



Grade 4 Spanish Writing Assessment

2019-2020 & 2020-2021

**Eligible Texas Essential
Knowledge and Skills**

NOTE: The English and Spanish versions of STAAR assess the same reporting categories. Although the TEKS composition and revision standards are the same in both languages, the TEKS editing standards have language-specific differences.

STAAR Grade 4 Spanish Writing Assessment

Reporting Category 1: Composition

The student will demonstrate an ability to compose a variety of written texts with a clear, central idea; coherent organization; sufficient development; and effective use of language and conventions.

2017 Student Expectation	2009 Student Expectation
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <ul style="list-style-type: none"> (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion. (ii) developing an engaging idea with relevant details. 	<p>(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(B) develop drafts by categorizing ideas and organizing them into paragraphs.</p> <p>Readiness Standard</p>
<p>Notes: The above standards align because both require students to develop and organize ideas in a written composition.</p>	
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.</p>	<p>(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience;</p> <p>Readiness Standard</p>
<p>Notes: The above standards are aligned because both focus on revising writing by improving coherence through the appropriate use of words and sentences.</p>	

2017 Student Expectation	2009 Student Expectation
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(D) edit drafts using standard Spanish conventions.</p>	<p>(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(D) edit drafts for grammar, mechanics, and spelling [using a teacher-developed rubric].</p> <p>Readiness Standard</p>
<p>Notes: The above standards require the student to edit drafts for grammar, mechanics, and spelling.</p>	
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <p>(i) organizing with purposeful structure, including an introduction, transitions, and a conclusion.</p> <p>(ii) developing an engaging idea with relevant details.</p> <p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p>(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.</p>	<p>(18) Writing/Expository [and Procedural] Texts. Students write expository [and procedural or work-related] texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p> <p>(A) create brief compositions that</p> <p>(i) establish a central idea in a topic sentence.</p> <p>(ii) include supporting sentences with simple facts, details, and explanations.</p> <p>(iii) contain a concluding statement.</p> <p>Readiness Standards</p>
<p>Notes: The above standards align because both require students to compose informational texts using genre characteristics and craft. Student expectations 18.A.i-18.A.iii are subsumed in student expectations 11.B.i and 11.B.ii.</p>	

Reporting Category 2: Revision

The student will demonstrate an ability to revise a variety of written texts.

2017 Student Expectation	2009 Student Expectation
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <p style="padding-left: 20px;">(i) organizing with purposeful structure, including an introduction, transitions, and a conclusion.</p> <p style="padding-left: 20px;">(ii) developing an engaging idea with relevant details.</p> <p>(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.</p>	<p>(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience.</p> <p>Readiness Standard</p>
<p>Notes: The above standards are aligned because they focus on revising a text by improving its structure and coherence.</p>	
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <p style="padding-left: 20px;">(i) organizing with purposeful structure, including an introduction, transitions, and a conclusion.</p> <p style="padding-left: 20px;">(ii) developing an engaging idea with relevant details.</p>	<p>(18) Writing/Expository [and Procedural] Texts. Students write expository [and procedural or work-related] texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p> <p>(A) create brief compositions that</p> <p style="padding-left: 20px;">(i) establish a central idea in a topic sentence.</p> <p style="padding-left: 20px;">(ii) include supporting sentences with simple facts, details, and explanations.</p> <p style="padding-left: 20px;">(iii) contain a concluding statement.</p> <p>Supporting Standards</p>
<p>Notes: The above standards align because both require students to revise texts using genre characteristics and craft. Student expectations 18.A.i-18.A.iii are subsumed in student expectations 11.B.i and 11.B.ii.</p>	

Reporting Category 3: Editing

The student will demonstrate an ability to edit a variety of texts.

2017 Student Expectation	2009 Student Expectation
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (i) spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent. (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent (iii) spelling words with diphthongs and hiatus. (iv) marking accents appropriately when conjugating verbs such as in simple and imperfect past, past participle, perfect, conditional, and future tenses. <p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(D) edit drafts using standard Spanish conventions, including:</p> <ul style="list-style-type: none"> (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments. (ii) verb tense such as simple past, present, and future and imperfect past, past participle, and conditional. (iii) singular, plural, common, and proper nouns, including gender-specific articles. 	<p>(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(D) edit drafts for grammar, mechanics, and spelling [using a teacher-developed rubric].</p> <p>Readiness Standard</p>

2017 Student Expectation	2009 Student Expectation
<p>(iv) adjectives, including their comparative and superlative forms.</p> <p>(v) adverbs that convey frequency and adverbs that convey degree.</p> <p>(vi) prepositions and prepositional phrases;</p> <p>(vii) pronouns, including personal, possessive, objective, reflexive, and prepositional.</p> <p>(viii) coordinating conjunctions to form compound subjects, predicates, and sentences.</p> <p>(ix) capitalization of historical events and documents, titles of books, stories, and essays.</p> <p>(x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue.</p> <p>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules.</p>	
<p>Notes: The above standards require the student to edit for grammar, mechanics, and spelling. Although the 2017 standards provide for more specificity, the underlying skills are the same.</p>	
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(D) edit drafts using standard Spanish conventions, including:</p> <p>(ii) verb tense such as simple past, present, and future and imperfect past, past participle, and conditional.</p>	<p>(20) [Oral and] Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <p>Readiness Standard</p> <p>(i) regular and irregular verbs (past, present, future, and perfect tenses in the indicative mode).</p> <p>Supporting Standard</p>
<p>Notes: The above standards require the student to edit for verbs.</p>	

2017 Student Expectation	2009 Student Expectation
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(D) edit drafts using standard Spanish conventions, including:</p> <p>(iii) singular, plural, common, and proper nouns, including gender-specific articles.</p>	<p>(20) [Oral and] Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <p>Readiness Standard</p> <p>(ii) nouns (singular/plural, common/proper).</p> <p>Supporting Standard</p>
<p>Notes: The above standards are aligned because both require the student to edit for the use of nouns.</p>	
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(D) edit drafts using standard Spanish conventions, including:</p> <p>(iv) adjectives, including their comparative and superlative forms.</p>	<p>(20) [Oral and] Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <p>Readiness Standard</p> <p>(iii) adjectives (e.g., descriptive, including adjective phrases: vestido de domingo) and their comparative and superlative forms (e.g., más que, la más).</p> <p>Supporting Standard</p>
<p>Notes: The above standards align because both focus on editing for adjectives, including comparative and superlative forms.</p>	

2017 Student Expectation	2009 Student Expectation
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(D) edit drafts using standard Spanish conventions, including:</p> <p>(v) adverbs that convey frequency and adverbs that convey degree.</p>	<p>(20) [Oral and] Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <p>Readiness Standard</p> <p>(iv) adverbs (e.g., frequency: usualmente, a veces; intensity: casi, mucho).</p> <p>Supporting Standard</p>
<p>Notes: The above standards are aligned because both focus on editing for adverbs, including adverbs that convey frequency or degree.</p>	
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(D) edit drafts using standard Spanish conventions, including:</p> <p>(vi) prepositions and prepositional phrases.</p>	<p>(20) [Oral and] Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <p>Readiness Standard</p> <p>(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details.</p> <p>Supporting Standard</p>
<p>Notes: The above standards both require students to edit for prepositions and prepositional phrases.</p>	

2017 Student Expectation	2009 Student Expectation
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(D) edit drafts using standard Spanish conventions, including:</p> <p>(vii) pronouns, including personal, possessive, objective, reflexive, and prepositional.</p>	<p>(20) [Oral and] Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <p>Readiness Standard</p> <p>(vi) reflexive pronouns (e.g., me, te, se, nos).</p> <p>Supporting Standard</p>
<p>Notes: The above standards both focus on editing for pronouns, including reflexive pronouns.</p>	
<p>None</p>	<p>(20) [Oral and] Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <p>Readiness Standard</p> <p>(vii) correlative conjunctions (e.g., o/o, ni/ni).</p> <p>Supporting Standard</p>
<p>Notes: No alignment to this SE has been identified.</p>	
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <p>(i) organizing with purposeful structure, including an introduction, transitions, and a conclusion.</p>	<p>(20) [Oral and] Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <p>Readiness Standard</p> <p>(viii) time-order transition words and transitions that indicate a conclusion.</p> <p>Supporting Standard</p>
<p>Notes: The above standards are aligned because both focus on editing texts for the correct use of transitions.</p>	

2017 Student Expectation	2009 Student Expectation
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(D) edit drafts using standard Spanish conventions, including:</p> <p>(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.</p>	<p>(20) [Oral and] Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(B) use the complete subject and the complete predicate in a sentence.</p> <p>Readiness Standard</p>
<p>Notes: The above standards align because both require students to edit for the use of complete sentences.</p>	
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(D) edit drafts using standard Spanish conventions, including:</p> <p>(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.</p>	<p>(20) [Oral and] Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(C) use complete simple and compound sentences with correct subject-verb agreement.</p> <p>Supporting Standard</p>
<p>Notes: The above standards both focus on editing for complete simple and compound sentences.</p>	
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(D) edit drafts using standard Spanish conventions, including:</p> <p>(ix) capitalization of historical events and documents, titles of books, stories, and essays.</p>	<p>(21) [Oral and] Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p>(B) use capitalization for:</p> <p>Readiness Standard</p> <p>(i) historical events and documents. (ii) the first words of titles of books, stories, and essays.</p> <p>Supporting Standards</p>
<p>Notes: The above standards are aligned because both focus on editing for correct capitalization.</p>	

2017 Student Expectation	2009 Student Expectation
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(D) edit drafts using standard Spanish conventions, including:</p> <p>(x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue.</p>	<p>(21) [Oral and] Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p>(C) recognize and use punctuation marks including:</p> <p>Readiness Standard</p> <p>(i) punctuation commas in compound sentences.</p> <p>Supporting Standard</p>
<p>Notes: The above standards align because both focus on editing for punctuation marks, including commas.</p>	
<p>None</p>	<p>(21) [Oral and] Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p>(D) identify and read abbreviations (e.g., Sr., Atte.).</p> <p>Supporting Standard</p>
<p>Notes: No alignment to this SE has been identified.</p>	
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p>(B) demonstrate and apply spelling knowledge by:</p> <p>(i) spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent.</p>	<p>(22) [Oral and] Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>(A) write with increasing accuracy using accent marks including:</p> <p>Readiness Standard</p> <p>(i) words that have a prosodic or orthographic accent on the last syllable (palabras agudas) (e.g., feliz, canción).</p> <p>(ii) words that have a prosodic or orthographic accent on the second-to-last syllable (palabras graves) (e.g., casa, árbol).</p> <p>Supporting Standards</p>
<p>Notes: The above standards require students to spell palabras agudas and graves with a prosodic or orthographic (written) accent.</p>	

2017 Student Expectation	2009 Student Expectation
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p>(B) demonstrate and apply spelling knowledge by:</p> <p>(ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent.</p>	<p>(22) [Oral and] Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>(A) write with increasing accuracy using accent marks including:</p> <p>Readiness Standard</p> <p>(iii) words that have an orthographic accent on the third-to-last syllable (palabras esdrújulas) (e.g., último, cómico, mecánico).</p> <p>Supporting Standard</p>
<p>Notes: The above standards focus on spelling palabras esdrújulas which have a written (orthographic) accent on the antepenultimate syllable.</p>	
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p>(B) demonstrate and apply spelling knowledge by:</p> <p>(iii) spelling words with diphthongs and hiatus.</p>	<p>(22) [Oral and] Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>(B) spell words with hiatus and diphthongs (e.g., le-er, rí-o, quie-ro, vio).</p> <p>Supporting Standard</p>
<p>Notes: The above standards align because they focus on the correct spelling of words with hiatus (two adjacent vowels within a word that do not belong to the same syllable) and diphthongs (the combination of a strong vowel (<i>a, e, o</i>) and a weak vowel (<i>i, u</i>) in a single syllable).</p>	

2017 Student Expectation	2009 Student Expectation
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(D) edit drafts using standard Spanish conventions, including:</p> <p>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules.</p>	<p>(22) [Oral and] Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>(C) spell base words and roots with affixes (e.g., ex-, pre-, post-, -able);</p> <p>Supporting Standards</p>
<p>Notes: The above standard are aligned because they require students to spell using knowledge of affixes.</p>	
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(D) edit drafts using standard Spanish conventions, including:</p> <p>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules.</p>	<p>(22) [Oral and] Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>(D) spell words with:</p> <p>(iii) Greek suffixes (e.g., -ología, -fobia, -ismo, -ista).</p> <p>(iv) Latin derived suffixes (e.g., -able, -ible, -ancia).</p> <p>Supporting Standards</p>
<p>Notes: The above standard are aligned because they require students to spell using knowledge of affixes.</p>	
<p>None</p>	<p>(22) [Oral and] Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>(D) spell words with:</p> <p>(i) Greek roots (e.g., tele-, foto-, grafo-, metro-).</p> <p>Supporting Standard</p>
<p>Notes: No alignment to this SE has been identified.</p>	

2017 Student Expectation	2009 Student Expectation
<p>None</p>	<p>(22) [Oral and] Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <ul style="list-style-type: none"> (D) spell words with: <ul style="list-style-type: none"> (ii) Latin roots (e.g., spec, scrib, rupt, port, dict). <p>Supporting Standard</p>
<p>Notes: No alignment to this SE has been identified.</p>	
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <ul style="list-style-type: none"> (D) edit drafts using standard Spanish conventions, including: <ul style="list-style-type: none"> (xi) correct spelling of words with grade-appropriate orthographic patterns and rules. 	<p>(22) [Oral and] Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <ul style="list-style-type: none"> (E) differentiate the meaning or function of a word based on the diacritical accent (e.g., dé, de; tú, tu). <p>Supporting Standard</p>
<p>Notes: The above standards require students to edit drafts for spelling, including differentiating words based on the diacritical accent.</p>	
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <ul style="list-style-type: none"> (B) demonstrate and apply spelling knowledge by: <ul style="list-style-type: none"> (iv) marking accents appropriately when conjugating verbs such as in simple and imperfect past, past participle, perfect, conditional, and future tenses. 	<p>(22) [Oral and] Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <ul style="list-style-type: none"> (F) mark accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (e.g., corrió, jugó, tenía, gustaría, vendrá). <p>Supporting Standard</p>
<p>Notes: The above standards are aligned because they require students to edit drafts for correct spelling, including marking appropriately the orthographic (written) accent when conjugating verbs.</p>	

2017 Student Expectation	2009 Student Expectation
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(D) edit drafts using standard Spanish conventions, including:</p> <p>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules.</p>	<p>(22) [Oral and] Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>(G) use spelling patterns, rules, [and print and electronic resources] to determine and check correct spellings.</p> <p><i>Supporting Standard</i></p>
<p>Notes: The above standards align because both focus on using patterns and rules to spell.</p>	