

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:**
- listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;
 - follow, restate, and give oral instructions that involve a short, related sequence of actions;
 - share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;
 - work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; and
 - 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:**
- demonstrate phonological awareness by:
 - producing a series of rhyming words;
 - recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sound;
 - recognizing the change in spoken word when a specified syllable is added, changed, or removed;
 - segmenting spoken words into individual syllables;
 - blending spoken complex syllables, including silabas trabadas, to form multisyllabic words;
 - segmenting spoken words into syllables, including words with silabas trabadas; and
 - manipulating syllables within words;
 - demonstrate and apply phonetic knowledge by:
 - identifying and matching sounds to individual letters;
 - decoding words with silabas 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;
 - decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-;
 - decoding words with diphthongs such as /ai/, /au/, and /ei/;
 - decoding contractions such as al and del;
 - decoding three- to four-syllable words;
 - using knowledge of base words to decode common compound words; and
 - decoding words with common prefixes and suffixes;
 - demonstrate and apply spelling knowledge by:
 - spelling common letter and sound correlations;
 - spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;
 - spelling words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/; and silabas trabadas such as /bla/, /bra/, /gla/, and /gra/;
 - spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi-;
 - spelling contractions such as al and del;
 - 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
 - spelling words with common prefixes and suffixes;
 - demonstrate print awareness by identifying the information that different parts of a book provide;
 - alphabetize a series of words to the first or second letter and use a dictionary to find words; and
 - 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:**
- use a resource such as a picture dictionary or digital resource to find words;
 - use illustrations and texts the student is able to read or hear to learn or clarify word meanings;
 - identify the meaning of words with affixes, including -s, -es, and -or; and
 - 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:**
- establish purpose for reading assigned and self-selected texts with adult assistance;
 - generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;
 - make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance;
 - create mental images to deepen understanding with adult assistance;
 - make connections to personal experiences, ideas in other texts, and society with adult assistance;
 - make inferences and use evidence to support understanding with adult assistance;
 - evaluate details to determine what is most important with adult assistance;
 - synthesize information to create new understanding with adult assistance; and
 - 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:**
- describe personal connections to a variety of sources;
 - write brief comments on literary or informational texts;
 - use text evidence to support an appropriate response;
 - retell texts in ways that maintain meaning;
 - interact with sources in meaningful ways such as illustrating or writing; and
 - 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:**
- discuss topics and determine theme using text evidence with adult assistance;
 - describe the main character(s) and the reason(s) for their actions;
 - describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently; and
 - 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:**
- demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;
 - discuss rhyme, rhythm, repetition, and alliteration in a variety of poems;
 - discuss elements of drama such as characters and setting;
 - recognize characteristics and structures of informational text, including:
 - the central idea and supporting evidence with adult assistance;
 - features and simple graphics to locate or gain information; and
 - organizational patterns such as chronological order and description with adult assistance;
 - recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and
 - 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:**
- discuss the author's purpose for writing text;
 - discuss how the use of text structure contributes to the author's purpose;
 - discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;
 - discuss how the author uses words that help the reader visualize; and
 - 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:**
- plan a first draft by generating ideas for writing such as by drawing and brainstorming;
 - develop drafts in oral, pictorial, or written form by:
 - organizing with structure; and
 - developing an idea with specific and relevant details;
 - revise drafts by adding details in pictures or words;
 - edit drafts using standard Spanish conventions, including:
 - complete sentences with subject-verb agreement;
 - past and present verb tense, including the difference between ser and estar;
 - singular, plural, common, and proper nouns, including gender-specific articles;
 - adjectives, including articles;
 - adverbs that convey time;
 - prepositions;
 - pronouns, including the use of personal and possessive pronouns, and the difference in the use of formal pronoun usted and informal pronoun tú;
 - capitalization for the beginning of sentences;
 - punctuation marks at the end of declarative sentences and at the beginning and end of exclamatory and interrogative sentences; and
 - correct spelling of words with grade-appropriate orthographic patterns and rules with adult assistance; and
 - 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:**
- dictate or compose literary texts, including personal narratives and poetry;
 - dictate or compose informational texts, including procedural texts; and
 - 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:**
- generate questions for formal and informal inquiry with adult assistance;
 - develop and follow a research plan with adult assistance;
 - identify and gather relevant sources and information to answer the questions with adult assistance;
 - demonstrate understanding of information gathered with adult assistance; and
 - use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.