

1. Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

- A. listen actively and ask questions to understand information and answer questions using multi-word responses;
- B. restate and follow oral directions that involve a short, related sequence of actions;
- C. share information and ideas by speaking audibly and clearly using the conventions of language;
- D. work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and
- E. develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.

2. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

- A. demonstrate phonological awareness by: i. identifying and producing rhyming words; ii. recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sound; iii. identifying the individual words in a spoken sentence; iv. identifying syllables in spoken words; v. blending syllables to form multisyllabic words; vi. segmenting multisyllabic words into syllables; vii. identifying initial and final sounds in simple words; viii. blending spoken phonemes to form syllables; and ix. manipulating syllables within a multisyllabic word;
- B. demonstrate and apply phonetic knowledge by: i. identifying and matching the common sounds that letters represent; 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; iii. decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/; and iv. recognizing that new words are created when syllables are changed, added, or deleted;
- C. demonstrate and apply spelling knowledge by: i. spelling common letter and sound correlations; and ii. spelling words with common syllabic patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;
- D. demonstrate print awareness by: 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. develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.

3. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

- A. use a resource such as a picture dictionary or digital resource to find words;
- B. use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and
- C. identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.

4. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.

5. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

- A. establish purpose for reading assigned and self-selected texts with adult assistance;
- B. generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;
- C. make and confirm predictions using text features and structures with adult assistance;
- D. create mental images to deepen understanding with adult assistance;
- E. make connections to personal experiences, ideas in other texts, and society with adult assistance;
- F. make inferences and use evidence to support understanding with adult assistance;
- G. evaluate details to determine what is most important with adult assistance;
- H. synthesize information to create new understanding with adult assistance; 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.

6. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

- A. describe personal connections to a variety of sources;
- B. provide an oral, pictorial, or written response to a text;
- C. use text evidence to support an appropriate response;
- D. retell texts in ways that maintain meaning;
- E. interact with sources in meaningful ways such as illustrating or writing; and
- F. respond using newly acquired vocabulary as appropriate.

7. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

- A. discuss topics and determine the basic theme using text evidence with adult assistance;
- B. identify and describe the main character(s);
- C. describe the elements of plot development, including the main events, the problem, and the resolution, for texts read aloud with adult assistance; and
- D. describe the setting.

8. 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:

- A. demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;
- B. discuss rhyme and rhythm in nursery rhymes and a variety of poems;
- C. discuss main characters in drama;
- D. recognize characteristics and structures of informational text, including: i. the central idea and supporting evidence with adult assistance; ii. titles and simple graphics to gain information; and iii. the steps in a sequence with adult assistance;
- 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
- F. recognize characteristics of multimodal and digital texts.

9. 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:

- A. discuss with adult assistance the author's purpose for writing texts;
- B. discuss with adult assistance how the use of text structure contributes to the author's purpose;
- C. discuss with adult assistance 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
- E. listen to and experience first- and third-person texts.

10. 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:

- A. plan by generating ideas for writing through class discussions and drawings;
- B. develop drafts in oral, pictorial, or written form by organizing ideas;
- C. revise drafts by adding details in pictures or words;
- D. edit drafts with adult assistance using standard Spanish conventions, including: i. complete sentences; ii. verbs, including the difference between ser and estar; iii. singular and plural nouns, including gender-specific articles; iv. adjectives, including articles; v. prepositions; vi. pronouns, including personal, and the difference in the use of formal pronoun usted and informal pronoun tú; vii. capitalization of the first letter in a sentence and names; viii. punctuation marks at the end of declarative sentences; and ix. correct spelling of words with grade-appropriate orthographic patterns and rules; and
- E. share writing.

11. 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:

- A. dictate or compose literary texts, including personal narratives; and
- B. dictate or compose informational texts.

12. 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:

- A. generate questions for formal and informal inquiry with adult assistance;
- B. develop and follow a research plan with adult assistance;
- C. gather information from a variety of sources with adult assistance;
- D. demonstrate understanding of information gathered with adult assistance; and
- E. use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

1. Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

- A. listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;
- B. follow, restate, and give oral instructions that involve a short, related sequence of actions;
- C. share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;
- D. work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; and
- E. develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.

2. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

- A. demonstrate phonological awareness by: i. producing a series of rhyming words; ii. recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sound; iii. recognizing the change in spoken word when a specified syllable is added, changed, or removed; iv. segmenting spoken words into individual syllables; v. blending spoken complex syllables, including sílabas trabadas, to form multisyllabic words; vi. segmenting spoken words into syllables, including words with sílabas trabadas; and vii. manipulating syllables within words;
- B. demonstrate and apply phonetic knowledge by: i. identifying and matching sounds to individual letters; 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; 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/; v. decoding contractions such as al and del; vi. decoding three- to four-syllable words; vii. using knowledge of base words to decode common compound words; and viii. decoding words with common prefixes and suffixes;
- C. demonstrate and apply spelling knowledge by: i. spelling common letter and sound correlations; ii. spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV; 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 contractions such as al and del; (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 río; and (vii) spelling words with common prefixes and suffixes;
- D. demonstrate print awareness by identifying the information that different parts of a book provide;
- E. alphabetize a series of words to the first or second letter and use a dictionary to find words; and
- F. develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.

3. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

- A. use a resource such as a picture dictionary or digital resource to find words;
- B. use illustrations and texts the student is able to read or hear to learn or clarify word meanings;
- C. identify the meaning of words with affixes, including -s, -es, and -or; and
- D. identify and use words that name actions, directions, positions, sequences, categories, and locations.

4. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

5. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.

6. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

- A. establish purpose for reading assigned and self-selected texts with adult assistance;
- B. generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;
- C. make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance;
- D. create mental images to deepen understanding with adult assistance;
- E. make connections to personal experiences, ideas in other texts, and society with adult assistance;
- F. make inferences and use evidence to support understanding with adult assistance;
- G. evaluate details to determine what is most important with adult assistance;
- H. synthesize information to create new understanding with adult assistance; 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.

7. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

- A. describe personal connections to a variety of sources;
- B. write brief comments on literary or informational texts;
- C. use text evidence to support an appropriate response;
- D. retell texts in ways that maintain meaning;
- E. interact with sources in meaningful ways such as illustrating or writing; and
- F. respond using newly acquired vocabulary as appropriate.

8. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

- A. discuss topics and determine theme using text evidence with adult assistance;
- B. describe the main character(s) and the reason(s) for their actions;
- C. describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently; and
- D. describe the setting.

9. 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:

- A. demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;
- B. discuss rhyme, rhythm, repetition, and alliteration in a variety of poems;
- C. discuss elements of drama such as characters and setting;
- D. recognize characteristics and structures of informational text, including: i. the central idea and supporting evidence with adult assistance; ii. features and simple graphics to locate or gain information; and iii. organizational patterns such as chronological order and description

- with adult assistance;
- 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
- F. recognize characteristics of multimodal and digital texts.

10. 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:

- A. discuss the author's purpose for writing text;
- B. discuss how the use of text structure contributes to the author's purpose;
- C. discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;
- D. discuss how the author uses words that help the reader visualize; and
- E. listen to and experience first- and third-person texts.

11. Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

- A. plan a first draft by generating ideas for writing such as by drawing and brainstorming; develop drafts in oral, pictorial, or written form by: i. organizing with structure; and ii. developing an idea with specific and relevant details;
- B. revise drafts by adding details in pictures or words;
- C. edit drafts using standard Spanish conventions, including: i. complete sentences with subject-verb agreement; ii. past and present verb tense, including the difference between ser and estar; iii. singular, plural, common, and proper nouns, including gender-specific articles; iv. adjectives, including articles; v. adverbs that convey time; vi. prepositions; vii. pronouns, including the use of personal and possessive pronouns, and the difference in the use of formal pronoun usted and informal pronoun tú; viii. capitalization for the beginning of sentences; ix. punctuation marks at the end of declarative sentences and at the beginning and end of exclamatory and interrogative sentences; and x. correct spelling of words with grade-appropriate orthographic patterns and rules with adult assistance; and
- E. publish and share writing.

12. Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

- A. dictate or compose literary texts, including personal narratives and poetry;
- B. dictate or compose informational texts, including procedural texts; and
- C. dictate or compose correspondence such as thank you notes or letters.

13. 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:

- A. generate questions for formal and informal inquiry with adult assistance;
- B. develop and follow a research plan with adult assistance;
- C. identify and gather relevant sources and information to answer the questions with adult assistance;
- D. demonstrate understanding of information gathered with adult assistance; and
- E. use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

1. Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

- A. listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;
- B. follow, restate, and give oral instructions that involve a short, related sequence of actions;
- C. share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;
- D. work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and
- E. develop social communication such as distinguishing between asking and telling.

2. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

- A. demonstrate and apply phonetic knowledge by: i. decoding multisyllabic words; 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 words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-; iv. decoding words with diphthongs and hiatus; v. decoding common abbreviations; and vi. decoding words with prefixes and suffixes;
- B. demonstrate and apply spelling knowledge by: i. spelling multisyllabic words; ii. spelling words with diphthongs and hiatus; iii. spelling common abbreviations; iv. spelling words with prefixes and suffixes; and v. spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-;
- C. alphabetize a series of words and use a dictionary or glossary to find words; and
- D. develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.

3. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

- A. use print or digital resources to determine meaning and pronunciation of unknown words;
- B. use context within and beyond a sentence to determine the meaning of unfamiliar words;
- C. use affixes, including re-, pre-, -ción, and ísimo/ísima, to determine the meaning of words and subsequently use the newly acquired words;
- D. identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context; and
- E. differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.

4. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

5. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

6. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

- A. establish purpose for reading assigned and self-selected texts;
- B. generate questions about text before, during, and after reading to deepen understanding and gain information;
- C. make and correct or confirm predictions using text features, characteristics of genre, and structures;
- D. create mental images to deepen understanding;
- E. make connections to personal experiences, ideas in other texts, and society;
- F. make inferences and use evidence to support understanding;
- G. evaluate details read to determine key ideas;
- H. synthesize information 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.

7. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

- A. describe personal connections to a variety of sources;
- B. write brief comments on literary or informational texts that demonstrate an understanding of the text;
- C. use text evidence to support an appropriate response;
- D. retell and paraphrase texts in ways that maintain meaning and logical order;
- E. interact with sources in meaningful ways such as illustrating or writing; and
- F. respond using newly acquired vocabulary as appropriate.

8. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

- A. discuss topics and determine theme using text evidence with adult assistance;
- B. describe the main character's (characters') internal and external traits;
- C. describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; and
- D. describe the importance of the setting.

9. 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:

- A. demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales;
- B. explain visual patterns and structures in a variety of poems;
- C. discuss elements of drama such as characters, dialogue, and setting;
- D. recognize characteristics and structures of informational text, including: i. the central idea and supporting evidence with adult assistance; ii. features and graphics to locate and gain information; and iii. organizational patterns such as chronological order and cause and effect stated explicitly;
- E. recognize characteristics of persuasive text, including: i. stating what the author is trying to persuade the reader to think or do; and ii. distinguishing facts from opinion; and
- F. recognize characteristics of multimodal and digital texts.

10. 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:

- A. discuss the author's purpose for writing text;
- B. discuss how the use of text structure contributes to the author's purpose;
- C. discuss the author's use of print and graphic features to achieve specific purposes;
- D. discuss the use of descriptive, literal, and figurative language;
- E. identify the use of first or third person in a text; and
- F. identify and explain the use of repetition.

11. Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

- A. plan a first draft by generating ideas for writing such as drawing and brainstorming;
- B. develop drafts into a focused piece of writing by: i. organizing with structure; and ii. developing an idea with specific and relevant details;
- C. revise drafts by adding, deleting, or rearranging words, phrases, or sentences;
- D. edit drafts using standard Spanish conventions, including: i. complete sentences with subject-verb agreement; ii. past, present, and future verb tense, including the difference between ser and estar; iii. singular, plural, common, and proper nouns, including gender-specific articles; iv. adjectives, including articles; v. adverbs that convey time and adverbs that convey place; vi. prepositions and prepositional phrases; vii. pronouns, including personal, possessive, and objective, and the difference in the use of formal pronoun usted and informal pronoun tú; viii. coordinating conjunctions to form compound subjects and predicates; ix. capitalization of proper nouns and the salutation and closing of a letter; x. punctuation marks at the end of declarative sentences and the beginning and end of exclamatory and interrogative sentences; and xi. correct spelling of words with grade-appropriate orthographic patterns and rules; and
- E. publish and share writing.

12. Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

- A. compose literary texts, including personal narratives and poetry;
- B. compose informational texts, including procedural texts and reports; and
- C. compose correspondence such as thank you notes or letters.

13. 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:

- A. generate questions for formal and informal inquiry with adult assistance;
- B. develop and follow a research plan with adult assistance;
- C. identify and gather relevant sources and information to answer the questions;
- D. identify primary and secondary sources;
- E. demonstrate understanding of information gathered;
- F. cite sources appropriately; and
- G. use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

1. Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

- A. listen actively, ask relevant questions to clarify information, and make pertinent comments;
- B. follow, restate, and give oral instructions that involve a series of related sequences of action;
- C. speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;
- D. work collaboratively with others by following agreed-upon rules, norms, and protocols; and
- E. develop social communication such as conversing politely in all situations.

2. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

- A. demonstrate and apply phonetic knowledge by: i. decoding words with a prosodic or orthographic accent; 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 words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-; iv. becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; v. decoding and differentiating meaning of a word based on a diacritical accent; and vi. decoding words with prefixes and suffixes;
- B. demonstrate and apply spelling knowledge by: i. spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); ii. spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; iii. spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; 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; vii. spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-; 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;
- C. alphabetize a series of words to the third letter; and
- D. write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.

3. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

- A. use print or digital resources to determine meaning, syllabication, and pronunciation;
- B. use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;
- C. identify the meaning of and use words with affixes such as in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word;
- D. identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; and
- E. differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.

4. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

5. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

6. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

- A. establish purpose for reading assigned and self-selected texts;
- B. generate questions about text before, during, and after reading to deepen understanding and gain information;
- C. make and correct or confirm predictions using text features, characteristics of genre, and structures;
- D. create mental images to deepen understanding;
- E. make connections to personal experiences, ideas in other texts, and society;
- F. make inferences and use evidence to support understanding;
- G. evaluate details read to determine key ideas;
- H. synthesize information to create new understanding; and
- I. monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

7. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

- A. describe personal connections to a variety of sources, including self-selected texts;
- B. write a response to a literary or informational text that demonstrates an understanding of a text;
- C. use text evidence to support an appropriate response;
- D. retell and paraphrase texts in ways that maintain meaning and logical order;
- E. interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
- F. respond using newly acquired vocabulary as appropriate; and
- G. discuss specific ideas in the text that are important to the meaning.

8. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

- A. infer the theme of a work, distinguishing theme from topic;
- B. explain the relationships among the major and minor characters;
- C. analyze plot elements, including the sequence of events, the conflict, and the resolution; and
- D. explain the influence of the setting on the plot.

9. 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:

- A. demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths;
- B. explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems;
- C. discuss elements of drama such as characters, dialogue, setting, and acts;
- D. recognize characteristics and structures of informational text, including: i. the central idea with supporting evidence; ii. features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; and iii. organizational patterns such as cause and effect and problem and solution;
- E. recognize characteristics and structures of argumentative text by: i. identifying the claim; ii. distinguishing facts from opinion; and iii. identifying the intended audience or reader; and
- F. recognize characteristics of multimodal and digital texts.

10. 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:

- A. explain the author's purpose and message within a text;
- B. explain how the use of text structure contributes to the author's purpose;
- C. explain the author's use of print and graphic features to achieve specific purposes;
- 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;
- E. identify the use of literary devices, including first- or third-person point of view;
- F. discuss how the author's use of language contributes to voice; and
- G. identify and explain the use of hyperbole.

11. Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

- 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;
- B. develop drafts into a focused, structured, and coherent piece of writing by: i. organizing with purposeful structure, including an introduction and a conclusion; and ii. developing an engaging idea with relevant details;
- C. revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;
- D. edit drafts using standard Spanish conventions, including: i. complete simple and compound sentences with subject-verb agreement; 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; iii. singular, plural, common, and proper nouns, including gender-specific articles; iv. adjectives, including their comparative and superlative forms; v. adverbs that convey time and adverbs that convey manner; vi. prepositions and prepositional phrases; vii. pronouns, including personal, possessive, objective, and reflexive pronouns; viii. coordinating conjunctions to form compound subjects, predicates, and sentences; ix. capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; x. punctuation marks, including commas in a series and dates that include the day of the week, and correct mechanics, including indentations; and xi. correct spelling of words with grade-appropriate orthographic patterns and rules; and
- E. publish written work for appropriate audiences.

12. Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

- A. compose literary texts, including personal narratives and poetry, using 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;
- C. compose argumentative texts, including opinion essays, using genre characteristics and craft; and
- D. compose correspondence such as thank you notes or letters.

13. 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:

- A. generate questions on a topic for formal and informal inquiry;
- B. develop and follow a research plan with adult assistance;
- C. identify and gather relevant information from a variety of sources;
- D. identify primary and secondary sources;
- E. demonstrate understanding of information gathered;
- F. recognize the difference between paraphrasing and plagiarism when using source materials;
- G. create a works cited page; and
- H. use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

1. Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

- A. listen actively, ask relevant questions to clarify information, and make pertinent comments;
- B. follow, restate, and give oral instructions that involve a series of related sequences of action;
- C. express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; and
- D. work collaboratively with others to develop a plan of shared responsibilities.

2. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

- A. demonstrate and apply phonetic knowledge by: 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 orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus; iii. decoding and differentiating the meaning of a word based on the diacritical accent; and iv. decoding words with prefixes and suffixes;
- B. demonstrate and apply spelling knowledge by: i. spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent; ii. spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; iii. spelling words with diphthongs and hiatus; and iv. marking accents appropriately when conjugating verbs such as in simple and imperfect past, past participle, perfect, conditional, and future tenses; and
- C. write legibly in cursive to complete assignments.

3. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

- A. use print or digital resources to determine meaning, syllabication, and pronunciation;
- B. use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;
- C. identify the meaning of and use words with affixes such as mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafía, metro, fono, and tele;
- D. identify, use, and explain the meaning of idioms, homographs, and homophones such as abrasar/abrazar; and
- E. differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.

4. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

5. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

6. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

- A. establish purpose for reading assigned and self-selected texts;
- B. generate questions about text before, during, and after reading to deepen understanding and gain information;
- C. make and correct or confirm predictions using text features, characteristics of genre, and structures;
- D. create mental images to deepen understanding;
- E. make connections to personal experiences, ideas in other texts, and society;

- F. make inferences and use evidence to support understanding;
- G. evaluate details read to determine key ideas;
- H. synthesize information to create new understanding; and
- I. monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

7. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

- A. describe personal connections to a variety of sources, including self-selected texts;
- B. write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;
- C. use text evidence to support an appropriate response;
- D. retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;
- E. interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
- F. respond using newly acquired vocabulary as appropriate; and
- G. discuss specific ideas in the text that are important to the meaning.

8. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

- A. infer basic themes supported by text evidence;
- B. explain the interactions of the characters and the changes they undergo;
- C. analyze plot elements, including the rising action, climax, falling action, and resolution; and
- D. explain the influence of the setting, including historical and cultural settings, on the plot.

9. 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:

- A. demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;
- B. explain figurative language such as simile, metaphor, and personification that the poet uses to create images;
- C. explain structure in drama such as character tags, acts, scenes, and stage directions;
- D. recognize characteristics and structures of informational text, including: i. the central idea with supporting evidence; ii. features such as pronunciation guides and diagrams to support understanding; and iii. organizational patterns such as compare and contrast;
- E. recognize characteristics and structures of argumentative text by: i. identifying the claim; ii. explaining how the author has used facts for an argument; and iii. identifying the intended audience or reader; and
- F. recognize characteristics of multimodal and digital texts.

10. 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:

- A. explain the author's purpose and message within a text;
- B. explain how the use of text structure contributes to the author's purpose;
- C. analyze the author's use of print and graphic features to achieve 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;
- E. identify and understand the use of literary devices, including first- or third-person a point of view;
- F. discuss how the author's use of language contributes to voice; and
- G. identify and explain the use of anecdote.

11. Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

- 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;
- B. develop drafts into a focused, structured, and coherent piece of writing by: i. organizing with purposeful structure, including an introduction, transitions, and a conclusion; and ii. developing an engaging idea with relevant details;
- C. revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;
- D. edit drafts using standard Spanish conventions, including: i. complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; ii. verb tense such as simple past, present, and future and imperfect past, past participle, and conditional; iii. singular, plural, common, and proper nouns, including gender-specific articles; iv. adjectives, including their comparative and superlative forms; v. adverbs that convey frequency and adverbs that convey degree; vi. prepositions and prepositional phrases; vii. pronouns, including personal, possessive, objective, reflexive, and prepositional; viii. coordinating conjunctions to form compound subjects, predicates, and sentences; ix. capitalization of historical events and documents, titles of books, stories, and essays; x. punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and xi. correct spelling of words with grade-appropriate orthographic patterns and rules; and
- E. publish written work for appropriate audiences.

12. Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

- A. compose literary texts such as personal narratives and poetry using 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;
- C. compose argumentative texts, including opinion essays using genre characteristics and craft; and
- D. compose correspondence that requests information.

13. 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:

- A. generate and clarify questions on a topic for formal and informal inquiry;
- B. develop and follow a research plan with adult assistance;
- C. identify and gather relevant information from a variety of sources;
- D. identify primary and secondary sources;
- E. demonstrate understanding of information gathered;
- F. recognize the difference between paraphrasing and plagiarism when using source materials;
- G. develop a bibliography; and
- H. use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

1. Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

- A. listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments;
- B. follow, restate, and give oral instructions that include multiple action steps;
- C. give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and
- D. work collaboratively with others to develop a plan of shared responsibilities.

2. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

- A. demonstrate and apply phonetic knowledge by: 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 orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus; iii. decoding and differentiating meaning of word based on the diacritical accent; and iv. decoding words with prefixes and suffixes;
- B. demonstrate and apply spelling knowledge by: i. spelling words with more advanced orthographic patterns and rules; ii. spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent; iii. spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent; iv. spelling words with diphthongs and hiatus; and v. marking accents appropriately when conjugating verbs such as in simple and imperfect past, past participle, perfect, conditional, and future tenses; and
- C. write legibly in cursive.

3. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

- A. use print or digital resources to determine meaning, syllabication, pronunciation, and word origin;
- B. use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;
- C. identify the meaning of and use words with affixes such as trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr;
- D. identify, use, and explain the meaning of idioms, adages, and puns; and
- E. differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.

4. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

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- C. make and correct or confirm predictions using text features, characteristics of genre, and structures;
- D. create mental images to deepen understanding;
- E. make connections to personal experiences, ideas in other texts, and society;
- F. make inferences and use evidence to support understanding;
- G. evaluate details read to determine key ideas;
- H. synthesize information to create new understanding; and
- I. monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

7. Response skills: listening, speaking, reading writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

- A. describe personal connections to a variety of sources, including self-selected texts;
- B. write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;
- C. use text evidence to support an appropriate response;
- D. retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;
- E. interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
- F. respond using newly acquired vocabulary as appropriate; and
- G. discuss specific ideas in the text that are important to the meaning.

8. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts --literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

- A. infer multiple themes within a text using text evidence;
- B. analyze the relationships of and conflicts among the characters;
- C. analyze plot elements, including rising action, climax, falling action, and resolution; and
- D. analyze the influence of the setting, including historical and cultural settings, on the plot.

9. 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:

- A. demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;
- 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;
- C. explain structure in drama such as character tags, acts, scenes, and stage directions;
- D. recognize characteristics and structures of informational text, including: i. the central idea with supporting evidence; ii. features such as insets, timelines, and sidebars to support understanding; and iii. organizational patterns such as logical order and order of importance;
- E. recognize characteristics and structures of argumentative text by: i. identifying the claim; ii. explaining how the author has used facts for or against an argument; and iii. identifying the intended audience or reader; and
- F. recognize characteristics of multimodal and digital texts.

10. 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:

- A. explain the author's purpose and message within a text;
- B. analyze how the use of text structure contributes to the author's purpose;
- C. analyze the author's use of print and graphic features to achieve 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;
- E. identify and understand the use of literary devices, including first- or third-person point of view;
- F. examine how the author's use of language contributes to voice; and
- G. explain the purpose of hyperbole, stereotyping, and anecdote.

11. Composition: listening, speaking, reading, writing, and thinking using multiple texts --writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

- 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;
- B. develop drafts into a focused, structured, and coherent piece of writing by: i. organizing with purposeful structure, including an introduction, transitions, and a conclusion; and ii. developing an engaging idea reflecting depth of thought with specific facts and details;
- C. revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;
- D. edit drafts using standard Spanish conventions, including: i. complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; ii. irregular verbs; iii. collective nouns; iv. adjectives, including those indicating origin, and their comparative and superlative forms; v. conjunctive adverbs; vi. prepositions and prepositional phrases and their influence on subject-verb agreement; vii. pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite; viii. subordinating conjunctions to form complex sentences; ix. capitalization of initials, acronyms, and organizations; 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 xi. correct spelling of words with grade-appropriate orthographic patterns and rules; and
- E. publish written work for appropriate audiences.

12. Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

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- B. compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;
- C. compose argumentative texts, including opinion essays, using genre characteristics and craft; and
- D. compose correspondence that requests information.

13. 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:

- A. generate and clarify questions on a topic for formal and informal inquiry;
- B. develop and follow a research plan with adult assistance;
- C. identify and gather relevant information from a variety of sources;
- D. understand credibility of primary and secondary sources;
- E. demonstrate understanding of information gathered;
- F. differentiate between paraphrasing and plagiarism when using source materials;
- G. develop a bibliography; and
- H. use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.