

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 make pertinent comments;
  - follow, restate, and give oral instructions that involve a series of related sequences of action;
  - speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;
  - work collaboratively with others by following agreed-upon rules, norms, and protocols; and
  - 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:
- demonstrate and apply phonetic knowledge by:
    - decoding words with a prosodic or orthographic accent;
    - decoding 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-;
    - becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents;
    - decoding and differentiating meaning of a word based on a diacritical accent; and
    - decoding words with prefixes and suffixes;
  - demonstrate and apply spelling knowledge by:
    - spelling palabras agudas and graves (words with an accent on the last and penultimate syllable);
    - spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent;
    - spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents;
    - using accents on words commonly used in questions and exclamations;
    - spelling words based on the diacritical accent such as se/sé, el/él, and mas/más;
    - marking accents appropriately when conjugating verbs such as in simple and imperfect past, past participle, perfect, conditional, and future tenses;
    - spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-;
    - 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;
    - spelling words with hard and soft r;
    - spelling words using n before v; m before b; and m before p;
    - spelling words with sílabas trabadas; and
    - spelling the plural form of words ending in z by replacing the z with c before adding -es;
  - alphabetize a series of words to the third letter; and
  - 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:
- use print or digital resources to determine meaning, syllabication, and pronunciation;
  - use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;
  - 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;
  - identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; and
  - 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:
- establish purpose for reading assigned and self-selected texts;
  - generate questions about text before, during, and after reading to deepen understanding and gain information;
  - make and correct or confirm predictions using text features, characteristics of genre, and structures;
  - create mental images to deepen understanding;
  - make connections to personal experiences, ideas in other texts, and society;
  - make inferences and use evidence to support understanding;
  - evaluate details read to determine key ideas;
  - synthesize information to create new understanding; and
  - 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:
- describe personal connections to a variety of sources, including self-selected texts;
  - write a response to a literary or informational text that demonstrates an understanding of a text;
  - use text evidence to support an appropriate response;
  - retell and paraphrase texts in ways that maintain meaning and logical order;
  - interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
  - respond using newly acquired vocabulary as appropriate; and
  - 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:
- infer the theme of a work, distinguishing theme from topic;
  - explain the relationships among the major and minor characters;
  - analyze plot elements, including the sequence of events, the conflict, and the resolution; and
  - 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:
- demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths;
  - explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems;
  - discuss elements of drama such as characters, dialogue, setting, and acts;
  - recognize characteristics and structures of informational text, including:
    - the central idea with supporting evidence;
    - features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; and
    - organizational patterns such as cause and effect and problem and solution;
  - recognize characteristics and structures of argumentative text by:
    - identifying the claim;
    - distinguishing facts from opinion; and
    - identifying the intended audience or reader; 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:
- explain the author's purpose and message within a text;
  - explain how the use of text structure contributes to the author's purpose;
  - explain the author's use of print and graphic features to achieve specific purposes;
  - describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes;
  - identify the use of literary devices, including first- or third-person point of view;
  - discuss how the author's use of language contributes to voice; and
  - 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:
- 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;
  - develop drafts into a focused, structured, and coherent piece of writing by:
    - organizing with purposeful structure, including an introduction and a conclusion; and
    - developing an engaging idea with relevant details;
  - revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;
  - edit drafts using standard Spanish conventions, including:
    - complete simple and compound sentences with subject-verb agreement;
    - verb tense such as simple past, present, and future and imperfect past, past participle, perfect, and conditional, including the difference between ser and estar;
    - singular, plural, common, and proper nouns, including gender-specific articles;
    - adjectives, including their comparative and superlative forms;
    - adverbs that convey time and adverbs that convey manner;
    - prepositions and prepositional phrases;
    - pronouns, including personal, possessive, objective, and reflexive pronouns;
    - coordinating conjunctions to form compound subjects, predicates, and sentences;
    - capitalization of proper nouns, geographical names and places, historical periods, and official titles of people;
    - punctuation marks, including commas in a series and dates that include the day of the week, and correct mechanics, including indentations; and
    - correct spelling of words with grade-appropriate orthographic patterns and rules; and
  - 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:
- compose literary texts, including personal narratives and poetry, using genre characteristics and craft;
  - compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;
  - compose argumentative texts, including opinion essays, using genre characteristics and craft; and
  - 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 on a topic for formal and informal inquiry;
  - develop and follow a research plan with adult assistance;
  - identify and gather relevant information from a variety of sources;
  - identify primary and secondary sources;
  - demonstrate understanding of information gathered;
  - recognize the difference between paraphrasing and plagiarism when using source materials;
  - create a works cited page; and
  - use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.