

Final Recommendations Side by Side—Spanish Language Arts and Reading, Grade 5

Current Spanish Language Arts and Reading TEKS	TEKS Review Committee Final Recommendations
<p>(1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with accuracy, expression, appropriate phrasing, and comprehension.</p>	<p>(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:</p> <p>(D) use appropriate rate, accuracy, and prosody when reading grade level text;</p>
<p>(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(A) determine the meaning of grade-level academic Spanish words derived from Latin, Greek, or other linguistic roots and affixes;</p> <p>(B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words;</p> <p>(C) produce analogies with known antonyms and synonyms;</p> <p>(D) identify and explain the meaning of common idioms, adages, and other sayings; and</p> <p>(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.</p>	<p>(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:</p> <p>(C) develop vocabulary by:</p> <p>(i) using a variety of resources print, digital, and web-based to determine meanings, syllabication, and pronunciation to validate understanding of unknown words;</p> <p>(ii) using context to determine the meaning of unfamiliar words and multiple meaning words in grade level text;</p> <p>(iii) determining the meaning and use grade-level academic Spanish words derived from Greek and Latin roots, including audi, crono, foto, geo, terr;</p> <p>(v) producing analogies with known antonyms and synonyms;</p> <p>(vi) differentiating between commonly confused terms such as porque, porqué, por qué, por que; asimismo (adverbio), así mismo (de la misma manera); sino, si no; también, tan bien; and</p> <p>(vii) identifying and explaining the meaning of idioms and adages;</p>
<p>(3) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p> <p>(A) compare and contrast the themes or moral lessons of several works of fiction from various cultures;</p> <p>(B) describe the phenomena explained in origin myths from various cultures; and</p> <p>(C) explain the effect of a historical event or movement on the theme of a work of literature.</p>	<p>(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:</p> <p>(F) make inferences using evidence to support understanding;</p> <p>(G) evaluate information read to determine what is most important;</p> <p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(B) use text evidence to support an appropriate response;</p> <p>(C) paraphrase and summarize texts in ways that maintain meaning and logical order;</p>

<p>(4) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems.</p>	<p>(G) compare and contrast across a variety of sources.</p> <p>(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:</p> <p>(F) make inferences using evidence to support understanding;</p> <p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(B) use text evidence to support an appropriate response;</p> <p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. Diverse is a broad term that includes all cultures and communities. The student is expected to:</p> <p>(A) develop an understanding of how forms and structures are the same and different within and across genres, including myths, biographies, autobiographies, informational text, primary source documents, narrative non-fiction, poetry, and drama;</p> <p>(B) recognize characteristics and structures of literary texts, including:</p> <p>(vi) understanding and identifying elements of poetry, including internal rhyme, onomatopoeia, and rhyme scheme found in various forms of poetry;</p>
<p>(5) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze the similarities and differences between an original text and its dramatic adaptation.</p>	<p>(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:</p> <p>(F) make inferences using evidence to support understanding;</p> <p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(B) use text evidence to support an appropriate response;</p> <p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. Diverse is a broad term that includes all cultures and communities. The student is expected to:</p>

	<p>(A) develop an understanding of how forms and structures are the same and different within and across genres, including myths, biographies, autobiographies, informational text, primary source documents, narrative non-fiction, poetry, and drama;</p> <p>(B) recognize characteristics and structures of literary texts, including:</p> <p>(v) identifying the elements of a play, including acts, scenes, stage directions, and scripted dialogue; and</p>
<p>(6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p> <p>(A) describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events;</p> <p>(B) explain the roles and functions of characters in various plots, including their relationships and conflicts; and</p> <p>(C) explain different forms of third-person points of view in stories.</p>	<p>(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:</p> <p>(F) make inferences using evidence to support understanding;</p> <p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(B) use text evidence to support an appropriate response;</p> <p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. Diverse is a broad term that includes all cultures and communities. The student is expected to:</p> <p>(A) develop an understanding of how forms and structures are the same and different within and across genres, including myths, biographies, autobiographies, informational text, primary source documents, narrative non-fiction, poetry, and drama;</p> <p>(B) recognize characteristics and structures of literary texts, including:</p> <p>(i) analyzing and summarizing the elements of plot development, including rising action, climax, falling action, and resolution, including non-linear elements such as flashback;</p> <p>(ii) explaining the significance of the setting of the plot, including historical setting;</p> <p>(iii) explaining the roles and functions of characters, including their relationships and conflicts;</p> <p>(6) Author’s Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors’ choices and how they influence and communicate meaning within a text. Students will analyze and apply author’s craft purposefully in order to develop their own products and performances. The student is expected to:</p>

	(F) identify and analyze the use of literary devices, including omniscient and limited point of view to achieve a specific purpose; and
<p>(7) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life.</p>	<p>(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:</p> <p>(F) make inferences using evidence to support understanding;</p> <p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(B) use text evidence to support an appropriate response;</p> <p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. Diverse is a broad term that includes all cultures and communities. The student is expected to:</p> <p>(A) develop an understanding of how forms and structures are the same and different within and across genres, including myths, biographies, autobiographies, informational text, primary source documents, narrative non-fiction, poetry, and drama;</p>
<p>(8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to evaluate the impact of sensory details, imagery, and figurative language in literary text.</p>	<p>(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:</p> <p>(F) make inferences using evidence to support understanding;</p> <p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(B) use text evidence to support an appropriate response;</p> <p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. Diverse is a broad term that includes all cultures and communities. The student is expected to:</p> <p>(A) develop an understanding of how forms and structures are the same and different within and across genres, including myths, biographies, autobiographies, informational text, primary source documents, narrative non-fiction, poetry, and drama;</p> <p>(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze</p>

	<p>and apply author’s craft purposefully in order to develop their own products and performances. The student is expected to:</p> <p>(D) describe how the author's use of literal and figurative language, including metaphor, simile, and imagery achieves specific purposes;</p>
<p>(9) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and summarize or paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).</p>	<p>(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:</p> <p>(E) self-select text to read independently for a sustained period of time; and</p> <p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(C) paraphrase and summarize texts in ways that maintain meaning and logical order;</p> <p>(D) interact with sources in meaningful ways such as note-taking, annotating, free writing, or illustrating;</p>
<p>(10) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text, including culturally relevant texts, to support their understanding. Students are expected to draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved.</p>	<p>(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:</p> <p>(A) establish purpose for reading;</p> <p>(F) make inferences using evidence to support understanding;</p> <p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(B) use text evidence to support an appropriate response;</p> <p>(F) make inferences using evidence to support understanding;</p> <p>(G) evaluate information read to determine what is most important;</p> <p>(6) Author’s Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors’ choices and how they influence and communicate meaning within a text. Students will analyze and apply author’s craft purposefully in order to develop their own products and performances. The student is expected to:</p> <p>(A) identify and analyze the author’s purpose and message within texts;</p>

<p>(11) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p> <p>(A) summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order;</p> <p>(B) determine the facts in text and verify them through established methods;</p> <p>(C) analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas;</p> <p>(D) use multiple text features and graphics to gain an overview of the contents of text and to locate information; and</p> <p>(E) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.</p>	<p>(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:</p> <p>(F) make inferences using evidence to support understanding;</p> <p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(B) use text evidence to support an appropriate response;</p> <p>(F) make inferences using evidence to support understanding;</p> <p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. Diverse is a broad term that includes all cultures and communities. The student is expected to:</p> <p>(A) develop an understanding of how forms and structures are the same and different within and across genres, including myths, biographies, autobiographies, informational text, primary source documents, narrative non-fiction, poetry, and drama;</p> <p>(C) recognize characteristics and structures of informational text, including:</p> <p>(i) features, including insets, timelines, and sidebars, to locate, explain, or use information and gain understanding of text; and</p> <p>(ii) how different organizational structures such as cause and effect, compare and contrast, problem and solution, description, and sequential and chronological order support the main ideas;</p> <p>(G) compare and contrast across a variety of sources.</p> <p>(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to:</p> <p>(B) understand how text structure contributes to the author's purpose;</p>
<p>(12) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:</p> <p>(A) identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument; and</p> <p>(B) recognize exaggerated, contradictory, or misleading statements in text.</p>	<p>(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:</p> <p>(F) make inferences using evidence to support understanding;</p>

	<p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(B) use text evidence to support an appropriate response;</p> <p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. Diverse is a broad term that includes all cultures and communities. The student is expected to:</p> <p>(A) develop an understanding of how forms and structures are the same and different within and across genres, including myths, biographies, autobiographies, informational text, primary source documents, narrative non-fiction, poetry, and drama;</p> <p>(D) recognize characteristics and structures of persuasive text, including the thesis to explain how the author has used facts for or against an argument and verifying the facts; and</p>
<p>(13) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p> <p>(A) interpret details from procedural text to complete a task, solve a problem, or perform procedures; and</p> <p>(B) interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.</p>	<p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. Diverse is a broad term that includes all cultures and communities. The student is expected to:</p> <p>(A) develop an understanding of how forms and structures are the same and different within and across genres, including myths, biographies, autobiographies, informational text, primary source documents, narrative non-fiction, poetry, and drama;</p> <p>(C) recognize characteristics and structures of informational text, including:</p> <p>(i) features, including insets, timelines, and sidebars, to locate, explain, or use information and gain understanding of text; and</p> <p>(ii) how different organizational structures such as cause and effect, compare and contrast, problem and solution, description, and sequential and chronological order support the main ideas;</p> <p>(E) interpret and construct multimodal texts and digital literacies for a variety of purposes.</p> <p>(6) Author’s Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors’ choices and how they influence and communicate meaning within a text. Students will analyze and apply author’s craft purposefully in order to develop their own products and performances. The student is expected to:</p> <p>(A) identify and analyze the author’s purpose and message within texts;</p>

	<p>(B) understand how text structure contributes to the author’s purpose;</p> <p>(C) identify and explain the author’s use of print and graphic features to achieve specific purposes;</p>
<p>(14) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>(A) explain how messages conveyed in various forms of media are presented differently (e.g., documentaries, online information, televised news);</p> <p>(B) consider the difference in techniques used in media (e.g., commercials, documentaries, news);</p> <p>(C) identify the point of view of media presentations; and</p> <p>(D) analyze various digital media venues for levels of formality and informality.</p>	<p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. Diverse is a broad term that includes all cultures and communities. The student is expected to:</p> <p>(D) recognize characteristics and structures of persuasive text, including the thesis to explain how the author has used facts for or against an argument and verifying the facts; and</p> <p>(E) interpret and construct multimodal texts and digital literacies for a variety of purposes.</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>(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 (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;</p> <p>(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;</p> <p>(C) revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed;</p> <p>(D) edit drafts for grammar, mechanics, and spelling; and</p> <p>(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p>	<p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(D) interact with sources in meaningful ways such as note-taking, annotating, free writing, or illustrating;</p> <p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. Diverse is a broad term that includes all cultures and communities. The student is expected to:</p> <p>(E) interpret and construct multimodal texts and digital literacies for a variety of purposes.</p>
<p>(16) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</p> <p>(A) write imaginative stories that include:</p> <p>(i) a clearly defined focus, plot, and point of view;</p> <p>(ii) a specific, believable setting created through the use of sensory details; and</p>	<p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:</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>(iii) dialogue that develops the story; and</p> <p>(B) write poems using:</p> <p>(i) poetic techniques (e.g., alliteration, onomatopoeia);</p> <p>(ii) figurative language (e.g., similes, metaphors); and</p> <p>(iii) graphic elements (e.g., capital letters, line length).</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 using standard Spanish conventions, including:</p> <p>(i) complete simple, complex, and compound sentences with correct subject-verb agreement;</p> <p>(ii) irregular verbs and active voice;</p> <p>(iii) collective nouns;</p> <p>(iv) descriptive adjectives, including those indicating origin;</p> <p>(v) adverbs that convey frequency and intensity;</p> <p>(vi) prepositions and prepositional phrases to convey location, time, direction, or to provide details;</p> <p>(vii) indefinite pronouns;</p> <p>(viii) conjunctions to form compound predicates, subjects, and sentences;</p> <p>(ix) subordinating conjunctions to form complex sentences and correlative conjunctions;</p> <p>(x) capitalization for: initials, acronyms, and organizations; and</p> <p>(xi) punctuation marks, including commas in compound and complex sentences; em dash for dialogue; proper italics and underlining for titles and emphasis; and quotation marks for titles;</p> <p>(E) publish written work in response to feedback and evaluate its effectiveness such as using a rubric;</p>
<p>(17) Writing. Students write about their own experiences. Students are expected to write a personal narrative that conveys thoughts and feelings about an experience.</p>	<p>(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:</p> <p>(E) make connections to personal experiences, to ideas in other texts, and to the larger community;</p> <p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(A) describe the personal and emotional connections to a variety of sources, including self selected texts;</p> <p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing and the writing process recursively to</p>

	<p>compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:</p> <p>(G) compose literary texts using genre characteristics and craft, including personal narratives, fiction such as realistic or historical, and poetry;</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 multi-paragraph essays to convey information about the topic that:</p> <ul style="list-style-type: none"> (i) present effective introductions and concluding paragraphs; (ii) guide and inform the reader's understanding of key ideas and evidence; (iii) include specific facts, details, and examples in an appropriately organized structure; and (iv) use a variety of sentence structures and transitions to link paragraphs; <p>(B) write formal and informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing); and</p> <p>(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.</p>	<p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(D) interact with sources in meaningful ways such as note-taking, annotating, free writing, or illustrating;</p> <p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:</p> <p>(F) use the elements of craft to advance the writer's purpose when composing by:</p> <ul style="list-style-type: none"> (i) developing an engaging idea reflecting depth of thought with specific details and relevance; (H) compose informational texts using genre characteristics and craft such as essays and biographies; (J) compose correspondence such as email or blog.
<p>(19) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.</p>	<p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:</p> <p>(I) compose argumentative texts using genre characteristics and craft such as editorials; and</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> <ul style="list-style-type: none"> (i) regular and irregular verbs (past, present, future, and perfect tenses in the indicative mode); (ii) collective nouns (e.g., manada, rebaño); (iii) adjectives (e.g., descriptive, including those expressing origin (gentilicios): auto <i>francés</i>, dólar <i>americano</i>) and their comparative and superlative forms (e.g., bueno, mejor, la mejor); 	<p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:</p> <ul style="list-style-type: none"> (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; (B) develop drafts of varying lengths by organizing ideas into a focused, structured, and coherent piece of writing; (C) revise drafts independently and collaboratively by adding, deleting, combining, and rearranging ideas for coherence and clarity; (D) edit drafts using standard Spanish conventions, including:

<ul style="list-style-type: none"> (iv) adverbs (e.g., frequency: usualmente, a veces; intensity: casi, mucho); (v) prepositions and prepositional phrases to convey location, time, direction, or to provide details; (vi) indefinite pronouns (e.g., todos, juntos, nada, cualquier); (vii) subordinating conjunctions (e.g., mientras, porque, aunque, si); and (viii) transitional words (e.g., también, por lo tanto); (B) become familiar with regular and irregular verbs in the present and past tenses in the subjunctive mode (e.g., que diga; que dijera); (C) use the complete subject and the complete predicate in a sentence; (D) use complete simple and compound sentences with correct subject-verb agreement; and (E) identify and read abbreviations (e.g., Sr., Atte.). 	<ul style="list-style-type: none"> (i) complete simple, complex, and compound sentences with correct subject-verb agreement; (ii) irregular verbs and active voice; (iii) collective nouns; (iv) descriptive adjectives, including those indicating origin; (v) adverbs that convey frequency and intensity; (vi) prepositions and prepositional phrases to convey location, time, direction, or to provide details; (vii) indefinite pronouns; (viii) conjunctions to form compound predicates, subjects, and sentences; (ix) subordinating conjunctions to form complex sentences and correlative conjunctions; (E) publish written work in response to feedback and evaluate its effectiveness such as using a rubric;
<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> <ul style="list-style-type: none"> (A) use capitalization for: <ul style="list-style-type: none"> (i) abbreviations; (ii) initials and acronyms; and (iii) organizations; (B) recognize and use punctuation marks including: <ul style="list-style-type: none"> (i) commas in compound sentences; and (ii) proper punctuation and spacing for quotations and em dash; and (C) use proper mechanics, including italics for titles of books. 	<ul style="list-style-type: none"> (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: <ul style="list-style-type: none"> (F) write legibly in manuscript and cursive. (7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to: <ul style="list-style-type: none"> (x) capitalization for: initials, acronyms, and organizations; and (xi) punctuation marks, including commas in compound and complex sentences; em dash for dialogue; proper italics and underlining for titles and emphasis; and quotation marks for titles;
<p>(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <ul style="list-style-type: none"> (A) spell words with more advanced orthographic patterns and rules, including: <ul style="list-style-type: none"> (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); 	<ul style="list-style-type: none"> (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: <ul style="list-style-type: none"> (B) demonstrate and apply phonetic knowledge by: <ul style="list-style-type: none"> (i) encoding words with more advanced orthographic patterns and rules, including;

<p>(iii) words that have an orthographic accent on the third-to-last syllable (palabras esdrújulas) (e.g., último, cómico, mecánico); and</p> <p>(iv) words that have a prosodic or orthographic accent on the fourth-to-last syllable (palabras sobresdrújulas);</p> <p>(B) mark accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (e.g., corrió, jugó, tenía, gustaría, vendrá);</p> <p>(C) spell words with:</p> <p>(i) Greek roots (e.g., tele-, foto-, grafo-, metro-);</p> <p>(ii) Latin roots (e.g., spec, scribe, rupt, port, dict);</p> <p>(iii) Greek suffixes (e.g., -ología, -fobia, -ismo, -ista); and</p> <p>(iv) Latin derived suffixes (e.g., -able, -ible, -ancia);</p> <p>(D) correctly spell words containing hiatus and diphthongs (e.g., le-er, rí-o, quie-ro, vio);</p> <p>(E) differentiate between commonly confused terms (e.g., porque, por qué; asimismo, así mismo; sino, si no; también, tan bien);</p> <p>(F) use spelling patterns, rules, and print and electronic resources to determine and check correct spellings; and</p> <p>(G) know how to use the spell-check function in word processing while understanding its limitations.</p>	<p>(ii) decoding, encoding, and writing ‘palabras agudas, graves, and esdrújulas’ with a prosodic or orthographic accent;</p> <p>(iii) encoding words containing hiatus and diphthongs;</p> <p>(iv) decoding and encoding ‘palabras sobresdrújulas with a prosodic or orthographic accent;</p> <p>(v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses; and</p> <p>(vi) using spelling patterns and rules, print and electronic resources to determine and check correct spelling;</p> <p>(C) develop vocabulary by:</p> <p>(i) using a variety of resources print, digital, and web-based to determine meanings, syllabication, and pronunciation to validate understanding of unknown words;</p> <p>(iii) determining the meaning and use grade-level academic Spanish words derived from Greek and Latin roots, including audi, crono, foto, geo, terr;</p> <p>(iv) identifying the meaning of base words with affixes, including trans-, super-, anti-, semi-, -ología, -ificar, -ismo, -ista;</p>
<p>(23) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p> <p>(A) brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic; and</p> <p>(B) generate a research plan for gathering relevant information about the major research question.</p>	<p>(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p>(A) generate and clarify questions on a topic for formal and informal inquiry;</p> <p>(B) follow the research plan with teacher support;</p>
<p>(24) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p> <p>(A) follow the research plan to collect data from a range of print and electronic resources in Spanish (e.g., reference texts, periodicals, web pages, online sources) and data from experts;</p> <p>(B) differentiate between primary and secondary sources;</p>	<p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(D) interact with sources in meaningful ways such as note-taking, annotating, free writing, or illustrating;</p> <p>(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p>(C) analyze and organize collected information from a variety of sources;</p>

<p>(C) record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes;</p> <p>(D) identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format; and</p> <p>(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.</p>	<p>(E) demonstrate understanding using appropriate mode of delivery, such as written, oral, and/or media;</p> <p>(F) develop a bibliography and recognize the difference between paraphrasing and plagiarism to use source materials ethically; and</p>
<p>(25) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</p> <p>(A) refine the major research question, if necessary, guided by the answers to a secondary set of questions; and</p> <p>(B) evaluate the relevance, validity, and reliability of sources for the research.</p>	
<p>(26) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:</p> <p>(A) compiles important information from multiple sources;</p> <p>(B) develops a topic sentence, summarizes findings, and uses evidence to support conclusions;</p> <p>(C) presents the findings in a consistent format; and</p> <p>(D) uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).</p>	<p>(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:</p> <p>(H) establish purpose for reading assigned and self-selected texts;</p> <p>(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p>(E) demonstrate understanding using appropriate mode of delivery, such as written, oral, and/or media;</p> <p>(F) develop a bibliography and recognize the difference between paraphrasing and plagiarism to use source materials ethically; and</p>
<p>(27) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective;</p> <p>(B) follow, restate, and give oral instructions that include multiple action steps; and</p> <p>(C) determine both main and supporting ideas in the speaker's message.</p>	<p>(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:</p> <p>(A) develop oral language by:</p> <p>(iii) giving descriptive, informative, and procedural presentations;</p> <p>(iv) listening to and drawing conclusions in content learning activities;</p>

<p>(28) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.</p>	<p>(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:</p> <p>(A) develop oral language by:</p> <p>(ii) employing eye contact, speaking rate, volume, enunciation, and the conventions of language;</p> <p>(4) Collaboration: Listening, Speaking, Reading, and Writing using Multiple Texts. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments using the four domains of language as appropriate. The student is expected to:</p> <p>(C) articulate thoughts clearly and build upon the ideas of others during discussion; and</p>
<p>(29) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.</p>	<p>(4) Collaboration: Listening, Speaking, Reading, and Writing using Multiple Texts. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments using the four domains of language as appropriate. The student is expected to:</p> <p>(A) listen actively to interpret verbal and nonverbal messages and ask clarifying questions;</p> <p>(B) work productively with others to develop a plan of shared responsibilities;</p> <p>(C) articulate thoughts clearly and build upon the ideas of others during discussion; and</p>
<p>Figure 19</p> <p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;</p> <p>(B) ask literal, interpretive, and evaluative questions of text;</p> <p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>(E) summarize information in text, maintaining meaning and logical order; and</p> <p>(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.</p>	<p>(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:</p> <p>(A) establish purpose for reading;</p> <p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information;</p> <p>(C) make and confirm predictions using text features, characteristics of genre, and structures;</p> <p>(D) create mental images to deepen understanding;</p> <p>(E) make connections to personal experiences, to ideas in other texts, and to the larger community;</p> <p>(F) make inferences using evidence to support understanding;</p> <p>(G) evaluate information read to determine what is most important;</p> <p>(H) establish purpose for reading assigned and self-selected texts;</p>

	<p>(I) synthesize information to create new understanding; and</p> <p>(J) monitor comprehension and make adjustments when understanding breaks down.</p>
	<p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(E) respond using newly acquired vocabulary as appropriate;</p>
	<p>(4) Collaboration: Listening, Speaking, Reading, and Writing using Multiple Texts. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments using the four domains of language as appropriate. The student is expected to:</p> <p>(D) reflect on and respond to the effectiveness of collaboration by acknowledging the contributions of others.</p>
	<p>(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to:</p> <p>(G) identify and explain the use of literary devices, including exaggeration and emotional appeals, when used rhetorically.</p>
	<p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:</p> <p>(F) use the elements of craft to advance the writer's purpose when composing by:</p> <p>(ii) organizing with sound and purposeful structure, including an effective lead, transitions, sentence-to-sentence connections, and closing;</p> <p>(iii) using intentional word choice, precise nouns, and strong actions verbs;</p> <p>(iv) constructing a variety of sentence structures and lengths; and</p> <p>(v) developing voice;</p>
	<p>(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p>(D) differentiate between primary and secondary sources; (G) incorporate digital technology, when appropriate.</p>