

Knowledge and Skills

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, 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.