

(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics and, morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	ESOL I	ESOL II
(A) 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;	(A) 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;	(A) 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;	(A) 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;	(A) self-select text and read independently for a sustained period of time;
(B) develop vocabulary to:	(B) develop vocabulary to:	(B) develop vocabulary to:	(B) develop vocabulary to:	(B) develop vocabulary to:	(B) Develop vocabulary to:	(B) develop vocabulary to:	(B) develop vocabulary to:	(B) develop vocabulary to:
(i) use a variety of resources such as a picture dictionary, environmental print, or digital and web-based resources to find words;	(i) use environmental print and digital and web-based resources to find words;	[E/S] (i) use print, digital, and web-based resources to find words , check spelling , and determine meanings, syllabication and pronunciation to validate understanding of unknown words;	[E/S] (i) use print, digital, and web-based resources to find words , check spelling , and determine meaning, syllabication, and pronunciation to validate understanding of unknown words;	(i) use print, digital, and web-based reference materials to determine meanings, syllabication, and pronunciation to validate understanding of unknown words;	(i) use a variety of resources print, digital, and web-based to determine meanings, syllabication, and pronunciation to validate understanding of unknown words;	(i) use print, digital and web-based reference resources to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words in context;	(i) use a variety of resources print digital, and web-based including dictionaries, thesauri or glossaries, to define, clarify, and validate understanding;	(i) use a variety of resources print digital, and web-based including dictionaries, thesauri or glossaries, to define, clarify, and validate understanding;
(ii) identify the meaning of short vowel base words with the affix—s; (need to add in here Spanish vowel sounds)	(iii) identify the meaning of base words with affixes including—ed and—ing; and (Need to add Spanish equivalent)	(ii) use a dictionary, a glossary, digital, and web-based resources to find words and determine meaning;	(ii) use context to determine the meaning of unfamiliar words, or multiple meaning words, and homographs such as banco- el lugar banco-para sentarse in grade level text;	(ii) use context to determine the meaning of unfamiliar words, or multiple meaning words, and homographs in grade level text;	(ii) use context to determine the meaning of unfamiliar words or multiple meaning words in grade level text;	(ii) use context to determine the meaning of unfamiliar words or multiple meaning words; and	(ii) use context and knowledge of roots, affixes, and cognates to determine denotation and connotation of unfamiliar words and phrases; and	(ii) use context and knowledge of roots, affixes, and cognates to determine denotation and connotation of unfamiliar words and phrases; and
(iii) identify and sort pictures of objects into conceptual categories such as colors and shapes;	(iv) identify and sort words into conceptual categories such as opposites or living things;	(iii) use context to determine the meaning of unfamiliar words or multiple meaning words in grade level text;	(iii) identify the meaning of base words with affixes including in- (into), non-, dis-, in- (not, non), pre-, -ness-, -y-, or (comparative), -est, and -ful;	[E/S] (iii) determine the meaning and use usage of grade-level academic English Spanish words derived from Greek and Latin roots including auto, bio, grafia , metro , fono , port , and tele;	(iii) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots including: terr, chrono, audi, geo, dict, photo, and ject;	(iii) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots including: mis/mit, bene, man, vac, scrib/script, and jur/jus;	(iii) apply word study to increase vocabulary and learn new words and concepts, including academic and other content vocabulary; and	(iii) apply word study to increase vocabulary and learn new words and concepts, including academic and other content vocabulary; and
(iv) understand that compound words are made of two shorter words such as saca + puntas = sacapuntas ;	(C) use appropriate rate, accuracy, and prosody when reading grade level text;	(iv) identify the meaning of base words with affixes including un-, re-, -ly-, or/or, and -ion/tion/sion; and	(iv) identify the meaning of base words with affixes including dad-, -oso-, -able-, -eza, and know how they change the meaning of roots;	(iv) identify the meaning of base words with affixes including over-, mis-, sub-, inter-, fore-, under-, en-, en-, -ic-, -ment-, -ity/ty, and -ible/able; [insert Spanish examples here]	(iv) identify the meaning of base words with affixes including: de-, trans-, super-, anti-, mid-, semi-, -al/ial, -ive, -ous/-eous/-ious, and –logy;	(C) adjusting fluency when reading grade-level text based on the reading purpose; and	(C) develop oral language through listening and speaking by giving an organized presentation with a specific point of view.	(C) develop oral language through listening and speaking by giving an organized presentation with a specific point of view.
(v) demonstrate the one-to-one correspondence between a spoken word and a printed word in text; and	(D) print complete words, thoughts, and answers legibly leaving appropriate spaces between words;	(iv) use prefixes and suffixes to determine the meaning of words such as composer/descomposer; obedecer/desobedecer, rápido/rapidamente, lento/lentamente;	(iv) read and identify and use antonyms and synonyms; and	(v) complete analogies using knowledge of antonyms and synonyms such as boy – girl as male – _____; [insert Spanish examples here]	(v) investigate word relationships such as antonyms, synonyms, and analogies;	(D) develop oral language through listening and speaking by:		
(vi) identify and use words that name actions, directions, positions, sequences, and locations;	(E) demonstrate and apply phonetic knowledge by:	(v) identify and use antonyms and synonyms;	(v) read and spell identify and use homographs and homophones; and	(vi) correctly use common homophones such as there, their, and they're; and [insert Spanish examples here]	(vi) differentiate between commonly confused terms such as its, it's; affect, effect; and	(i) following, restating, and giving oral instructions that involve a short related sequence of actions;		
(C) accurately form all upper and lowercase letters using appropriate directionality;	(i) decoding and encoding all consonants including hard and soft c, hard and soft g, and s= /s/ and s= /z/; (may need to be revised: use phonological knowledge to match sounds to individual letters and syllables including hard and soft consonants such as "r," "c," and "g";	(?) use knowledge of the meaning of base words to identify and read common compound words such as sacapuntas, abrelatas, sobrecama;	[E/S streamlining] (vi) distinguish the meaning of multiple meaning words and homographs;	(vii) identify the meaning of idioms such as “it’s raining cats and dogs”; [enter Spanish example here]	(vii) identify and explain the meaning of idioms such as “green with envy” and adages such as “look before you leap”;	(ii) employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively;		
(D) demonstrate and apply phonetic knowledge by:	(ii) decoding and encoding initial and final consonant blends such as grab, fast, and stamp in isolation and in context; (enter Spanish equivalent here)	(C) use appropriate rate, accuracy, and prosody when reading grade level text;	(C) use appropriate rate, accuracy, and prosody when reading grade-level text;	(C) use appropriate rate, accuracy, and prosody when reading grade level text;	(C) use appropriate rate, accuracy, and prosody when reading grade level text;	(iii) giving an organized presentation with a specific point of view;		
(i) using letter-sound relationships to decode including VC, CVC, CCVC, and CVCC words and encode VC and CVC words in isolation and in context; (need to add in here Spanish equivalent)	(iii) decoding and encoding consonant digraphs including ch, th, sh, wh, ng, ck, and ph in isolation and in context; (enter Spanish equivalent here)	(D) accurately form all upper and lowercase cursive letters using appropriate strokes when connecting letters;	(D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words;	(D) write legibly in cursive to complete assignments;	(D) write legibly in print and cursive;	(iv) developing strategies to support active listening;		
(ii) identifying and matching the common sounds that letters represent;	(iv) decoding and encoding closed syllables with short vowel sounds such as mat and black in isolation and in context; (enter Spanish equivalent here)	(E) demonstrate and apply phonetic knowledge by:	(E) demonstrate and apply phonetic knowledge by:	(E) demonstrate and apply phonetic knowledge by:	(E) demonstrate and apply phonetic knowledge by:	(v) conducting an interview, including social, informative, and literary;		
(iii) identifying and reading at least 25 - 100 high-frequency words with automaticity from a research based list; and	(v) decoding and encoding open syllables with the long vowel sound such as he and baby in isolation and in context; (enter Spanish equivalent here)	(i) decoding and encoding words with silent letters including wr, kn, gn, mb, lk, and lf in isolation and in context; (new)	(i) decoding and encoding multisyllabic vowel teams including—igh as in eight and height, —ough as in though, bought, and bough, —augh as in caught, and—eu as in fued in isolation and in context;	(i) decoding and encoding orthographic patterns and irregular plurals;	(i) decoding and encoding consonant changes including /t/ to /sh/ such as in select and selection;	(vi) developing social communication such as, providing peers with constructive praise and feedback, using oral language to explore, and negotiating and solving problems; and		
(iv) recognizing that new words are created when letters or syllables are changed, added, or deleted;	(vi) decoding and encoding open syllables with the long vowel sound such as he and baby in isolation and in context; (enter Spanish equivalent here)	(ii) decoding and encoding words with silent letters including wr, kn, gn, mb, lk, and lf in isolation and in context; (new)	(ii) decoding and encoding multisyllabic words with a doubled final consonant when an ending was added;	(ii) using spelling patterns and rules to determine correct spelling; and	(ii) decoding and encoding /k/ to /sh/ such as in music and musician;	(vii) listening and responding to critique from peers after an oral presentation.		
(E) demonstrate print awareness by:		(i) decoding and encoding words with different syllable patterns such as mes, sol, la-ta; to-ma;	(iii) decoding and encoding multisyllabic words that have dropped the final—e when adding endings that start with a vowel;	(iii) encode common homophones such as two, to, and too; and	(iii) decoding and encoding vowel changes including long to short such as in define to definition;	(committee needs to work on revising and sequencing the following:)		
(i) identifying the front cover, back cover, and title page of a book;				(F) develop oral language through listening and speaking by:	(iv) decoding and encoding silent and sounded consonants such as sign to signal; and	(B)Develop vocabulary to:		

Spanish Language Arts and Reading

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	ESOL I	ESOL II
(ii) recognizing that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries; (iii) holding a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right with return sweep; (E) read texts by moving from top to bottom of the page and tracking words from left to right with return sweep; (iv) recognizing environmental print; (v) recognizing that spoken words can be represented by print for communication; (vi) recognizing the difference between a letter and a printed word; (vii) identifying all upper and lowercase letters with automaticity; and [moved from Grade 1 A] (viii) sequencing the letters of the alphabet; (F) demonstrate phonological awareness by: (i) identifying and producing rhyming words in response to an oral prompt; distinguish orally presented rhyming pairs of words from non-rhyming pairs; orally generate rhymes in response to spoken words such as "¿Qué rima con mesa?"; (ii) identifying the individual words in a spoken sentence; (iii) recognizing spoken alliteration or groups of words that begin with the same initial sound or syllable such as big blue ball; "Pepe Pecas pica papas"; (iv) blending spoken onsets and rimes to form simple words such as the onset /c/ and the rime /at/ to make eat; (add in the Spanish equivalent) (v) isolating the initial sound in one-syllable spoken words; (vi) blending spoken phonemes to form one-syllable words such as /m/ /a/ /n/ says man; blend phonemes to generate syllables and words such as /m/ ... /a/ says ma, /p/ ... /a/ says pa;	the long-vowel sound such as kite in isolation and in context; (enter Spanish equivalent here) (vii) decoding and encoding vowel teams including ai as in rain, ay as in day, ee as in feet, ea as in eat and head, oa as in oat, oe as in toe, ie as in tie, ow as in snow and cow, oo as in moon and foot, ou as in soup, aw as in saw, oi as in oil, oy as in boy and ew as in few in isolation and in context; (enter Spanish equivalent here) (viii) decoding and encoding r-controlled syllables including er as in her, ir as in bird, ur as in turn, ar as in star, and or as in fork in isolation and in context; (enter Spanish equivalent here) (ix) decoding and encoding final stable syllables such as apple and able in isolation and in context; (enter Spanish equivalent here) (x) using knowledge of base words to read compound words such as football and daydream; (enter Spanish equivalent here) (xi) decoding and encoding contractions such as can't; -al, del (xii) identifying and reading at least 100-300 high-frequency words from a research-based list; and (xiii) monitoring accuracy of decoding and encoding; (F) demonstrate print awareness by: E/S; (i) sequencing the letters of the alphabet; (ii) alphabetizing to the first letter; (ii) identifying the information that different parts of a book provides such as title, author, illustrator, and table of contents; and título, autor, ilustrador, traductor, tabla de contenido, índice.; and (iii) recognizing the distinguishing features of a sentence such as capitalization of first word and ending punctuation; beginning and ending punctuation, and the dash (guión) to indicate dialogue; (G) demonstrate phonological awareness by: (i) orally generating a series of original rhyming words using a variety of phonograms and	(ii) decoding and encoding diphthongs such as vier-nes, pie, fui; (iii) decoding and encoding hiatus such as fi-de-o, po-e-ta; (iv) decoding and encoding multisyllabic words that change the final -y to an -i when adding an ending that starts with a vowel; and (v) read and spell high-frequency words, compound words, and contractions; (v) use knowledge of the meaning of base words to identify and read compound words such as sacapuntas, abrelatas, salvavidas; (v) decoding and encoding consonant blends such bra/bra-zo; glo/glo-bo; and (v) decoding and encoding consonant digraphs such as ch/chi-le; ll/lla-ve; rr/pe-ro; (vi) using orthographic rules to segment and combine syllables including vowel diphthongs such as pue-de, sien-te, va-ca; (vii) decoding and encoding words with silent "h" with increasing accuracy; (ix) decoding and encoding words that use syllables que-, qui-, as in queso and quito; gue-, gui-, as in guiso and juguete; and güe-, güi-, as in pingüino and agüita; (x) decoding and encoding words that have same sounds represented by different letters with increased accuracy including "r" and "rr," as in ratón and perro; "ll" and "y," as in llave and yate; "g" and "j," as in gigante and jirafa; "c," "k," and "q," as in casa, kilo, and quince; "c," "s," and "z," as in cereal, semilla, and zapato; "j" and "x," as in cojín and México; "i" and "y," as in imán and doy; (xi) identifying and read the stressed syllable (sílabla tónica); (xii) decoding and encoding words with an orthographic accent such as papá, día, avión; (iii) decoding and encoding multisyllabic closed syllables with short-vowel sounds such as pie-nie and monster in isolation and in context; (enter Spanish equivalent here; discuss ER comments re: closed syllables) (iv) decoding and encoding multisyllabic open syllables with the long-vowel sound such as ti-dy and o-pen; (v) decoding and encoding multisyllabic vowel-consonant-silent e syllables with the long-vowel sound such as in-vite, in isolation and in context; (v) decoding and encoding multisyllabic vowel teams including ue as in cue, ei as in ceiling, ey as in key, ea as in	(iv) decoding and encoding multisyllabic words that change the final -y to an -i when adding an ending that starts with a vowel; and (v) read and spell high-frequency words, compound words, and contractions; (v) use knowledge of the meaning of base words to identify and read compound words such as sacapuntas, abrelatas, salvavidas; (F) demonstrate print awareness by: (i) alphabetizing to the third letter; (G) develop oral language through listening and speaking by: (i) following, restating, and giving oral instructions that involve a short related sequence of actions; (ii) employing eye contact, speaking rate, volume, enunciation, and the conventions of language; (iii) giving descriptive, informative, and procedural presentations; (iv) listening and responding to information presented by others; (v) listening to and distinguishing between relevant and irrelevant information; (vi) developing social communication such as, conversing politely in all situations using the four protocols; and (vii) producing oral language in contextualized and purposeful ways, practicing form, including grammar and vocabulary, and function, such as language used to clarify, explain, and argue, to communicate and build ideas. (viii) identify and apply playful uses of language such as dichos, adivinanzas, palindromes, y trabalenguas (ix) identify and generate verses with at least two rhyming pair (committee needs to work on revising and sequencing the following:) (A) use orthographic rules to segment and combine syllables	(i) following, restating, and giving oral instructions that involve a short related sequence of actions; (ii) employing eye contact, speaking rate, volume, enunciation, and the conventions of language; (iii) giving descriptive, informative, and procedural presentations; (iv) actively listening to sustained oral input, including reading, media, and dialogue; (v) conducting an interview, including social and informative; (vi) developing social communication such as, applying appropriate language for a situation using English language conventions; and (vii) producing oral language in contextualized and purposeful ways, practicing form, including grammar and vocabulary, and function, such as language used to clarify, explain, and argue, to communicate and build ideas. (committee needs to work on revising and sequencing the following:) (I) read, spell and write words that have a prosodic or orthographic accent on palabras agudas such as feliz and canción, y palabras graves such as casa and árbol; (J) read and spell words that have an orthographic accent on the third-to-last syllable (palabras esdrújulas) such as último, cómico, and mecánico; (K) read and spell words with hiatus and diphthongs such as le-er, ri-o, quie-ro, and vio; (N) differentiate meaning of a word based on the diacritical accent such as dé, de; tú, and tu; (O) mark accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses such as corrió, jugó, tenía, gustaria, and vendrá; (committee needs to work on revising and sequencing the following:) (A) use orthographic rules to segment and combine syllables	(v) decoding and encoding base words with affixes, including: de-, trans-, super-, anti-, mid-, semi—, -al/ial, -ive, -ous/-eous/-ious, and -logy; and (F) develop oral language through listening and speaking by: (i) following, restating, and giving oral instructions that involve a short related sequence of actions; (ii) employing eye contact, speaking rate, volume, enunciation, and the conventions of language; (iii) giving descriptive, informative, and procedural presentations; (iv) listening to and drawing conclusions in content learning activities; (v) conducting an interview, including social, informative, and literary; (vi) developing social communication such as, providing peers with constructive praise and feedback, using oral language to explore, negotiate, and solve problems; and (vii) using oral language to inform, to persuade, and to entertain. (committee needs to work on revising and sequencing the following:) (A) determine the meaning of grade-level academic Spanish words derived from Latin, Greek, or other linguistic roots and affixes; (B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words; (C) produce analogies with known antonyms and synonyms; (D) identify and explain the meaning of common idioms, adages, and other sayings; and (E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, spelling, alternate word choices, and parts of speech of words; (F) spell words with more advanced orthographic patterns and rules, including:	(i) use print, digital and web-based reference resources to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words in context; (ii) use context through cause and effect and organizational text structures to determine the meaning of unfamiliar words or multiple meaning words; (A) use correct stress and intonation of words when reading aloud grade-level text; (B) read, define, and spell to mastery Spanish roots derived from Latin, Greek, or other linguistic roots; [NOTE: need roots] (C) read, define, spell, and apply to mastery words with Greek and Latin prefixes and suffixes; (D) use context through cause and effect and organizational text structures to determine the meaning of unfamiliar or multiple meaning words; (E) complete analogies that describe part to whole or whole to part such as motor:carro es como aire: _____ or carro: motor es como llanta _____; (F) use a printed or digital dictionary, glossary, or thesaurus to determine the meanings, spelling, alternate word choices, and parts of speech of words; (G) read, spell, and write to mastery words that have a prosodic or orthographic accent on the last syllable (palabras agudas), second-to-last syllable (palabras graves), third-to-last syllable (palabras esdrújulas) and fourth-to-last syllable (palabras sobresdrújulas); (H) mark accents appropriately when conjugating verbs in simple and imperfect past, perfect conditional, and future tenses such as corrió, jugó, tenía, gustaria, vendrá; (I) read and spell, to mastery, words containing hiatus and diphthongs (le-er, ri-o, quie-ro, vio); (J) differentiate, to mastery, between frequently confused terms such as porque, por qué; tampoco, tan poco; mediodía, medio día; (K) use spelling patterns, rules, and print and electronic resources		

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(vii) segmenting spoken one-syllable words into individual phonemes such as dog: /d/-o/-g/; and (add Spanish equivalent here) (viii) identifying syllables in spoken words; and (committee needs to work on revising and sequencing the following:) (F) orally blend syllables to form and spell words such as ma-no....mano, pa-to....pato (G) recognize that different new words are created when a syllable is added, changed, or removed; such as “pa-lo” to “pa-sa” (H) isolate the initial syllabic sound in spoken words such as pa-ta, la-ta, ra-ta; (I) orally separate multi-syllabic words up to three syllables such as to-ma-te; (J) use letter-sound correspondences to spell mono-syllabic words; (A) decode syllables using the five vowel sounds to create words (G) develop oral language through listening and speaking by: (i) following, restating, and giving oral instructions that involve a short related sequence of actions; (ii) employing eye contact, speaking rate, volume, enunciation, and the conventions of language; (iii) giving a descriptive presentation; (iv) identifying sounds in school and surrounding environment; (v) participating in discussion by alternating between listening and speaking and taking turns; (vi) developing social communication, such as introducing self, common greetings, and expressing needs and wants; and (vii) answering open-ended questions. _____ (committee needs to work on revising and sequencing the following:)	eonsenant blends such as bl, st, and tr; (add in Spanish equivalent) (ii) distinguishing between long and short vowel sounds in one syllable words such as bit/bite; (add in Spanish equivalent) (iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed such as blow to glow; (add in Spanish equivalent here) (iv) blending spoken phonemes to form one and two-syllable words including consonant blends such as bl, st, and tr; (add in Spanish equivalent here) (v) isolating initial, medial, and final sounds in one-syllable spoken words; and (add in Spanish equivalent here) (vi) segmenting spoken one-syllable words of three to five phonemes into individual phonemes such as splat=/s/-/p/-/t/-/a/-/t/; (add in Spanish equivalent here) (vii) recognize spoken alliteration such as "Pepe Pecas pica papas"; (H) develop oral language through listening and speaking by: (i) following, restating, and giving oral instructions that involve a short related sequence of actions; (ii) employing eye contact, speaking rate, volume, enunciation, and the conventions of language; (iii) giving a descriptive presentation; (iv) actively listening for a variety of reasons such as; enjoyment, learning, and following directions; (v) listening to others and responding courteously to ideas and opinions; (vi) developing social communication such as, introducing self and others, relating experiences to a classmate, expressing needs and feelings, and describing self positively; and (vii) answering open-ended questions. _____	steak; au as in sauee, ui as in suit; and igh as in night in isolation and in context; (vii) decoding and encoding multisyllabic r-controlled syllables such as mer-maid in isolation and in context; (viii) decoding and encoding multisyllabic final-stable syllables such as sta-tion in isolation and in context; (ix) spelling base words with inflectional suffixes such as ing and ed; (x) decoding and encoding words with common prefixes including in-, re-, des- and suffixes including -mente, -dad, -oso; [E/S: align suffix and affix] (x) reading abbreviations such as Mr., and Ave; (xi) identify and read abbreviations including Sr., Sra., Srta., Dr., Dra., Ud.; (xi) decoding and encoding contractions such as haven't; (add in Spanish equivalent: de + el = del a + el= al) (xii) reading and spelling at least 300-500 high-frequency words from a research-based list; and [For Spanish K-6 discussion] (xiii) decoding and encoding words with double consonants in the middle of the word ; [moved from 3rd] (consider/discuss in Spanish equivalent here, e.g. accion, ll, rr, enato) (F) demonstrate print awareness to: (i) alphabetize to the second letter; (ii) use common graphic features to assist in the interpretation of text such as labels, captions, photographs and illustrations; and (iii) distinguish features of a sentence such as commas and quotation marks; and (iii) distinguish features of a sentence including capitalization of first word, beginning and ending punctuation, commas, quotation marks, and em dash to indicate dialogue; Spanish equivalent (G) develop oral language through listening and speaking by:	including diphthongs such as na-die, ra-dio; (B) decode words with an orthographic accent such as día, también, después; (C) become familiar with words that have an orthographic accent on the third-to-last syllable (palabras esdrújulas) such as último, cómico, mecánico; (D) become familiar with the concept of hiatus and diphthongs and the implications for orthographic accents such as le-er, rí-o; quie-ro, vio; (E) use with increased accuracy accents on words commonly used in questions and exclamations such as cuál, dónde, cómo; (F) write words that have a prosodic or orthographic accent, palabras agudas, such as feliz and canción, y graves such as casa and árbol; (G) differentiate the meaning or function of a word based on the diacritical accent such as se/sé, el/él, mas/más; (H) mark accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses such as corrió, jugó, tenía, gustaría, vendrá; (I) decode and spell, to mastery, words with silent "h" such as ahora, hermano; and words that use the syllables que-, qui-, as in queso and quito; gue-, gui-, as in guiso and juguete; and güe-, güi-, as in pingüino and agüita; (J) develop automatic recognition, monitor accuracy, and spell to mastery words that have the same sounds represented by different letters including "r" and "rr," as in ratón and perro; "ll" and "y," as in llave and yate; "g" and "j," as in gigante and jirafa; "c," "k," and "q," as in casa, kilo, and quince; "c," "s," and "z," as in cereal, semilla, and zapato; "j" and "x," as in cojín and México; "i" and "y," as in imán and doy; "b" and "v," as in burro and vela; (S) spell words that use soft and hard /r/ such as cara and perro; (T) spell words using "n" before "v" such as invitación, "m" before "b" such as cambiar, and "m" before "p" such as comprar; (U) spell, to mastery, words with consonant blends such as bra/bra-zo-, glo/glo-bo-;		(i) words that have a prosodic or orthographic accent on the last syllable (palabras agudas) (e.g., feliz, canción); (ii) words that have a prosodic or orthographic accent on the second-to-last syllable (palabras graves) (e.g., casa, árbol); (iii) words that have an orthographic accent on the third-to-last syllable (palabras esdrújulas) (e.g., último, cómico, mecánico); and (iv) words that have a prosodic or orthographic accent on the fourth-to-last syllable (palabras sobresdrújulas); (G) mark accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (e.g., corrió, jugó, tenía, gustaría, vendrá); (H) spell words with: (i) Greek roots (e.g., tele-, foto-, grafo-, metro-); (ii) Latin roots (e.g., spec, scrib, rupt, port, dict); (iii) Greek suffixes (e.g., -ología, -fobia, -ismo, -ista); and (iv) Latin derived suffixes (e.g., -able, -ible, -ancia); (I) correctly spell words containing hiatus and diphthongs (e.g., le-er, rí-o, quie-ro, vio); (J) differentiate between commonly confused terms (e.g., porque, por qué; asimismo, así mismo; sino, si no; también, tan bien); (K) use spelling patterns, rules, and print and electronic resources to determine and check correct spellings; and (L) know how to use the spell-check function in word processing while understanding its limitations.	to determine and check correct spellings to mastery; (L) demonstrate, to mastery, how to use the spell-check function in word processing while understanding its limitations; and (M) read aloud grade-level text with accuracy, expression, appropriate phrasing, and comprehension.		

Kindergarten	Grade 1	(i) Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	ESOL I	ESOL II
(S) use "y" to represent /i/ when used as a conjunction such as mamá y papá; and (T) write one's own name. (B) use phonological knowledge to match sounds to individual letters and syllables, including hard and soft consonants such as "r," "c," and "g"; (C) decode the written "y" when used as a conjunction, as in "mamá y papá"; (D) understand the concept that "h" is silent such as hijo, hermano, hoy, hola; (E) understand the digraphs /ch/, /rr/ such as chico, chile, perro, carro; (F) understand the concept that "ll" and "y" have the same sound such as llave, lluvia, ya, yegua; (G) use knowledge of consonant/vowel sound relationships to decode syllables and words in text and independent of content such as mes, sol, el, ma-no, bo-ca, co-ci-na; (I) identify and use words that name actions, directions, positions, sequences, and locations; (J) understand grade appropriate vocabulary including content and function words;	(committee needs to work on revising and sequencing the following:) Phonological awareness (A) identify and apply playful uses of language in dichos (D) orally generate a series of rhyming words (F) blend syllables to generate and spell mullti-syllabic words such as ma-no...mano, pa-to...pato; (G) recognize and generate different words that are created when a syllable is added, changed, or removed such as "pa-lo" to "pa-sa"; (I) orally separate multi-syllabic words up to four syllables such as te-le-fo-no (E) identify syllables in spoken words, including diphthongs and hiatus such as le-er, ri-o, quic-ro, na-dic, ra-dio, sa-po; and (A) decode syllables using the five vowel sounds such as ma, me, mi, mo, mu; (C) decode the written "y" when used as a conjunction such as "mamá y papá"; (D) decode words in context and in isolation by applying the knowledge of letter-sound relationships in different structures including: (i) by syllable such as la; con, a-la; ca-sa, tam-bién to-ma-te, pa-pi-ta, cho-co-la-te, te-lé-fo-no; (ii) consonant blends, such as bra/bra-zo; glo/glo-bo; and (iii) consonant diagraphs (e.g., ch/chi-le; ll/lla-ve; rr/pe-rro); (E) decode words with the silent "h"; (F) decode words that use syllables que-, qui-, as in queso and quito; gue-, gui-, as in guiso and juguete; and the use of the dieresis, such as güe-, güi-, as in pingüino and agüita; (G) decode words that have the same sounds represented by different letters including "r" and "rr," as in ratón and perro; "ll" and "y," as in llave and yate; "g" and "j," as in gigante and jirafa; "c," "k," and "q," as in casa, kilo, "c," "s," and "z," as in cereal, semilla, and zapato; "i" and "x," as in cojín and México; "i" and "y," as in imán and doy;	(ii) following, restating, and giving oral instructions that involve a short related sequence of actions; (iii)employing eye contact, speaking rate, volume, enunciation, and the conventions of language; (iv) giving descriptive and informative presentations; (v) actively listening using appropriate body language; (vi) listening to and distinguishing between relevant and irrelevant information; (vii) developing social communication such as, distinguishing between asking and telling, and identifying strengths in self and others; and (viii) asking and responding to “wh” questions, including who, what, when, where, and why. (Spanish equivalent) (committee needs to work on revising and sequencing the following:) (A) identify and apply playful uses of language in adivinanzas (B) generate verse with at least one rhyming pair (C) generate spoken alliteration such as "Pepe Pecas pica papas"; (L) read aloud grade-level appropriate text with fluency including accuracy, expression, and appropriate phrasing and comprehension;	(V) spell, to mastery, the plural form of words ending in "z" by replacing the "z" with "c" before adding -es such as capaz, capaces; raíz, raices;					

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	ESOL I	ESOL II
	(H) identify the stressed syllable (sílabla tónica); (I) decode words with an orthographic accent such as "papá," "mamá"; and (J) use knowledge of the meaning of base words to identify and read common compound words such as sacapuntas, abrelata, salvavida. (A) identify words that name actions (verbs) and words that name persons, places, things, or ideas (nouns); (B) determine the meaning of compound words using knowledge of the meaning of their individual component words such as paraguas); (A) use phonological knowledge to match sounds to letters and syllables to construct words such as “b” (burro) and “v” (vaca); (B) use syllable-sound patterns to generate a series of original rhyming words using a variety of ending patterns such as -ción, -illa, -ita, -ito; and (C) blend phonemes to form syllables and words such as mismo, tarde.							