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

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Subchapter	
Course	
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(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 genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. They are integrated and progressive with students continuing to develop knowlis of equal value, may be presented in any order, and should be integrated throughout the year. It is important to note that encoding (spelling) and decoding (reading) a reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.

(3) Spanish, as opposed to English, has a closer letter-sound relationship and clearly defined syllable boundaries. The syllable in Spanish is a more critical unit of phonological awareness than in English because of the consistent phoneme-grapheme correspondence. Syllables are important units for Spanish because of their strong effect in visual word recognition (Carreiras et al., 1993) and their major role in predicting Spanish reading success. In addition, Spanish presents a much higher level of orthographic transparency than English and does not rely on sight words for decoding. This orthographic transparency accelerates the decoding process, and the focus quickly moves to fluency and comprehension. However, in English sight words are used because of words that are not decodable such as "are" or "one." In Spanish, decoding issues are not as prevalent as issues of comprehension. These specific features of the Spanish language will influence reading methodology and development.

Knowledge and Skills Statement	Student Expectation	Breakout
(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:	(C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	(i) give an organized presentation employing eye contact to communicate ideas effectively
(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:	(C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	(ii) give an organized presentation employing speaking rate to communicate ideas effectively
(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:	(C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	(iii) give an organized presentation employing volume to communicate ideas effectively
(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:	(C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	(iv) give an organized presentation employing enunciation to communicate ideas effectively
(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:	(C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	(v) give an organized presentation employing natural gestures to communicate ideas effectively

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(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:	(C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	(vi) give an organized presentation employing conventions of language to communicate ideas effectively
(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:	(D) work collaboratively with others to develop a plan of shared responsibilities	(i) work collaboratively with others to develop a plan of shared responsibilities
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate); (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus; (iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and (iv) decoding words with prefixes and suffixes	(i) demonstrate phonetic knowledge by decoding palabras agudas (words with the stress on the last syllable)

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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:	(A) demonstrate and apply phonetic knowledge by: (i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate); (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus; (iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and (iv) decoding words with prefixes and suffixes	(iv) demonstrate phonetic knowledge by decoding palabras [sobresdrújulas] (words with the stress on the syllable before the antepenultimate syllable)
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate); (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus; (iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and (iv) decoding words with prefixes and suffixes	(v) demonstrate phonetic knowledge by using orthographic rules to segment syllables, including diphthongs

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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:	(A) demonstrate and apply phonetic knowledge by: (i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate); (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus; (iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and (iv) decoding words with prefixes and suffixes	(viii) demonstrate phonetic knowledge by using orthographic rules to combine syllables, including diphthongs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate); (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus; (iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and (iv) decoding words with prefixes and suffixes	(ix) demonstrate phonetic knowledge by using orthographic rules to combine syllables, including formal hiatus

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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:	(A) demonstrate and apply phonetic knowledge by: (i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate); (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus; (iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and (iv) decoding words with prefixes and suffixes	(xii) demonstrate phonetic knowledge by differentiating meaning of word[s] based on the diacritical accent
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate); (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus; (iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and (iv) decoding words with prefixes and suffixes	(xiii) demonstrate phonetic knowledge by decoding words with prefixes

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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:	(A) demonstrate and apply phonetic knowledge by: (i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate); (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus; (iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and (iv) decoding words with prefixes and suffixes	(xvi) apply phonetic knowledge by decoding palabras graves (words with the stress on the penultimate syllable)
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate); (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus; (iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and (iv) decoding words with prefixes and suffixes	(xvii) apply phonetic knowledge by decoding palabras esdrújulas (words with the stress on the antepenultimate syllable)

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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:	(A) demonstrate and apply phonetic knowledge by: (i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate); (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;	

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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:	(A) demonstrate and apply phonetic knowledge by: (i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate); (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus; (iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and (iv) decoding words with prefixes and suffixes	(xx) apply phonetic knowledge by using orthographic rules to segment syllables, including formal hiatus
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate); (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus; (iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and (iv) decoding words with prefixes and suffixes	(xxi) apply phonetic knowledge by using orthographic rules to segment syllables, including accented hiatus

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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		

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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:	(A) demonstrate and apply phonetic knowledge by: (i) decoding palabras agudas, graves, and esdrújulas	

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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:	(A) demonstrate and apply phonetic knowledge by: (i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate); (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus; (iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and (iv) decoding words with prefixes and suffixes	(xxvi) apply phonetic knowledge by differentiating meaning of word[s] based on the diacritical accent
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate); (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus; (iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and (iv) decoding words with prefixes and suffixes	(xxvii) apply phonetic knowledge by decoding words with prefixes

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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:	(A) demonstrate and apply phonetic knowledge by: (i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate); (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus; (iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and (iv) decoding words with prefixes and suffixes	(xxviii) apply phonetic knowledge by decoding words with suffixes
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The sngarenesTig-		

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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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(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		

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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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(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:	(B) demonstrate and apply spelling knowledge by: (i) spelling words with more advanced orthographic patterns and rules; (ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent; (iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent; (iv) spelling words with diphthongs and hiatus; and (v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses	(xiv) apply spelling knowledge by spelling words with more advanced orthographic patterns
(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:	(B) demonstrate and apply spelling knowledge by: (i) spelling words with more advanced orthographic patterns and rules; (ii) spelling palabras agudas, graves, and esdrújulas (words with the 3.8(or)-5.3(ds)-5(w)-13.8(i)-0.9(t)-9.1(hs)-5(k)-17.3(ds.9(t)-9t)-9.1(h13.8(or)-5.oni)-1(c)-5(s)-5(,)-9(and m)-5	

Knowledge and Skills Statement	Student Expectation

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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:	(C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(i) identify the meaning of base words with affixes, including trans-
(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 and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(ii) identify the meaning of base words with affixes, including super-
(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 and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(iii) identify the meaning of base words with affixes, including anti-
(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 and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(iv) identify the meaning of base words with affixes, including semi-
(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 and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(v) identify the meaning of base words with affixes, including -logía

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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:	(C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(vi) identify the meaning of base words with affixes, including -ificar
(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 and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(vii) identify the meaning of base words with affixes, including -ismo
(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 and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(viii) identify the meaning of base words with affixes, including -ista
(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 and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(ix) identify the meaning of base words with roots, including audi
(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 and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(x) identify the meaning of base words with roots, including crono

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(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary express6(o-ED [(var)45.4(y)201(w)-131(T)3.5D [(.9(l)-1(s)-5bul)-0.9ecs)-5(:)-9(lt)-9.1(i)o8(i)-1 6(at)0.5(i)-7.3(o)-3.24(n)]TJ EMID 21 >>B 0.138 .008J /TT0 0 9.36 34.8 509 -vocabulary. The st uses newly acT*-5.4(ed)]TJ 0 -1.231 TD [(v)-5(oc)-5(abul)-0.9(ar)-5.3(y)20.6(ex)-5(pr)-5.4(es)-5(s)-5(6(o-ED [(var)55.4(y)201(w)-131(T)3.5[(.9(l)-1(s)-5bul)-0.9ec skills: listening, speaking, reading, writing, and thing-		

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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:	(C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(xvi) use base words with affixes, including anti-
(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 and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(xvii) use base words with affixes, including semi-
(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 and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(xviii) use base words with affixes, including -logía
(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 and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(xix) use base words with affixes, including -ificar
(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 and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(xx) use base words with affixes, including -ismo

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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:	(C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(xxi) use base words with affixes, including -ista
(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 and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(xxii) use base words with roots, including audi
(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 and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(xxiii) use base words with roots, including crono
(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 and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(xxiv) use base words with roots, including foto
(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 and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(xxv) use base words with roots, including geo

Knowledge and Skills Statement	Student Expectation	Breakout
(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 and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(xxvi) use base words with roots, including terr

(3) Developing and sustainiffffffffffniffffffxfxvi)x-9(anti)-1(ng t)-9.1(r)-5.3(a6-3..1(i)-0.9(ng,)-9(and t)-9.1(hi)-0.9(nk)-17.8(i)-1Dng-)]TJ 0 -1.231 TD [(-)-5.3(v)-5(oc)-5(abul)-1(ar) w s(C)-1
foto, geo, and terr

Knowledge and Skills Statement	Student Expectation	Breakout
(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, use, and explain the meaning of idioms, adages, and puns	(v) use adages
(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, use, and explain the meaning of idioms, adages, and puns	(vi) use puns
(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, use, and explain the meaning of idioms, adages, and puns	(vii) explain the meaning of idioms
(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, use, and explain the meaning of idioms, adages, and puns	(viii) explain the meaning of adages
(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, use, and explain the meaning of idioms, adages, and puns	(ix) explain the meaning of puns

Knowledge and Skills Statement	Student Expectation	Breakout
(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:	(E) differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien	(i) differentiate between [or among] homographs
(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:	(E) differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien	(ii) differentiate between [or among] homophones
(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:	(E) differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien	(iii) differentiate between [or among] commonly confused terms
(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:	(E) differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien	(iv) use homographs
(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:	(E) differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien	(v) use homophones

Knowledge and Skills Statement	Student Expectation

Knowledge and Skills Statement	Student Expectation	Breakout
(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.	[A] self-select text and read independently for a sustained period 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 read independently for a sustained period of time.	[A] self-select text and read independently for a sustained period of time	(ii) read independently for a sustained period of time
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(A) establish purpose for reading assigned and self-selected texts	(i) establish purpose for reading assigned texts
(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	(ii) establish purpose for reading self-selected texts
(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	(i) generate questions about text before reading to deepen understanding

Knowledge and Skills Statement	Student Expectation	Breakout
(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	(ii) generate questions about text before reading to gain information
(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	(iii) generate questions about text during reading to deepen understanding
(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	(iv) generate questions about text during reading to gain information
(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	(v) generate questions about text after reading to deepen understanding
(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	(vi) generate questions about text after reading to gain information

Knowledge and Skills Statement	Student Expectation	Breakout
(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:	(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures	(i) make predictions using text features
(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:	(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures	(ii) make predictions using characteristics of genre
(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:	(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures	(iii) make predictions using structures
(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:	(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures	(iv) correct or confirm predictions using text features
(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:	(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures	(v) correct or confirm predictions using characteristics of genre

Knowledge and Skills Statement	Student Expectation	Breakout

Knowledge and Skills Statement	Student Expectation	Breakout
(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:	(C) analyze plot elements, including rising action, climax, falling action, and resolution	(iii) analyze plot elements, including falling action
(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:	(C) analyze plot elements, including rising action, climax, falling action, and resolution	(iv) analyze plot elements, including resolution
(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:	(D) analyze the influence of the setting, including historical and cultural settings, on the plot	(i) analyze the influence of the setting, including historical settings, on the plot
(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:	(D) analyze the influence of the setting, including historical and cultural settings, on the plot	(ii) analyze the influence of the setting, including cultural settings, on the plot

Knowledge and Skills Statement	Student Expectation	Breakout
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales	(i) demonstrate knowledge of distinguishing characteristics of well-known children's literature
(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:	(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	(i) explain the use of sound devices in poems across a variety of poetic forms
(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:	(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	(ii) explain the use of figurative language in poems across a variety of poetic forms
(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:	(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	(iii) distinguish between the poet and the speaker in poems across a variety of poetic forms

Chapter 128. Spanish Language Arts and Reading, Grade 5

Subchapter A. Elementary

Knowledge and Skills Statement

Knowledge and Skills Statement	Student Expectation	Breakout
(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:	(E) recognize characteristics and structures of argumentative text by: (i) identifying the claim; (ii) explaining how the author has used facts for or against an argument; and (iii) identifying the intended audience or reader	(ii) recognize characteristics of argumentative text by explaining how the author has used facts for or against an argument
(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:	(E) recognize characteristics and structures of argumentative text by: (i) identifying the claim; (ii) explaining how the author has used facts for or against an argument; and (iii) identifying the intended audience or reader	(iii) recognize characteristics of argumentative text by identifying the intended audience or reader
(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:	(E) recognize characteristics and structures of argumentative text by: (i) identifying the claim; (ii) explaining how the author has used facts for or against an argument; and (iii) identifying the intended audience or reader	(iv) recognize structures of argumentative text by identifying the claim
(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:	(E) recognize characteristics and structures of argumentative text by: (i) identifying the claim; (ii) explaining how the author has used facts for or against an argument; and (iii) identifying the intended audience or reader	(v) recognize structures of argumentative text by explaining how the author has used facts for or against an argument

Knowledge and Skills Statement	Student Expectation	Breakout
(9) Multiple genres: listening, speaking, reading,		

Knowledge and Skills Statement	Student Expectation	Breakout
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(A) explain the author's purpose and message within a text	(ii) explain the author's message within a text
(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:	(B) analyze how the use of text structure contributes to the author's purpose	(i) analyze how the use of text structure contributes to the author's purpose
(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:	(C) analyze the author's use of print and graphic features to achieve specific purposes	(i) analyze the author's use of print features to achieve specific purposes

Knowledge and Skills Statement	Student Expectation	Breakout
(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:	(C) analyze the author's use of print and graphic features to achieve specific purposes	(ii) analyze the author's use of graphic features to achieve specific purposes
(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:	(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes	(i) describe how the author's use of imagery achieves specific purposes
(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:	(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes	(ii) describe how the author's use of literal language achieves specific purposes

Knowledge and Skills Statement	Student Expectation	Breakout
(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		

Knowledge and Skills Statement	Student Expectation	Breakout
(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:	(E) identify and understand the use of literary devices, including first- or third-person point of view	(ii) understand the use of literary devices, including first- or third-person point of view
(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:	(F) examine how the author's use of language contributes to voice	(i) examine how the author's use of language contributes to voice
(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:	(G) explain the purpose of hyperbole, stereotyping, and anecdote	(i) explain the purpose of hyperbole

Knowledge and Skills Statement	Student Expectation	Breakout
(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:	(G) explain the purpose of hyperbole, stereotyping, and anecdote	(ii) explain the purpose of stereotyping
(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:	(G) explain the purpose of hyperbole, stereotyping, and anecdote	(iii) explain the purpose of anecdote
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping	(i) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies
(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:	(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea reflecting depth of thought with specific facts and details	(i) develop drafts into a focused piece of writing by organizing with purposeful structure, including an introduction

Knowledge and Skills Statement	Student Expectation	Breakout

Knowledge and Skills Statement	Student Expectation	Breakout
(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:	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	(iii) revise drafts by adding ideas for coherence
(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:	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	(iv) revise drafts by deleting ideas for coherence
(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:	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	(v) revise drafts by combining ideas for coherence
(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:	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	(vi) revise drafts by rearranging ideas for coherence

Knowledge and Skills Statement	Student Expectation	Breakout
(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:	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	(vii) revise drafts by adding ideas for clarity
(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:	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	(viii) revise drafts deleting ideas for clarity
(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:	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	(ix) revise drafts combining ideas for clarity
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writ riCtit riCtit riCtit rwt rwtitng e tpeakng,ocess re texts--text5 T* [(c)-5(om)-5.3(pos)-5(e m)-5.3(ul)-081(t)-9.1(i)-0.9(pl)-1(e t)-9.1(ex)-5(t)-9(s)-5(t)-9(ha		

Knowledge and Skills Statement	Student Expectation	Breakout
(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 simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) irregular verbs; (iii) collective nouns; (iv) adjectives, including those indicating origin, and their comparative and superlative forms (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite; (viii) subordinating conjunctions to form complex sentences (ix) capitalization of initials, acronyms, and organizations; (x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules	(i) edit drafts using standard Spanish conventions, including complete simple sentences with subject-verb agreement

Knowledge and Skills Statement	Student Expectation	Breakout
	(D) edit drafts using standard Spanish conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) irregular verbs; (iii) collective nouns; (iv) adjectives, including those indicating origin, and their comparative and superlative forms (v) conjunctive adverbs;	
(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:		

Knowledge and Skills Statement	Student Expectation	Breakout
(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 simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) irregular verbs; (iii) collective nouns; (iv) adjectives, including those indicating origin, and their comparative and superlative forms (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite; (viii) subordinating conjunctions to form complex sentences (ix) capitalization of initials, acronyms, and organizations; (x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules	(iii) edit drafts using standard Spanish conventions, including complete simple sentences with avoidance of run-ons

Knowledge and Skills Statement	Student Expectation

Knowledge and Skills Statement	Student Expectation	Breakout

Knowledge and Skills Statement	Student Expectation	Breakout
(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 simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) irregular verbs; (iii) collective nouns; (iv) adjectives, including those indicating origin, and their comparative and superlative forms (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite; (viii) subordinating conjunctions to form complex sentences (ix) capitalization of initials, acronyms, and organizations; (x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules	(x) edit drafts using standard Spanish conventions, including collective nouns

Knowledge and Skills Statement	Student Expectation	Breakout

Knowledge and Skills Statement	Student Expectation	Breakout
(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 simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) irregular verbs; (iii) collective nouns; (iv) adjectives, including those indicating origin, and their comparative and superlative forms (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite; (viii) subordinating conjunctions to form complex sentences (ix) capitalization of initials, acronyms, and organizations; (x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules	(xii) edit drafts using standard Spanish conventions, including adjectives, including their comparative forms

Knowledge and Skills Statement	Student Expectation	Breakout
(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 simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) irregular verbs; (iii) collective nouns; (iv) adjectives, including those indicating origin, and their comparative and superlative forms (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite; (viii) subordinating conjunctions to form complex sentences (ix) capitalization of initials, acronyms, and organizations; (x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules	(xiii) edit drafts using standard Spanish conventions, including adjectives, including their superlative forms

Knowledge and Skills Statement	Student Expectation	Breakout
(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 simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) irregular verbs; (iii) collective nouns; (iv) adjectives, including those indicating origin, and their comparative and superlative forms (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite; (viii) subordinating conjunctions to form complex sentences (ix) capitalization of initials, acronyms, and organizations; (x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules	(xv) edit drafts using standard Spanish conventions, including prepositions

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Knowledge and Skills Statement

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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 simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) irregular verbs; (iii) collective nouns; (iv) adjectives, including those indicating origin, and their comparative and superlative forms (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite; (viii) subordinating conjunctions to form complex sentences (ix) capitalization of initials, acronyms, and organizations; (x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules	(xix) edit drafts using standard Spanish conventions, including pronouns, including possessive

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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		

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	(D) edit drafts using standard Spanish conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-	
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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 simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) irregular verbs; (iii) collective nouns; (iv) adjectives, including those indicating origin, and their comparative and superlative forms (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement;	

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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		

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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:		

Knowledge and Skills Statement	Student Expectation	Breakout
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The		

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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 simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) irregular verbs; (iii) collective nouns; (iv) adjectives, including those indicating origin, and their comparative and superlative forms (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite; (viii) subordinating conjunctions to form complex sentences (ix) capitalization of initials, acronyms, and organizations; (x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules	(xxxv) edit drafts using standard Spanish conventions, including punctuation marks, including quotation marks for titles

Knowledge and Skills Statement	Student Expectation	Breakout
(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 simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) irregular verbs; (iii) collective nouns; (iv) adjectives, including those indicating origin, and their comparative and superlative forms (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite; (viii) subordinating conjunctions to form complex sentences (ix) capitalization of initials, acronyms, and organizations; (x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules	(xxxvi) edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns

Knowledge and Skills Statement	Student Expectation	Breakout
(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:	(C) compose argumentative texts, including opinion essays, using genre characteristics and craft	(i) compose argumentative texts, including opinion essays, using genre characteristics
(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:	(C) compose argumentative texts, including opinion essays, using genre characteristics and craft	(ii) compose argumentative texts, including opinion essays, using craft
(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:	(D) compose correspondence that requests information	(i) compose correspondence that requests information
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(A) generate and clarify questions on a topic for formal and informal inquiry	(i) generate questions on a topic for formal inquiry
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(A) generate and clarify questions on a topic for formal and informal inquiry	(ii) generate questions on a topic for informal inquiry

Knowledge and Skills Statement	Student Expectation	Breakout

Knowledge and Skills Statement	Student Expectation	Breakout
(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:	(G) develop a bibliography	(i) develop a bibliography
(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:	(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	(i) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results