para, abajo de, adentro de</a>;</p> <p>(vii) use subject and object pronouns including <a href="#">mi, él, le, and nos he, and him</a>;</p> <p><b>[E/S- consider deleting viiii]</b></p> <p>(viii) distinguish between declarative and interrogative sentences;</p> <p>(ix) use capitalization for proper nouns, <del>months and days of the week</del>, and the salutation and closing of a letter;</p> <p>(x) use punctuation marks, <a href="#">at the end of declarative sentences, and the beginning and end of exclamatory, and interrogative sentences, including ending punctuation in sentences, apostrophes and contractions, and apostrophes and possessives</a>; and</p> <p>(xi) use resources to find correct spellings;</p>	<p>(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, free writing, and mapping;</p> <p>(B) develop drafts of varying by organizing ideas into a focused, structured, and coherent piece of writing;</p> <p>(C) revise drafts independently and collaboratively by adding, deleting, combining, and rearranging ideas for coherence and clarity;</p> <p>(D) edit drafts independently and collaboratively using standard <a href="#">Spanish English</a> conventions of grammar, spelling, capitalization, and punctuation, including:</p> <p>(i) use complete simple and compound sentences with correct subject-verb agreement;</p> <p>(ii) use past, present, and future verb tenses properly;</p> <p>(iii) use singular, plural, common, and proper nouns, <a href="#">including articles</a>;</p> <p><b>[E/S: discuss use of “limiting”]</b></p> <p>(iv) use descriptive and <b>limiting</b> adjectives <del>including articles</del>;</p> <p>(v) use adverbs that convey time and manner;</p> <p>(vi) use prepositions and prepositional phrases to convey relationships and add detail;</p> <p>(vii) use possessive pronouns properly <a href="#">su, sus, mi, mis, suyo, such as his, hers, and theirs</a>;</p> <p><b>[E/S: look at progression of conjunctions across grade levels]</b></p> <p>(viii) use coordinating conjunctions <a href="#">such as y, o, pero</a> to form compound predicates, subjects, and sentences;</p> <p>(viii) use coordinating conjunctions <a href="#">such as y, o, pero</a> to form compound predicates, subjects, and sentences;</p> <p>(ix) use capitalization for historical events and documents, titles of books, stories and essays, languages, races, and nationalities; and</p> <p>(ix) use capitalization, for geographical names and places, historical periods, and official titles of people; and</p> <p><b>[E/S:]</b></p>	<p>(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, free writing, and mapping;</p> <p>(B) develop drafts of varying lengths by organizing ideas into a focused, structured, and coherent piece of writing;</p> <p>(C) revise drafts independently and collaboratively by adding, deleting, combining, and rearranging ideas for coherence and clarity;</p> <p>(D) edit drafts independently and collaboratively using standard English conventions of grammar, spelling, capitalization, and punctuation, including:</p> <p>(i) use complete simple and compound sentences with correct subject-verb agreement;</p> <p>(ii) use irregular verbs;</p> <p>(iii) use singular, plural, common, and proper nouns <a href="#">including articles</a>;</p> <p>(iv) use descriptive adjectives, including their comparative and superlative forms;</p> <p>(v) use adverbs to convey frequency and intensity;</p> <p>(vi) use prepositions and prepositional phrases to convey location, time, and direction, or to provide details;</p> <p>(vii) use reflexive pronouns such as <a href="#">mi, te, se, nos myself, ourselves, itself and yourself</a>;</p> <p><b>[E/S:]</b></p> <p>(viii) use coordinating conjunctions <a href="#">such as y, o, pero</a> to form compound predicates, subjects, and sentences;</p> <p>(ix) use capitalization for historical events and documents, titles of books, stories and essays, languages, races, and nationalities; and</p> <p>(x) use punctuation marks including commas in compound <a href="#">and sentences</a> complex sentences <a href="#">and</a></p>	<p>(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, free writing, and mapping;</p> <p>(B) develop drafts of varying lengths by organizing ideas into a focused, structured, and coherent piece of writing;</p> <p>(C) revise drafts independently and collaboratively by adding, deleting, combining, and rearranging ideas for coherence and clarity;</p> <p>(D) edit drafts independently and collaboratively using standard English conventions of grammar, spelling, capitalization, and punctuation, including:</p> <p>(i) use complete simple, complex, and compound sentences with correct subject-verb agreement;</p> <p>(ii) use irregular verbs and active voice;</p> <p><a href="#">(iii) use collective nouns, gente and classe class and public</a>;</p> <p>(iv) use descriptive adjectives including those indicating origin and their comparative and superlative forms;</p> <p>(v) use adverbs that convey frequency and intensity;</p> <p>(vi) use prepositions and prepositional phrases to convey location, time, direction, or to provide details;</p> <p>(vii) use indefinite pronouns including <a href="#">todos, juntos, nada, cualquier all, both, nothing, or anything</a>;</p> <p><b>[E/S:]</b></p> <p>(viii) use coordinating conjunctions <a href="#">such as y, o, pero</a> to form compound predicates, subjects, and sentences;</p> <p>(ix) use subordinating conjunctions <a href="#">such as mientras, porque, aunque, si</a> to form complex sentences and correlative conjunctions such as <a href="#">o/o, ni/ni either/or and neither/nor</a>;</p>	<p>(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies, such as discussion, background reading, personal interests, and interviews;</p> <p>(B) develop drafts by choosing an effective organizational strategy, such as sequence of events, cause-effect, and compare-contrast, and building on ideas to create a focused, organized, and coherent piece of writing;</p> <p>(C) revise drafts independently and collaboratively to ensure clarity, development, organization, style, word choice, and sentence fluency;</p> <p>(D) edit drafts independently and collaboratively using standard English conventions of grammar, spelling, capitalization, and punctuation, including:</p> <p>(i) sentence-combining techniques to write with variety;</p> <p>(ii) use commas in compound sentences and after transition words and introductory words and phrases;</p> <p><b>[E/S: iii. nouns not addressed in middle school]</b></p> <p><b>[E/S: iv. adjectives not addressed in middle school ]</b></p> <p>[ iii-iv moved from M]</p> <p>(iii) parallel structure;</p> <p>(iv) consistent verb tenses;</p> <p><b>[E/S: v. adverbs not addressed in middle school]</b></p> <p><b>[E/S:vi. prepositions not addressed in Grade 6 or Grade 8]</b></p> <p><b>[E/S:viii. conjunctions not addressed in Grade 6 ]</b></p> <p><a href="#">(viii) use subordinating conjunctions such as mientras, porque, aunque, si to form compound predicates, subjects, and sentences</a>;</p> <p>(v) subject-verb agreement;</p> <p>(vi)use appropriate pronouns for clarity;</p>	<p>(A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;</p> <p>(B) develop drafts of varying lengths choosing an effective organizational strategy, which builds on ideas to create a focused, organized, and coherent piece of writing in timed and open-ended situations;</p> <p>(C) revise drafts independently and collaboratively to ensure clarity, development, organization, style, word choice, and sentence fluency;</p> <p>(D) edit drafts independently and collaboratively using standard English conventions of grammar, spelling, capitalization, and punctuation, including:</p> <p>(i) sentence-combining techniques, effectively avoiding problematic splices, and sentence fragments;</p> <p>(ii) commas to set off absolute, gerund, infinitive, and participle phrases;</p> <p>(iii) semi-colons to indicate a relationship between closely related independent clauses;</p> <p>(iv) parallel structure;</p> <p>(v) dashes and colons;</p> <p>(vi) consistent and logical use of verb tense;</p> <p>(vii) appropriate use of active and passive voice;</p> <p>(viii) subject-verb agreement;</p> <p>(ix) pronoun-agreement;</p> <p>(x) apostrophes to show possession;</p> <p>(xi) accurate usage of homonyms;</p> <p>(xii) capitalization; and</p> <p>(xiii) capitalization and punctuation of titles;</p> <p>(E) publish written work for appropriate audiences;</p> <p>(F) use the elements of craft to advance the writer’s purpose when composing by:</p> <p>(i) developing an engaging idea reflecting depth of thought</p>	<p>(A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;</p> <p>(B) develop drafts of varying lengths choosing an effective organizational strategy, which builds on ideas to create a focused, organized, and coherent piece of writing in timed and open-ended situations;</p> <p>(C) revise drafts independently and collaboratively to ensure clarity, development, organization, style, word choice, and sentence fluency;</p> <p>(D) edit drafts independently and collaboratively using standard English conventions of grammar, spelling, capitalization, and punctuation, including:</p> <p>(i) sentence-combining techniques, effectively avoiding problematic splices, and sentence fragments;</p> <p>(ii) commas to set off absolute, gerund, infinitive, and participle phrases;</p> <p>(iii) semi-colons to indicate a relationship between closely related independent clauses;</p> <p>(iv) parallel structure;</p> <p>(v) dashes and colons;</p> <p>(vi) consistent and logical use of verb tense;</p> <p>(vii) appropriate use of active and passive voice;</p> <p>(viii) subject-verb agreement;</p> <p>(ix) pronoun-agreement;</p> <p>(x) apostrophes to show possession;</p> <p>(xi) accurate usage of homonyms;</p> <p>(xii) capitalization; and</p> <p>(xiii) capitalization and punctuation of titles;</p> <p>(E) publish written work for appropriate audiences;</p> <p>(F) use the elements of craft to advance the writer’s purpose when composing by:</p> <p>(i) developing an engaging idea reflecting depth of thought</p>

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