

Proclamation 2019 Breakouts to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material

Subject Chapter 128. Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language

Subchapter Subchapter A. Elementary

Course 128.3. Spanish Language Arts and Reading, Grade 1

Publisher

Program Title

Program ISBN

(a) Introduction.

(1) The Spanish language arts and reading Texas Essential Knowledge and Skills (TEKS) reflect language arts standards that are authentic to the Spanish language and Spanish literacy; they are neither translations nor modifications of the English language arts TEKS. The Spanish language arts and reading TEKS embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple

Knowledge and Skills Statement

Student Expectation

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Knowledge and Skills Statement	Student Expectation	Breakout
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(1) Developing and sustaining foundational language

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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:</p>	<p>(A) demonstrate phonological awareness by:</p> <ul style="list-style-type: none"> (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 	<p>(vi) demonstrate phonological awareness by segmenting spoken words into syllables, including words with sílabas trabadas</p>
<p>(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:</p>	<p>(A) demonstrate phonological awareness by:</p> <ul style="list-style-type: none"> (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 	

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<p>(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:</p>	<p>(B) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (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 	<p>(i) demonstrate phonetic knowledge by identifying individual letters</p>
<p>(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:</p>	<p>(B) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (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 	<p>(ii) demonstrate phonetic knowledge by matching sounds to individual letters</p>

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<p>(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:</p>	<p>(B) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (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 	<p>(iii) demonstrate phonetic knowledge by decoding words with sílabas trabadas</p>
<p>(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:</p>	<p>(B) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (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 	<p>(iv) demonstrate phonetic knowledge by decoding words with digraphs</p>

Knowledge and Skills Statement

Student Expectation

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(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, and letter-sound correspondence.

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<p>(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:</p>	<p>(B) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (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 	<p>(ix) demonstrate phonetic knowledge by decoding words that use the [syllable] gue-</p>
<p>(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:</p>	<p>(B) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (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 	<p>(x) demonstrate phonetic knowledge by decoding words that use the [syllable] gui-</p>

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<p>(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:</p>	<p>(B) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (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 	<p>(xi) demonstrate phonetic knowledge by decoding words that use the [syllable] güe-</p>
<p>(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:</p>	<p>(B) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (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 	<p>(xii) demonstrate phonetic knowledge by decoding words that use the [syllable] güi-</p>



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(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:



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<p>(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:</p>	<p>(B) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (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 	<p>(xxiii) apply phonetic knowledge by decoding words with multiple sound spelling patterns</p>
<p>(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:</p>	<p>(B) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (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 	<p>(xxiv) apply phonetic knowledge by decoding words with silent h</p>

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<p>(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:</p>	<p>(B) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (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 	<p>(xxv) apply phonetic knowledge by decoding words that use the [syllable] que-</p>
<p>(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:</p>	<p>(B) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (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 	<p>(xxvi) apply phonetic knowledge by decoding words that use the [syllable] qui-</p>

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<p>(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:</p>	<p>(B) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (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 	<p>(xxxv) apply phonetic knowledge by decoding words with common prefixes</p>
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(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:

- (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, CCVVCV, 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 diphthongphthongphthon8.8(t)a-5C8.8())10.2(s)-0.8(pel)apply)vi al) sact s so3peli s.2(i)8.8;Enen2(v)-0.8(i)8.8

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(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:

- (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 silabas 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 rí-o; and
 - (vii) spelling words with common prefixes and suffixes

(vii) demonstrate spelling knowledge by spelling multisyllabic words, including words with qui-

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- (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 silabas 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 rí-o; and
 - (vii) spelling words with common prefixes and suffixes

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<p>(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:</p>	<p>(C) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (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 silabas 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 rí-o; and (vii) spelling words with common prefixes and suffixes 	<p>(ix) demonstrate spelling knowledge by spelling multisyllabic words, including words with gui-</p>
<p>(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:</p>	<p>(C) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (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 silabas 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 rí-o; and (vii) spelling words with common prefixes and suffixes 	<p>(x) demonstrate spelling knowledge by spelling multisyllabic words, including words with güe-</p>

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(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 /iops.1(ur.1(ur.1.1(h8(nt)10(0.9(10(s)- (niii2) sl(i)8.8(l)8.(ni)9.8(n(a2.2(or)10.29(s)-0.9no1)8.0(i)

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(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:

- (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 silabas trabadas such as /bla/, /bra/, /gla/, and /gra/;

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<p>(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:</p>	<p>(C) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (i) spelling common letter and sound correlations; (ii) spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVVCV, 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 rí-o; and (vii) spelling words with common prefixes and suffixes 	<p>(xvii) apply spelling knowledge by spelling common</p>

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<p>(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:</p>	<p>(C) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (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 silabas 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 rí-o; and (vii) spelling words with common prefixes and suffixes 	<p>(xix) apply spelling knowledge by spelling words with silent h</p>
<p>(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:</p>	<p>(C) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (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 silabas 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 rí-o; and (vii) spelling words with common prefixes and suffixes 	<p>(xx) apply spelling knowledge by spelling words with consonant digraphs</p>

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(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:

- (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 /

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(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:

- (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 rí-o; exte4ough phonol

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(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:

- (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 b and c digraphs such as /ch/, /rr/, and /ll/ ; and silabas 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 pie, radio, and ra-tío, and hi such as le and ra; and
 - (vii) spelling words with common prefixes and suffixes

(xxvii) apply spelling knowledge by spelling multisyllabic words, including words with güi-

(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:

- (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,

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<p>(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:</p>	<p>(C) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (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 silabas 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 rí-o; and (vii) spelling words with common prefixes and suffixes 	<p>(xxix) apply spelling knowledge by spelling words with diphthongs</p>
<p>(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:</p>	<p>(C) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (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 silabas 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 rí-o; and (vii) spelling words with common pre`iie`ii,v hon†X; 	

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(2) Developing and sustaining foundational language

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(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:	(E) alphabetize a series of words to the first or second letter and use a dictionary to find words	(i) alphabetize a series of words to the first or second letter
(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:	(E) alphabetize a series of words to the first or second letter and use a dictionary to find words	(ii) use a dictionary to find words
(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:	(F) develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words	(i) develop handwriting by printing words legibly leaving appropriate spaces between words
(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:	(F) develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words	(ii) develop handwriting by printing sentences legibly leaving appropriate spaces between words

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(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:	(F) develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words	(iii) develop handwriting by printing 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	(i) use a resource to find 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:	(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings	(i) use illustrations to learn or clarify word meanings
(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:	(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings	(ii) use texts the student is able to read or hear to learn or clarify word meanings
(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:	(C) identify the meaning of words with affixes, including -s, -es, and -or	(i) identify the meaning of words with affixes, including -s



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

(D) identify and use words that name actions, directions, positions, sequences, and quantities. (D) identify and use words that name actions, directions,

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(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:	(D) identify and use words that name actions, directions, positions, sequences, categories, and locations	(xi) use words that name categories
(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:	(D) identify and use words that name actions, directions, positions, sequences, categories, and locations	(xii) use words that name 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.	[A] use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	(i) use appropriate fluency (rate) when reading grade-level text
(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.	[A] use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	(ii) use appropriate fluency (accuracy) when reading grade-level text
(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.	[A] use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	(iii) use appropriate fluency (prosody) when reading grade-level text

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(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.	[A] self-select text and interact independently with text for increasing periods of time	(i) self-select 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.	[A] self-select text and interact independently with text for increasing periods of time	(ii) 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	(i) establish purpose for reading assigned texts with adult assistance
(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	(ii) establish purpose for reading self-selected texts with adult assistance
(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:	(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance	(i) generate questions about text before reading to deepen understanding with adult assistance

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(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student

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<p>(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:</p>	<p>(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance</p>	<p>(ii) make predictions using characteristics of genre with adult assistance</p>
<p>(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:</p>	<p>(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance</p>	<p>(iii) make predictions using structures with adult assistance</p>
<p>(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:</p>	<p>(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance</p>	<p>(iv) correct or confirm predictions using text features with adult assistance</p>
<p>(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:</p>	<p>(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance</p>	<p>(v) correct or confirm predictions using characteristics of genre with adult assistance</p>

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<p>(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:</p>	<p>(D) retell texts in ways that maintain meaning</p>	<p>(i) retell texts in ways that maintain meaning</p>
<p>(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:</p>	<p>(E) interact with sources in meaningful ways such as illustrating or writing</p>	<p>(i) interact with sources in meaningful way</p>

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(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:

(B) describe the main character(s) and the reason(s) for their actions

(i) describe the main character(s)

(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary

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<p>(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:</p>	<p>(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems</p>	<p>(i) discuss rhyme in a variety of poems</p>
<p>(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:</p>	<p>(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems</p>	<p>(ii) discuss rhythm in a variety of poems</p>
<p>(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:</p>	<p>(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems</p>	<p>(iii) discuss repetition in a variety of poems</p>
<p>(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:</p>	<p>(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems</p>	<p>(iv) discuss alliteration in a variety of poems</p>

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<p>(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:</p>	<p>(C) discuss elements of drama such as characters and setting</p>	<p>(i) discuss elements of drama</p>
<p>(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:</p>	<p>(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</p>	<p>(i) recognize characteristics of informational text, including the central idea with adult assistance</p>
<p>(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:</p>	<p>(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</p>	<p>(ii) recognize characteristics of informational text, including supporting evidence with adult assistance</p>

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(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:

(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

(iii) recognize characteristics of informational text, including features to locate or gain information

(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:

(iii) recognize characteristics of informational text, including features to locate or gain information

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<p>(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:</p>	<p>(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</p>	<p>(ix) recognize structures of informational text, including simple graphics to locate or gain information</p>
<p>(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:</p>	<p>(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</p>	<p>(x) recognize structures of informational text, including organizational patterns with adult assistance</p>
<p>(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:</p>	<p>(E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do</p>	<p>(i) recognize characteristics of persuasive text with adult assistance</p>



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(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:

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<p>(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:</p>	<p>(D) 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</p>	<p>(ix) edit drafts using standard Spanish conventions, including adverbs that convey time</p>
<p>(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:</p>	<p>(D) 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</p>	<p>(x) edit drafts using standard Spanish conventions, including prepositions</p>

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(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:

- (D) 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

(xi) edit drafts using standard Spanish conventions, including pronouns, including the use of personal pronouns

(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:

- (D) 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;

Knowledge and Skills Statement	Student Expectation	Breakout
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(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:

- (D) 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

(xv) edit drafts using standard Spanish conventions, including punctuation marks at the end of declarative sentences

(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:

- (D) 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

Knowledge and Skills Statement	Student Expectation	Breakout
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(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:

- (D) 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

(xvii) edit drafts using standard Spanish conventions, including punctuation marks at the end of exclamatory sentences

(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:

- (D) 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

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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:</p>	<p>(D) edit drafts using standard Spanish conventions, including:</p> <ul style="list-style-type: none"> (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 	

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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:</p>	<p>(D) 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</p>	<p>(xxi) edit drafts using standard Spanish conventions, correct spelling of words with grade-appropriate orthographic rules with adult assistance</p>
<p>(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:</p>	<p>(E) publish and share writing</p>	<p>(i) publish writing</p>
<p>(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:</p>	<p>(E) publish and share writing</p>	<p>(ii) share writing</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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:</p>	<p>(B) develop and follow a research plan with adult assistance</p>	<p>(i) develop a research plan with adult assistance</p>
<p>(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:</p>	<p>(B) develop and follow a research plan with adult assistance</p>	<p>(ii) follow a research plan with adult assistance</p>
<p>(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:</p>	<p>(C) identify and gather relevant sources and information to answer the questions with adult assistance</p>	<p>(i) identify relevant sources to answer the questions with adult assistance</p>
<p>(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:</p>	<p>(C) identify and gather relevant sources and information to answer the questions with adult assistance</p>	<p>(ii) identify relevant information to answer the questions with adult assistance</p>
<p>(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:</p>		

