

Kindergarten 128.2	Grade 1 128.3	Grade 2 128.4	Grade 3 128.5	Grade 4 128.6	Grade 5 128.7	Grade 6 128.21	ELLA Grade 7 128.22	ELLA Grade 8 128.23	ESOL I 128.34	ESOL II 128.35
(iii) identifying the individual words in a spoken sentence;	(iii) recognizing the change in spoken word when a specified syllable is added, changed, or removed;									
(iv) identifying syllables in spoken words;	(iv) segmenting spoken words into individual syllables;									
(v) blending syllables to form multisyllabic words;	(v) blending spoken complex syllables, including sílabas trabadas, to form multisyllabic words;									
(vi) segmenting multisyllabic words into syllables;	(vi) segmenting spoken words into syllables, including words with sílabas trabadas; and									
(vii) identifying initial and final sounds in simple words;										
(viii) blending spoken phonemes to form syllables; and										
(ix) manipulating syllables within a multisyllabic word;	(vii) manipulating syllables within words;									
(B) demonstrate and apply phonetic knowledge by:	(B) demonstrate and apply phonetic knowledge by:	(A) demonstrate and apply phonetic knowledge by:	(A) demonstrate and apply phonetic knowledge by:	(A) demonstrate and apply phonetic knowledge by:	(A) demonstrate and apply phonetic knowledge by:	(A) demonstrate and apply phonetic knowledge by:	(A) demonstrate and apply phonetic knowledge; and	(A) demonstrate and apply phonetic knowledge; and	(A) acquire, demonstrate, and apply phonetic knowledge; and	(A) demonstrate and apply phonetic knowledge; and
										(i) differentiating between commonly confused terms such as porque/porqué/por qué/por que, asimismo (adverbio)/así mismo (de la misma manera), sino/si no, and también/tan bien;

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Strand 1

Kindergarten 128.2	Grade 1 128.3	Grade 2 128.4	Grade 3 128.5	Grade 4 128.6	Grade 5 128.7	Grade 6 128.21	ELLA Grade 7 128.22	ELLA Grade 8 128.23	ESOL I 128.34	ESOL II 128.35
(i) identifying and matching the common sounds that letters represent;	(i) identifying and matching sounds to individual letters;	(i) decoding multisyllabic words;	(i) decoding words with a prosodic or orthographic accent;	(i) decoding palabras agudas, graves, esdrújulas, and sobresdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate);	(i) decoding palabras agudas, graves, esdrújulas, and sobresdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate);	(i) decoding palabras agudas, graves, esdrújulas, and sobresdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate);				
(ii) using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;	(ii) decoding words with sílabas trabadas such as /bla/, /bra/, and /gla/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x;	(ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x;	(ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x;							
(iii) decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/; and	(iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-;	(iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-;	(iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-;							
	(iv) decoding words with diphthongs such as /ai/, /au/, and /ei/;	(iv) decoding words with diphthongs and hiatus;	(iv) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents;	(ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;	(ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;	(iii) decoding words with hiatus and diphthongs; and				
	(v) decoding contractions such as al and del;	(v) decoding common abbreviations; and	(v) decoding and differentiating meaning of a word based on a diacritical accent; and	(iii) decoding and differentiating the meaning of a word based on the diacritical accent; and	(iii) decoding and differentiating meaning of word based on the diacritical accent; and					
	(vi) decoding three- to four-syllable words;									
	(vii) using knowledge of base words to decode common compound words; and					(iv) using knowledge of syllable division patterns and morphemes to decode multisyllabic words;				
(iv) recognizing that new words are created when syllables are changed, added, or deleted;	(viii) decoding words with common prefixes and suffixes;	(vi) decoding words with prefixes and suffixes;	(vi) decoding words with prefixes and suffixes;	(iv) decoding words with prefixes and suffixes;	(iv) decoding words with prefixes and suffixes;					

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Kindergarten 128.2	Grade 1 128.3	Grade 2 128.4	Grade 3 128.5	Grade 4 128.6	Grade 5 128.7	Grade 6 128.21	ELLA Grade 7 128.22	ELLA Grade 8 128.23	ESOL I 128.34	ESOL II 128.35
(C) demonstrate and apply spelling knowledge by:	(C) demonstrate and apply spelling knowledge by:	(B) demonstrate and apply spelling knowledge by:	(B) demonstrate and apply spelling knowledge by:	(B) demonstrate and apply spelling knowledge by:	(B) demonstrate and apply spelling knowledge by:	(B) demonstrate and apply spelling knowledge by:				
(i) spelling common letter and sound correlations; and	(i) spelling common letter and sound correlations;	(i) spelling multisyllabic words;	(i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable);	(i) spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent;	(i) spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent;	(i) spelling words with more advanced orthographic patterns and rules;				
(ii) spelling words with common syllabic patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;	(ii) spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;		(ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent;	(ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent;	(ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent;	(i) spelling palabras agudas, graves, esdrújulas, and sobresdrújulas (words with the stress on the antepenultimate, penultimate, and ultimate/last syllable and words with the stress on the syllable before the antepenultimate);				
					(iii) spelling palabras sobresdrújulas (words with the stress on the antepenultimate syllable) with a prosodic or orthographic accent;					
	(iii) spelling words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/; and sílabas trabadas such as /bla/, /bra/, /gla/, and /gra/;									
	(iv) spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi-;	(v) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-;	(vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-;							
	(v) spelling contractions such as al and del;									

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Kindergarten 128.2	Grade 1 128.3	Grade 2 128.4	Grade 3 128.5	Grade 4 128.6	Grade 5 128.7	Grade 6 128.21	ELLA Grade 7 128.22	ELLA Grade 8 128.23	ESOL I 128.34	ESOL II 128.35
	(vi) spelling words with diphthongs such as /ai/, /au/, and /ie/ as in quie-ro, na-die, and ra-dio and hiatus such as le-er and ri-o; and	(ii) spelling words with diphthongs and hiatus;	(iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents;	(iii) spelling words with diphthongs and hiatus; and	(iv) spelling words with diphthongs and hiatus; and	(iii) spelling words with diphthongs and hiatus; and				
			(iv) using accents on words commonly used in questions and exclamations;							
			(v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más;							
			(vi) marking accents appropriately when conjugating verbs such as in simple and imperfect past, past participle, perfect, conditional, and future tenses;	(iv) marking accents appropriately when conjugating verbs such as in simple and imperfect past, past participle, perfect, conditional, and future tenses; and	(v) marking accents appropriately when conjugating verbs such as in simple and imperfect past, past participle, perfect, conditional, and future tenses; and	(ii) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect conditional, and future tenses; and				
		(iii) spelling common abbreviations;								
	(vii) spelling words with common prefixes and suffixes;	(iv) spelling words with prefixes and suffixes; and								
			(viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x;							
			(ix) spelling words with hard and soft r;							
			(x) spelling words using n before v; m before b; and m before p;							
			(xi) spelling words with sílabas trabadas; and							
			(xii) spelling the plural form of words ending in z by replacing the z with c before adding -es;							

Kindergarten 128.2	Grade 1 128.3	Grade 2 128.4	Grade 3 128.5	Grade 4 128.6	Grade 5 128.7	Grade 6 128.21	ELLA Grade 7 128.22	ELLA Grade 8 128.23	ESOL I 128.34	ESOL II 128.35
(D) demonstrate print awareness by:	(D) demonstrate print awareness by identifying the information that different parts of a book provide;									
	(i) identifying the front cover, back cover, and title page of a book;									
	(ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep;									
	(iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries;									
	(iv) recognizing the difference between a letter and a printed word; and									
	(v) identifying all uppercase and lowercase letters; and	(E) alphabetize a series of words to the first or second letter and use a dictionary to find words; and	(C) alphabetize a series of words and use a dictionary or glossary to find words; and	(C) alphabetize a series of words to the third letter; and						
(E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.	(F) develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.	(D) develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.	(D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.	(C) write legibly in cursive to complete assignments.	(C) write legibly in cursive.	(C) write legibly in cursive.	(B) write complete words, thoughts, and answers legibly.	(B) write complete words, thoughts, and answers legibly.	(B) write complete words, thoughts, and answers legibly.	(B) write complete words, thoughts, and answers legibly.

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Strand 2

Kindergarten 128.2	Grade 1 128.3	Grade 2 128.4	Grade 3 128.5	Grade 4 128.6	Grade 5 128.7	Grade 6 128.21	ELLA Grade 7 128.22	ELLA Grade 8 128.23	ESOL I 128.34	ESOL II 128.35
(H) synthesize information to create new understanding with adult assistance; and	(H) synthesize information to create new understanding with adult assistance; and	(H) synthesize information to create new understanding; and	(H) synthesize information to create new understanding; and	(H) synthesize information to create new understanding; and	(H) synthesize information to create new understanding; and	(H) synthesize information to create new understanding; and	(H) synthesize information to create new understanding; and	(H) synthesize information to create new understanding; and	(H) synthesize information from two texts to create new understanding; and	(H) synthesize information from multiple texts to create new understanding; and
(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance.	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

Kindergarten 128.2	Grade 1 128.3	Grade 2 128.4	Grade 3 128.5	Grade 4 128.6	Grade 5 128.7	Grade 6 128.21	ELLA Grade 7 128.22	ELLA Grade 8 128.23	ESOL I 128.34	ESOL II 128.35
						(I) reflect on and adjust responses as new evidence is presented.	(I) reflect on and adjust responses as new evidence is presented.	(I) reflect on and adjust responses as new evidence is presented; and	(I) reflect on and adjust responses when valid evidence warrants;	(I) reflect on and adjust responses when valid evidence warrants;
								(J) defend or challenge the claims using relevant text evidence.	(J) defend or challenge the authors' claims using relevant text evidence; and	(J) defend or challenge the authors' claims using relevant text evidence; and
									(K) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions.	(K) express opinions, ideas, and feelings ranging from communicating in single words and short phrases to participating in extended discussions.

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Strand 4

Kindergarten 128.2	Grade 1 128.3	Grade 2 128.4	Grade 3 128.5	Grade 4 128.6	Grade 5 128.7	Grade 6 128.21	ELLA Grade 7 128.22	ELLA Grade 8 128.23	ESOL I 128.34	ESOL II 128.35
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Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.

The student is expected to:

Based on the student's language proficiency level, the student is expected to:

Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:

Kindergarten 128.2 (8)	Grade 1 128.3 (9)	Grade 2 128.4 (9)	Grade 3 128.5 (9)	Grade 4 128.6 (9)	Grade 5 128.7 (9)	Grade 6 128.21 (9)	ELLA Grade 7 128.22 (9)	ELLA Grade 8 128.23 (9)	ESOL I 128.34 (9)	ESOL II 128.35 (9)
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(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;	(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;	(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales;	(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths;	(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;	(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;	(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths;	(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction;	(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction, and short stories;	(A) read and respond to American, British, and world literature;	(A) read and analyze world literature across literary periods;
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(B) identify structural elements such as rhyme, repetition, and alliteration and analyze how language contributes to the meaning of a poem;

(B) discuss rhyme and rhythm in nursery rhymes and a variety of poems;	(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems;	(B) explain visual patterns and structures in a variety of poems;	(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems;	(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images;	(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms;	(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms;	(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms;	(C) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry;	(B) identify and analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms;	(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms;
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(C) discuss main characters in drama;	(C) discuss elements of drama such as characters and setting;	(C) discuss elements of drama such as characters, dialogue, and setting;	(C) discuss elements of drama such as characters, dialogue, setting, and acts;	(C) explain structure in drama such as character tags, acts, scenes, and stage directions;	(C) explain structure in drama such as character tags, acts, scenes, and stage directions;	(C) analyze how playwrights develop characters through dialogue and staging;	(C) analyze how playwrights develop characters through dialogue and staging;	(D) analyze how playwrights develop dramatic action through the use of acts and scenes;	(C) identify and analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire;	(C) analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire;
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(D) recognize characteristics and structures of informational text, including:	(D) recognize characteristics and structures of informational text, including:	(D) recognize characteristics and structures of informational text, including:	(D) recognize characteristics and structures of informational text, including:	(D) recognize characteristics and structures of informational text, including:	(D) recognize characteristics and structures of informational text, including:	(D) analyze characteristics and structural elements of informational text, including:	(D) analyze characteristics and structural elements of informational text, including:	(E) analyze characteristics and structural elements of informational text, including:	(D) identify and analyze characteristics and structural elements of informational texts such as:	(D) analyze characteristics and structural elements of informational texts such as:
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(i) the central idea and supporting evidence with adult assistance;	(i) the central idea and supporting evidence with adult assistance;	(i) the central idea and supporting evidence with adult assistance;	(i) the central idea with supporting evidence;	(i) the central idea with supporting evidence;	(i) the central idea with supporting evidence;	(i) the controlling idea or thesis with supporting evidence;	(i) the controlling idea or thesis with supporting evidence;	(i) the controlling idea or thesis with supporting evidence;	(i) controlling idea and clear thesis, relevant supporting evidence, and pertinent examples, and conclusion;	(i) clear thesis, relevant supporting evidence, pertinent examples, and conclusion;
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**Spanish Language Arts and Reading
K - 12 Vertical Alignment**

Strand 4

Kindergarten 128.2	Grade 1 128.3	Grade 2 128.4	Grade 3 128.5	Grade 4 128.6	Grade 5 128.7	Grade 6 128.21	ELLA Grade 7 128.22	ELLA Grade 8 128.23	ESOL I 128.34	ESOL II 128.35
(ii) titles and simple graphics to gain information; and	(ii) features and simple graphics to locate or gain information; and	(ii) features and graphics to locate and gain information; and	(ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; and	(ii) features such as pronunciation guides and diagrams to support understanding; and	(ii) features such as insets, timelines, and sidebars to support understanding; and	(ii) features such as introduction, foreword, preface, references, or acknowledgements to gain background information; and	(ii) features such as references or acknowledgements, chapters, sections, subsections, bibliography, tables, graphs, captions, bullets, and numbers; and	(ii) features such as footnotes, endnotes, and citations; and	(ii) chapters, sections, subsections, bibliography, tables, graphs, captions, bullets, and numbers; and	(ii) chapters, sections, subsections, bibliography, tables, graphs, captions, bullets, and numbers to locate, explain, or use information and gain understanding of text;
										(iii) organizational patterns such as description, temporal sequence, cause and effect, compare and contrast, and problem and solution; and
(iii) the steps in a sequence with adult assistance;	(iii) organizational patterns such as chronological order and description with adult assistance;	(iii) organizational patterns such as chronological order and cause and effect stated explicitly;	(iii) organizational patterns such as cause and effect and problem and solution;	(iii) organizational patterns such as compare and contrast;	(iii) organizational patterns such as logical order and order of importance;	(iii) organizational patterns such as definition, classification, advantage, and disadvantage;	(iii) organizational patterns that support multiple topics, categories, and subcategories;	(iii) multiple organizational patterns within a text to develop the thesis;	(iii) multiple organizational patterns within a text to develop the thesis;	(iv) the relationship between organizational design and thesis;
(E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and	(E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and	(E) recognize characteristics of persuasive text, including:	(E) recognize characteristics and structures of argumentative text by:	(E) recognize characteristics and structures of argumentative text by:	(E) recognize characteristics and structures of argumentative text by:	(E) analyze characteristics and structures of argumentative text by:	(E) analyze characteristics and structures of argumentative text by:	(F) analyze characteristics and structures of argumentative text by:	(E) identify and analyze characteristics and structural elements of argumentative texts such as:	(E) analyze characteristics and structural elements of argumentative texts such as:
		(i) stating what the author is trying to persuade the reader to think or do; and	(i) identifying the claim;	(i) identifying the claim;	(i) identifying the claim;	(i) identifying the claim;	(i) identifying the claim;	(i) identifying the claim and analyzing the argument;	(i) clear arguable claim, appeals, and convincing conclusion;	(i) controlling idea and clear arguable claim, appeals, and convincing conclusion;
		(ii) distinguishing facts from opinion; and	(ii) distinguishing facts from opinion; and	(ii) explaining how the author has used facts for an argument; and	(ii) explaining how the author has used facts for or against an argument; and	(ii) explaining how the author uses various types of evidence to support the argument; and	(ii) explaining how the author uses various types of evidence and consideration of alternatives to support the argument; and	(ii) identifying and explaining the counter argument; and	(ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; and	(ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; and
			(iii) identifying the intended audience or reader; and	(iii) identifying the intended audience or reader; and	(iii) identifying the intended audience or reader; and	(iii) identifying the intended audience or reader; and	(iii) identifying the intended audience or reader; and	(iii) identifying the intended audience or reader; and	(iii) identifiable audience or reader; and	(iii) identifiable audience or reader; and
(F) recognize characteristics of multimodal and digital texts.	(F) recognize characteristics of multimodal and digital texts.	(F) recognize characteristics of multimodal and digital texts.	(F) recognize characteristics of multimodal and digital texts.	(F) recognize characteristics of multimodal and digital texts.	(F) recognize characteristics of multimodal and digital texts.	(F) analyze characteristics of multimodal and digital texts.	(F) analyze characteristics of multimodal and digital texts.	(G) analyze characteristics of multimodal and digital texts.	(F) identify and analyze characteristics of multimodal and digital texts.	(F) analyze characteristics of multimodal and digital texts.

Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.

The student is expected to:

Based on the student's language proficiency level, the student is expected to:

Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:

Kindergarten 128.2 (9)	Grade 1 128.3 (10)	Grade 2 128.4 (10)	Grade 3 128.5 (10)	Grade 4 128.6 (10)	Grade 5 128.7 (10)	Grade 6 128.21 (10)	ELLA Grade 7 128.22 (10)	ELLA Grade 8 128.23 (10)	ESOL I 128.34 (10)	ESOL II 128.35 (10)
(A) discuss with adult assistance the author's purpose for writing texts;	(A) discuss the author's purpose for writing text;	(A) discuss the author's purpose for writing text;	(A) explain the author's purpose and message within a text;	(A) explain the author's purpose and message within a text;	(A) explain the author's purpose and message within a text;	(A) explain the author's purpose and message within a text;	(A) explain the author's purpose and message within a text;	(A) explain the author's purpose and message within a text;	(A) identify and analyze the author's purpose, audience, and message within a text;	(A) analyze the author's purpose, audience, and message within a text;
(B) discuss with adult assistance how the use of text structure contributes to the author's purpose;	(B) discuss how the use of text structure contributes to the author's purpose;	(B) discuss how the use of text structure contributes to the author's purpose;	(B) explain how the use of text structure contributes to the author's purpose;	(B) explain how the use of text structure contributes to the author's purpose;	(B) analyze how the use of text structure contributes to the author's purpose;	(B) analyze how the use of text structure contributes to the author's purpose;	(B) analyze how the use of text structure contributes to the author's purpose;	(B) analyze how the use of text structure contributes to the author's purpose;	(B) identify and analyze use of text structure to achieve the author's purpose;	(B) analyze use of text structure to achieve the author's purpose;
(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;	(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;	(C) discuss the author's use of print and graphic features to achieve specific purposes;	(C) explain the author's use of print and graphic features to achieve specific purposes;	(C) analyze the author's use of print and graphic features to achieve specific purposes;	(C) analyze the author's use of print and graphic features to achieve specific purposes;	(C) analyze the author's use of print and graphic features to achieve specific purposes;	(C) analyze the author's use of print and graphic features to achieve specific purposes;	(C) analyze the author's use of print and graphic features to achieve specific purposes;	(C) identify and evaluate the author's use of print and graphic features to achieve specific purposes;	(C) evaluate the author's use of print and graphic features to achieve specific purposes;
(D) discuss with adult assistance how the author uses words that help the reader visualize; and	(D) discuss how the author uses words that help the reader visualize; and	(D) discuss the use of descriptive, literal, and figurative language;	(D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes;	(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes;	(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes;	(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;	(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;	(D) describe how the author's use of figurative language such as extended metaphor achieves specific purposes;	(D) identify and analyze how the author's use of language achieves specific purposes;	(D) analyze how the author's use of language informs and shapes the perception of readers;
(E) listen to and experience first- and third-person texts.	(E) listen to and experience first- and third-person texts.	(E) identify the use of first or third person in a text; and	(E) identify the use of literary devices, including first- or third-person point of view;	(E) identify and understand the use of literary devices, including first- or third-person point of view;	(E) identify and understand the use of literary devices, including first- or third-person point of view;	(E) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose;	(E) identify the use of literary devices, including subjective and objective point of view;	(E) identify and analyze the use of literary devices, including multiple points of view and irony;	(E) identify and analyze the use of literary devices such as irony and oxymoron to achieve specific purposes;	(E) analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes;
			(F) discuss how the author's use of language contributes to voice; and	(F) discuss how the author's use of language contributes to voice; and	(F) examine how the author's use of language contributes to voice; and	(F) analyze how the author's use of language contributes to mood and voice; and	(F) analyze how the author's use of language contributes to mood, voice, and tone; and	(F) analyze how the author's use of language contributes to the mood, voice, and tone; and	(F) identify and analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text;	(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and
									(G) identify and analyze the use of rhetorical devices, including allusion, repetition, appeals, and rhetorical questions; and	

Kindergarten 128.2	Grade 1 128.3	Grade 2 128.4	Grade 3 128.5	Grade 4 128.6	Grade 5 128.7	Grade 6 128.21	ELLA Grade 7 128.22	ELLA Grade 8 128.23	ESOL I 128.34	ESOL II 128.35
		(F) identify and explain the use of repetition.	(G) identify and explain the use of hyperbole.	(G) identify and explain the use of anecdote.	(G) explain the purpose of hyperbole, stereotyping, and anecdote.	(G) explain the differences between rhetorical devices and logical fallacies.	(G) explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations.	(G) explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning.	(H) identify and explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments.	(G) analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies.

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:

Based on the student's language proficiency level, the student is expected to:

Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:

Kindergarten 128.2 (10)	Grade 1 128.3 (11)	Grade 2 128.4 (11)	Grade 3 128.5 (11)	Grade 4 128.6 (11)	Grade 5 128.7 (11)	Grade 6 128.21 (11)	ELLA Grade 7 128.22 (11)	ELLA Grade 8 128.23 (11)	ESOL I 128.34 (11)	ESOL II 128.35 (11)
(A) plan by generating ideas for writing through class discussions and drawings;	(A) plan a first draft by generating ideas for writing such as by drawing and brainstorming;	(A) plan a first draft by generating ideas for writing such as drawing and brainstorming;	(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;	(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;	(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;	(A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;	(A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;	(A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;	(A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;	(A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;
(B) develop drafts in oral, pictorial, or written form by organizing ideas;	(B) develop drafts in oral, pictorial, or written form by:	(B) develop drafts into a focused piece of writing by:	(B) develop drafts into a focused, structured, and coherent piece of writing by:	(B) develop drafts into a focused, structured, and coherent piece of writing by:	(B) develop drafts into a focused, structured, and coherent piece of writing by:	(B) develop drafts into a focused, structured, and coherent piece of writing by:	(B) develop drafts into a focused, structured, and coherent piece of writing by:	(B) develop drafts into a focused, structured, and coherent piece of writing by:	(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:	(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
	(i) organizing with structure; and	(i) organizing with structure; and	(i) organizing with purposeful structure, including an introduction and a conclusion; and	(i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and	(i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and	(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and	(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and	(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and	(i) using an organizing structure appropriate to purpose, audience, topic, and context; and	(i) using an organizing structure appropriate to purpose, audience, topic, and context; and
	(ii) developing an idea with specific and relevant details;	(ii) developing an idea with specific and relevant details;	(ii) developing an engaging idea with relevant details;	(ii) developing an engaging idea with relevant details;	(ii) developing an engaging idea reflecting depth of thought with specific facts and details;	(ii) developing an engaging idea reflecting depth of thought with specific facts and details;	(ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples;	(ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples;	(ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;	(ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;
(C) revise drafts by adding details in pictures or words;	(C) revise drafts by adding details in pictures or words;	(C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences;	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;	(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;	(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;	(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;	(C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;	(C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;

**Spanish Language Arts and Reading
K - 12 Vertical Alignment**

Strand 6

Kindergarten 128.2	Grade 1 128.3	Grade 2 128.4	Grade 3 128.5	Grade 4 128.6	Grade 5 128.7	Grade 6 128.21	ELLA Grade 7 128.22	ELLA Grade 8 128.23	ESOL I 128.34	ESOL II 128.35
(D) edit drafts with adult assistance using standard Spanish conventions, including:	(D) edit drafts using standard Spanish conventions, including:	(D) edit drafts using standard Spanish conventions, including:	(D) edit drafts using standard Spanish conventions, including:	(D) edit drafts using standard Spanish conventions, including:	(D) edit drafts using standard Spanish conventions, including:	(D) edit drafts using standard Spanish conventions, including:	(D) edit drafts using standard English conventions, including:	(D) edit drafts using standard English conventions, including:	(D) edit drafts using standard English conventions, including:	(D) edit drafts using standard English conventions, including:
(i) complete sentences;	(i) complete sentences with subject-verb agreement;	(i) complete sentences with subject-verb agreement;	(i) complete simple and compound sentences with subject-verb agreement;	(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;	(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;	(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;	(i) complete simple, compound, and complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;	(i) complete simple, compound, and complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;	(i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;	(i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;
(ii) verbs, including the difference between ser and estar;	(ii) past and present verb tense, including the difference between ser and estar;	(ii) past, present, and future verb tense, including the difference between ser and estar;	(ii) verb tense such as simple past, present, and future and imperfect past, past participle, perfect, and conditional, including the difference between ser and estar;	(ii) verb tense such as simple past, present, and future and imperfect past, past participle, and conditional;	(ii) irregular verbs;	(ii) consistent, appropriate use of verb tenses;	(ii) consistent, appropriate use of verb tenses;	(ii) consistent, appropriate use of verb tenses and active and passive voice;	(ii) consistent, appropriate use of verb tense and active and passive voice;	(ii) consistent, appropriate use of verb tense and active and passive voice;
(iii) singular and plural nouns, including gender-specific articles;	(iii) singular, plural, common, and proper nouns, including gender-specific articles;	(iii) singular, plural, common, and proper nouns, including gender-specific articles;	(iii) singular, plural, common, and proper nouns, including gender-specific articles;	(iii) singular, plural, common, and proper nouns, including gender-specific articles;	(iii) collective nouns;				(iii) subject-verb agreement;	(iii) subject-verb agreement;
(iv) adjectives, including articles;	(iv) adjectives, including articles;	(iv) adjectives, including articles;	(iv) adjectives, including their comparative and superlative forms;	(iv) adjectives, including their comparative and superlative forms;	(iv) adjectives, including those indicating origin, and their comparative and superlative forms;					
	(v) adverbs that convey time;	(v) adverbs that convey time and adverbs that convey place;	(v) adverbs that convey time and adverbs that convey manner;	(v) adverbs that convey frequency and adverbs that convey degree;	(v) conjunctive adverbs;	(iii) conjunctive adverbs;	(iii) conjunctive adverbs;	(iii) conjunctive adverbs;		
(v) prepositions;	(vi) prepositions;	(vi) prepositions and prepositional phrases;	(vi) prepositions and prepositional phrases;	(vi) prepositions and prepositional phrases;	(vi) prepositions and prepositional phrases and their influence on subject-verb agreement;	(iv) prepositions and prepositional phrases and their influence on subject-verb agreement;	(iv) prepositions and prepositional phrases and their influence on subject-verb agreement;	(iv) prepositions and prepositional phrases and their influence on subject-verb agreement;		
(vi) pronouns, including personal, and the difference in the use of formal pronoun usted and informal pronoun tú;	(vii) pronouns, including the use of personal and possessive pronouns, and the difference in the use of formal pronoun usted and informal pronoun tú;	(vii) pronouns, including personal, possessive, and objective, and the difference in the use of formal pronoun usted and informal pronoun tú;	(vii) pronouns, including personal, possessive, objective, and reflexive pronouns;	(vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;	(vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite;	(v) pronouns, including personal, possessive, objective, reflexive, prepositional, indefinite, and relative;	(v) pronoun-antecedent agreement;	(v) pronoun-antecedent agreement;	(iv) pronoun-antecedent agreement;	(iv) pronoun-antecedent agreement;

Kindergarten 128.2	Grade 1 128.3	Grade 2 128.4	Grade 3 128.5	Grade 4 128.6	Grade 5 128.7	Grade 6 128.21	ELLA Grade 7 128.22	ELLA Grade 8 128.23	ESOL I 128.34	ESOL II 128.35
		(viii) coordinating conjunctions to form compound subjects and predicates;	(viii) coordinating conjunctions to form compound subjects, predicates, and sentences;	(viii) coordinating conjunctions to form compound subjects, predicates, and sentences;	(viii) subordinating conjunctions to form complex sentences;	(vi) subordinating conjunctions to form complex sentences and correlative conjunctions;	(vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor;	(vi) subordinating conjunctions to form complex sentences;	(v) apostrophes to show possession;	(v) apostrophes to show possession;
									(vi) accurate usage of homonyms;	(vi) accurate usage of homonyms;
(vii) capitalization of the first letter in a sentence and names;	(viii) capitalization for the beginning of sentences;	(ix) capitalization of proper nouns and the salutation and closing of a letter;	(ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people;	(ix) capitalization of historical events and documents, titles of books, stories, and essays;	(ix) capitalization of initials, acronyms, and organizations;	(vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations;	(vii) correct capitalization;	(vii) correct capitalization;	(vii) correct capitalization;	(vii) correct capitalization;
(viii) punctuation marks at the end of declarative sentences; and	(ix) punctuation marks at the end of declarative sentences and at the beginning and end of exclamatory and interrogative sentences; and	(x) punctuation marks at the end of declarative sentences and the beginning and end of exclamatory and interrogative sentences; and	(x) punctuation marks, including commas in a series and dates that include the day of the week and correct mechanics, including indentations; and	(x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and	(x) italics and underlining for titles and emphasis and punctuation marks, including commas in compound and complex sentences, em dash for dialogue, and quotation marks for titles; and	(viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements; and	(viii) punctuation, including commas to set off words, phrases, and clauses and semicolons; and	(viii) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses; and	(viii) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate; and	(viii) punctuation, including commas, semicolons, colons, dashes, and parentheses, to set off phrases and clauses as appropriate; and
(ix) correct spelling of words with grade-appropriate orthographic patterns and rules; and	(x) correct spelling of words with grade-appropriate orthographic patterns and rules with adult assistance; and	(xi) correct spelling of words with grade-appropriate orthographic patterns and rules; and	(xi) correct spelling of words with grade-appropriate orthographic patterns and rules; and	(xi) correct spelling of words with grade-appropriate orthographic patterns and rules; and	(xi) correct spelling of words with grade-appropriate orthographic patterns and rules; and	(ix) correct spelling, including commonly confused terms; and	(ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and	(ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and	(ix) correct spelling, including abbreviations;	(ix) correct spelling, including abbreviations;
									(E) use sentence-combining techniques to create a variety of sentence structures and lengths;	(E) use sentence-combining techniques to create an increasingly complex variety of sentence structures and lengths;
(E) share writing.	(E) publish and share writing.	(E) publish and share writing.	(E) publish written work for appropriate audiences.	(E) publish written work for appropriate audiences.	(E) publish written work for appropriate audiences.	(E) publish written work for appropriate audiences.	(E) publish written work for appropriate audiences.	(E) publish written work for appropriate audiences.	(G) publish written work for appropriate audiences.	(G) publish written work for appropriate audiences.
									(F) develop voice; and	(F) develop voice; and

Kindergarten 128.2 (11)	Grade 1 128.3 (12)	Grade 2 128.4 (12)	Grade 3 128.5 (12)	Grade 4 128.6 (12)	Grade 5 128.7 (12)	Grade 6 128.21 (12)	ELLA Grade 7 128.22 (12)	ELLA Grade 8 128.23 (12)	ESOL I 128.34 (12)	ESOL II 128.35 (12)
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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:							Based on the student's language proficiency level, the student is expected to:	Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:		
(A) dictate or compose literary texts, including personal narratives; and	(A) dictate or compose literary texts, including personal narratives and poetry;	(A) compose literary texts, including personal narratives and poetry;	(A) compose literary texts, including personal narratives and poetry, using genre characteristics and craft;	(A) compose literary texts such as personal narratives and poetry using genre characteristics and craft;	(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;	(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;	(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;	(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;	(A) compose literary texts such as fiction and poetry using genre characteristics and craft;	(A) compose literary texts such as fiction and poetry using genre characteristics and craft;
(B) dictate or compose informational texts.	(B) dictate or compose informational texts, including procedural texts; and	(B) compose informational texts, including procedural texts and reports; and	(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;	(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;	(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;	(B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft;	(B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft;	(B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft;	(B) compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft;	(B) compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft;
			(C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and	(C) compose argumentative texts, including opinion essays using genre characteristics and craft; and	(C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and	(C) compose multi-paragraph argumentative texts using genre characteristics and craft; and	(C) compose multi-paragraph argumentative texts using genre characteristics and craft; and	(C) compose multi-paragraph argumentative texts using genre characteristics and craft; and	(C) compose argumentative texts using genre characteristics and craft; and	(C) compose argumentative texts using genre characteristics and craft; and
	(C) dictate or compose correspondence such as thank you notes or letters.	(C) compose correspondence such as thank you notes or letters.	(D) compose correspondence such as thank you notes or letters.	(D) compose correspondence that requests information.	(D) compose correspondence that requests information.	(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.	(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.	(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.	(D) compose correspondence in a professional or friendly structure.	(D) compose correspondence in a professional or friendly structure.

Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.

The student is expected to:						Based on the student's language proficiency level, the student is expected to:			Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:	
Kindergarten 128.2 (12)	Grade 1 128.3 (13)	Grade 2 128.4 (13)	Grade 3 128.5 (13)	Grade 4 128.6 (13)	Grade 5 128.7 (13)	Grade 6 128.21 (13)	ELLA Grade 7 128.22 (13)	ELLA Grade 8 128.23 (13)	ESOL I 128.34 (13)	ESOL II 128.35 (13)
(A) generate questions for formal and informal inquiry with adult assistance;	(A) generate questions for formal and informal inquiry with adult assistance;	(A) generate questions for formal and informal inquiry with adult assistance;	(A) generate questions on a topic for formal and informal inquiry;	(A) generate and clarify questions on a topic for formal and informal inquiry;	(A) generate and clarify questions on a topic for formal and informal inquiry;	(A) generate student-selected and teacher-guided questions for formal and informal inquiry;	(A) generate student-selected and teacher-guided questions for formal and informal inquiry;	(A) generate student-selected and teacher-guided questions for formal and informal inquiry;	(A) develop questions for formal and informal inquiry;	(A) develop questions for formal and informal inquiry;
									(B) critique the research process at each step to implement changes as needs occur and are identified;	(B) critique the research process at each step to implement changes as needs occur and are identified;
(B) develop and follow a research plan with adult assistance;	(B) develop and follow a research plan with adult assistance;	(B) develop and follow a research plan with adult assistance;	(B) develop and follow a research plan with adult assistance;	(B) develop and follow a research plan with adult assistance;	(B) develop and follow a research plan with adult assistance;	(B) develop and revise a plan;	(B) develop and revise a plan;	(B) develop and revise a plan;	(C) develop and revise a plan;	(C) develop and revise a plan;
						(C) refine the major research question, if necessary, guided by the answers to a secondary set of questions;	(C) refine the major research question, if necessary, guided by the answers to a secondary set of questions;	(C) refine the major research question, if necessary, guided by the answers to a secondary set of questions;	(D) modify the major research question as necessary to refocus the research plan;	(D) modify the major research question as necessary to refocus the research plan;
(C) gather information from a variety of sources with adult assistance;	(C) identify and gather relevant sources and information to answer the questions with adult assistance;	(C) identify and gather relevant sources and information to answer the questions;	(C) identify and gather relevant information from a variety of sources;	(C) identify and gather relevant information from a variety of sources;	(C) identify and gather relevant information from a variety of sources;	(D) identify and gather relevant information from a variety of sources;	(D) identify and gather relevant information from a variety of sources;	(D) identify and gather relevant information from a variety of sources;	(E) locate relevant sources;	(E) locate relevant sources;
		(D) identify primary and secondary sources;	(D) identify primary and secondary sources;	(D) identify primary and secondary sources;	(D) understand credibility of primary and secondary sources;	(E) differentiate between primary and secondary sources;	(E) differentiate between primary and secondary sources;	(E) differentiate between primary and secondary sources;		
(D) demonstrate understanding of information gathered with adult assistance; and	(D) demonstrate understanding of information gathered with adult assistance; and	(E) demonstrate understanding of information gathered;	(E) demonstrate understanding of information gathered;	(E) demonstrate understanding of information gathered;	(E) demonstrate understanding of information gathered;	(F) synthesize information from a variety of sources;	(F) synthesize information from a variety of sources;	(F) synthesize information from a variety of sources;	(F) synthesize information from a variety of sources;	(F) synthesize information from a variety of sources;
			(F) recognize the difference between paraphrasing and plagiarism when using source materials;	(F) recognize the difference between paraphrasing and plagiarism when using source materials;	(F) differentiate between paraphrasing and plagiarism when using source materials;	(G) differentiate between paraphrasing and plagiarism when using source materials;	(G) differentiate between paraphrasing and plagiarism when using source materials;	(G) differentiate between paraphrasing and plagiarism when using source materials;		
						(H) examine sources for:	(H) examine sources for:	(H) examine sources for:	(G) examine sources for:	(G) examine sources for:

**Spanish Language Arts and Reading
K - 12 Vertical Alignment**

Strand 7

Kindergarten 128.2	Grade 1 128.3	Grade 2 128.4	Grade 3 128.5	Grade 4 128.6	Grade 5 128.7	Grade 6 128.21	ELLA Grade 7 128.22	ELLA Grade 8 128.23	ESOL I 128.34	ESOL II 128.35
						(i) reliability, credibility, and bias; and	(i) reliability, credibility, and bias; and	(i) reliability, credibility, and bias, including omission; and	(i) credibility and bias, including omission; and	(i) credibility and bias, including omission; and
						(ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype;	(ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype;	(ii) faulty reasoning such as bandwagon appeals, repetition, and loaded language;	(ii) faulty reasoning such as ad hominem, loaded language, and slippery slope;	(ii) faulty reasoning such as incorrect premise, hasty generalizations, and either-or;
		(F) cite sources appropriately; and	(G) create a works cited page; and	(G) develop a bibliography; and	(G) develop a bibliography; and	(I) display academic citations and use source materials ethically; and	(I) display academic citations and use source materials ethically; and	(I) display academic citations and use source materials ethically; and	(H) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism;	(H) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism;
									(I) incorporate digital technology when appropriate; and	(I) incorporate digital technology when appropriate; and
(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	(G) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	(J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	(J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	(J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	(J) use an appropriate mode of delivery, whether written, oral, or pictorial, or multimodal, to present results.	(J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.