

<i>Proclamation 2019</i> 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.	
<p>(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 knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.</p> <p>(2) The seven strands of the essential knowledge and skills for Spanish language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is 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) are 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.</p> <p>(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.</p>	

(4) Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, STAAR Performance Level Descriptors, 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.

(5) Research consistently shows that language and literacy development in the student's native language not only facilitates learning English and English literacy, but is foundational to cognitive development and learning (Cummins, 2001; Thomas & Collier, 2002; Coelho, 2001). Emergent bilinguals (Sparrow et al., 2014; Slavin & Cheving, 2013) are students who are in the process of acquiring two or more linguistic codes, becoming bilingual, biliterate, and bicultural. Emergent bilinguals are often defined by their perceived deficits (semilinguals) (Escamilla, 2012). However, research has shown that bilinguals develop a unique interdependent system (Escamilla et al. 2007; Grosjean, 1989; Valdes and Figueroa, 1994) in which languages interconnect to increase linguistic functionality. This linguistic interdependence of language acquisition facilitates a transfer of literacy skills from the primary language (L1) to the second language (L2) (August & Shanahan, 2006; Bialystok, 2007; Miramontes, et al., 1997). The strength of learning through formal instruction in Spanish determines the extent of transfer to English (August, Calderon, & Carlo, 2002; Slavin & Calderon, 2001; Garcia, 2001). For transfer to be maximized, cross-linguistic connections between the two languages must be explicitly taught while students engage in a contrastive analysis of the Spanish and English languages (Cummins, 2007). Continued strong literacy development in Spanish provides the foundation and scaffold for literacy development given that a Common Underlying Proficiency (CUP) exists between the two languages (Cummins, 1991). Consequently, direct and systematic instruction (Genesee et al., 2005) in the appropriate sequence of Spanish skills with early English as a second language-based literacy instruction is critical to student success. As a result of working within two language systems, students' metalinguistic and metacognitive skills are enhanced when they learn about the similarities and differences between languages (Escamilla et. al., 2014). The extent to which English and Spanish are used is reliant on the type of bilingual program model being used (see Texas Education Code, §29.066).

(6) English language learners (ELLs) are expected to meet standards in a second language, and their proficiency in English directly impacts their ability to meet these standards. The comprehension of text throughout the stages of English language acquisition requires scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected oral and written discourse so that it is meaningful.

(7) Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).

(8) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, & Rothenberg, 2008).

(9) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and Skills.

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:	(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	(i) listen actively
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	(ii) ask relevant questions to clarify information
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	(iii) answer questions using multi-word responses
(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:	(B) follow, restate, and give oral instructions that involve a short, related sequence of actions	(i) follow oral instructions that involve a short, related sequence of actions
(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:	(B) follow, restate, and give oral instructions that involve a short, related sequence of actions	(ii) restate oral instructions that involve a short, related sequence of actions
(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:	(B) follow, restate, and give oral instructions that involve a short, related sequence of actions	(iii) give oral instructions that involve a short, related sequence of actions

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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:</p>	<p>(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language</p>	<p>(i) share information about the topic under discussion, speaking clearly at an appropriate pace</p>
<p>(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:</p>	<p>(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language</p>	<p>(ii) share information about the topic under discussion using the conventions of language</p>
<p>(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:</p>	<p>(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language</p>	<p>(iii) share ideas about the topic under discussion, speaking clearly at an appropriate pace</p>
<p>(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:</p>	<p>(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language</p>	<p>(iv) share ideas about the topic under discussion using the conventions of language</p>
<p>(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:</p>	<p>(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions</p>	<p>(i) work collaboratively with others by following agreed-upon rules for discussion, including listening to others</p>
<p>(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:</p>	<p>(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions</p>	<p>(ii) work collaboratively with others by following agreed-upon rules for discussion, including speaking when recognized</p>

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<p>(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:</p>	<p>(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions</p>	<p>(iii) work collaboratively with others by following agreed-upon rules for discussion, including making appropriate contributions</p>
<p>(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:</p>	<p>(E) develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings</p>	<p>(i) develop social communication</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: (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 <input type="checkbox"/></p>	<p>(i) demonstrate phonological awareness by producing a series of rhyming words</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: (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 <input type="checkbox"/></p>	<p>(ii) demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sound</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>(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>□</p>	<p>(iii) demonstrate phonological awareness by recognizing the change in spoken word when a specified syllable is added, changed, or removed</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 with sílabas trabadas; and (vii) manipulating syllables within words <p>□</p>	<p>(iv) demonstrate phonological awareness by segmenting spoken words into individual syllables</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 with sílabas trabadas; and (vii) manipulating syllables within words <p>□</p>	<p>(v) demonstrate phonological awareness by blending spoken complex syllables, including sílabas trabadas, to form multisyllabic words</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>(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><input type="checkbox"/></p>	<p>(vii) demonstrate phonological awareness by manipulating syllables within words</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>□</p>	<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>□</p>	<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>□</p>	<p>(vi) demonstrate 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>□</p>	<p>(vii) demonstrate 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>□</p>	<p>(viii) demonstrate 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>□</p>	<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>□</p>	<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>□</p>	<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>□</p>	<p>(xii) demonstrate phonetic knowledge by decoding words that use the [syllable] güi-</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>□</p>	<p>(xiii) demonstrate phonetic knowledge by decoding 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>(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>□</p>	<p>(xiv) demonstrate phonetic knowledge by decoding contractions</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>□</p>	<p>(xv) demonstrate phonetic knowledge by decoding three- to four-syllable words</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>□</p>	<p>(xvi) demonstrate phonetic knowledge by using knowledge of base words to decode common compound words</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>□</p>	<p>(xvii) demonstrate phonetic knowledge by decoding words with common prefixes</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>□</p>	<p>(xviii) demonstrate phonetic knowledge by decoding words with common suffixes</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>□</p>	<p>(xix) apply 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>□</p>	<p>(xx) apply 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>□</p>	<p>(xxi) apply 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>□</p>	<p>(xxii) apply phonetic knowledge by decoding words with digraphs</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>□</p>	<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>□</p>	<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>□</p>	<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>□</p>	<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>□</p>	<p>(xxvii) apply 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>□</p>	<p>(xxviii) apply 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>□</p>	<p>(xxix) apply 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>□</p>	<p>(xxx) apply phonetic knowledge by decoding words that use the [syllable] güi-</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>□</p>	<p>(xxx1) apply phonetic knowledge by decoding 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>(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>□</p>	<p>(xxx2) apply phonetic knowledge by decoding contractions</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>□</p>	<p>(xxxiii) apply phonetic knowledge by decoding three- to four-syllable words</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>□</p>	<p>(xxxiv) apply phonetic knowledge by using knowledge of base words to decode common compound words</p>

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>(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>□</p>	<p>(xxxv) apply phonetic knowledge by decoding words with common prefixes</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>□</p>	<p>(xxxvi) apply phonetic knowledge by decoding words with common suffixes</p>

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>(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>(i) demonstrate spelling knowledge by spelling common letter and sound correlations</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>(ii) demonstrate spelling knowledge by spelling words with common patterns</p>

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>(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>□</p>	<p>(iii) demonstrate 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>□</p>	<p>(iv) demonstrate spelling knowledge by spelling words with consonant digraphs</p>

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>(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 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>□</p>	<p>(v) demonstrate spelling knowledge by spelling 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>(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 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>□</p>	<p>(vi) demonstrate spelling knowledge by spelling multisyllabic words, including words with que-</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>□</p>	<p>(vii) demonstrate spelling knowledge by spelling multisyllabic words, including words with qui-</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>□</p>	<p>(viii) demonstrate spelling knowledge by spelling multisyllabic words, including words with gue-</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>□</p>	<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>□</p>	<p>(x) demonstrate spelling knowledge by spelling multisyllabic words, including words with güe-</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>□</p>	<p>(xi) demonstrate spelling knowledge by spelling multisyllabic words, including words with güi-</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>□</p>	<p>(xii) demonstrate spelling knowledge by spelling contractions</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>□</p>	<p>(xiii) demonstrate 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 prefixes and suffixes <p>□</p>	<p>(xiv) demonstrate spelling knowledge by spelling words with hiatus</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>□</p>	<p>(xv) demonstrate spelling knowledge by spelling words with common prefixes</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>□</p>	<p>(xvi) demonstrate spelling knowledge by spelling words with common suffixes</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>□</p>	<p>(xvii) apply spelling knowledge by spelling common letter and sound correlations</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>□</p>	<p>(xviii) apply spelling knowledge by spelling words with common patterns</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>□</p>	<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>□</p>	<p>(xx) apply spelling knowledge by spelling words with consonant digraphs</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 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>□</p>	<p>(xxi) apply spelling knowledge by spelling 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>(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 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>□</p>	<p>(xxii) apply spelling knowledge by spelling multisyllabic words, including words with que-</p>

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>(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>□</p>	<p>(xxiii) apply spelling knowledge by spelling multisyllabic words, including words with qui-</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>□</p>	<p>(xxiv) apply spelling knowledge by spelling multisyllabic words, including words with gue-</p>

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>(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>□</p>	<p>(xxv) apply 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>□</p>	<p>(xxvi) apply spelling knowledge by spelling multisyllabic words, including words with güe-</p>

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>(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>□</p>	<p>(xxvii) apply spelling knowledge by spelling multisyllabic words, including words with güi-</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>□</p>	<p>(xxviii) apply spelling knowledge by spelling contractions</p>

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>(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>□</p>	<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 prefixes and suffixes <p>□</p>	<p>(xxx) apply spelling knowledge by spelling words with hiatus</p>

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>(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>(xxxi) apply spelling knowledge by spelling words with common prefixes</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>(xxxii) apply spelling knowledge by spelling words with common suffixes</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>(D) demonstrate print awareness by identifying the information that different parts of a book provide</p>	<p>(i) demonstrate print awareness by identifying the information that different parts of a book provide</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(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

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

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 words with affixes, including -s, -es, and -or	(ii) identify the meaning of words with affixes, including -es
(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	(iii) identify the meaning of words with affixes, including or
(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	(i) identify words that name actions
(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	(ii) identify words that name directions
(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	(iii) identify words that name positions
(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	(iv) identify words that name sequences

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 and use words that name actions, directions, positions, sequences, categories, and locations	(v) identify 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	(vi) identify words that name locations
(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	(vii) use words that name actions
(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	(viii) use words that name directions
(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	(ix) use words that name positions
(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	(x) use words that name sequences

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 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

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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.</p>	<p>[A] self-select text and interact independently with text for increasing periods of time</p>	<p>(i) self-select text</p>
<p>(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.</p>	<p>[A] self-select text and interact independently with text for increasing periods of time</p>	<p>(ii) interact independently with text for increasing periods of time</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>(A) establish purpose for reading assigned and self-selected texts with adult assistance</p>	<p>(i) establish purpose for reading assigned texts 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>(A) establish purpose for reading assigned and self-selected texts with adult assistance</p>	<p>(ii) establish purpose for reading self-selected texts 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>(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance</p>	<p>(i) generate questions about text before reading to deepen understanding with adult assistance</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<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>(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance</p>	<p>(ii) generate questions about text during reading to deepen understanding 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>(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance</p>	<p>(iii) generate questions about text after reading to deepen understanding 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>(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance</p>	<p>(iv) generate questions about text before reading to gain information 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>(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance</p>	<p>(v) generate questions about text during reading to gain information 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>(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance</p>	<p>(vi) generate questions about text after reading to gain information 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>(i) make predictions using text features with adult assistance</p>

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 with adult assistance	(ii) make predictions using characteristics of genre 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:	(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance	(iii) make predictions using structures 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:	(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance	(iv) correct or confirm predictions using text features 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:	(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance	(v) correct or confirm predictions using characteristics of genre 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:	(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance	(vi) correct or confirm predictions using structures 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:	(D) create mental images to deepen understanding with adult assistance	(i) create mental images to deepen understanding with adult assistance

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:	(E) make connections to personal experiences, ideas in other texts, and society with adult assistance	(i) make connections to personal experiences 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:	(E) make connections to personal experiences, ideas in other texts, and society with adult assistance	(ii) make connections to ideas in other 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:	(E) make connections to personal experiences, ideas in other texts, and society with adult assistance	(iii) make connections to society 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:	(F) make inferences and use evidence to support understanding with adult assistance	(i) make inferences to support understanding 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:	(F) make inferences and use evidence to support understanding with adult assistance	(ii) use evidence to support understanding 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:	(G) evaluate details to determine what is most important with adult assistance	(i) evaluate details to determine what is most important with adult assistance

Knowledge and Skills Statement	Student Expectation	Breakout
<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>(H) synthesize information to create new understanding with adult assistance</p>	<p>(i) synthesize information to create new understanding 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>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down</p>	<p>(i) monitor comprehension</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>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down</p>	<p>(ii) make adjustments when understanding breaks down</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>(A) describe personal connections to a variety of sources</p>	<p>(i) describe personal connections to a variety of sources</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>(B) write brief comments on literary or informational texts</p>	<p>(i) write brief comments on literary or informational texts</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>(C) use text evidence to support an appropriate response</p>	<p>(i) use text evidence to support an appropriate response</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(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:	(D) retell texts in ways that maintain meaning	(i) retell texts in ways that maintain meaning
(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:	(E) interact with sources in meaningful ways such as illustrating or writing	(i) interact with sources in meaningful ways
(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:	(F) respond using newly acquired vocabulary as appropriate	(i) respond using newly acquired vocabulary as appropriate
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(A) discuss topics and determine theme using text evidence with adult assistance	(i) discuss topics with adult assistance
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(A) discuss topics and determine theme using text evidence with adult assistance	(ii) determine theme using text evidence with adult assistance

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:	(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 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	(ii) describe the reason(s) for their actions
(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) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently	(i) describe plot elements, including the main events, for texts read aloud
(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) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently	(ii) describe plot elements, including the problem, for texts read aloud
(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) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently	(iii) describe plot elements, including the resolution, for texts read aloud

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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:</p>	<p>(C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently</p>	<p>(iv) describe plot elements, including the main events, for texts read independently</p>
<p>(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:</p>	<p>(C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently</p>	<p>(v) describe plot elements, including the problem, for texts read independently</p>
<p>(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:</p>	<p>(C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently</p>	<p>(vi) describe plot elements, including the resolution, for texts read independently</p>
<p>(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:</p>	<p>(D) describe the setting</p>	<p>(i) describe the setting</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>(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes</p>	<p>(i) demonstrate knowledge of distinguishing characteristics of well-known children's literature</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<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>

Knowledge and Skills Statement	Student Expectation	Breakout
<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><input type="checkbox"/></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><input type="checkbox"/></p>	<p>(ii) recognize characteristics of informational text, including supporting evidence with adult assistance</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<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><input type="checkbox"/></p>	<p>(iii) recognize characteristics of informational text, including features 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><input type="checkbox"/></p>	<p>(iv) recognize characteristics 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><input type="checkbox"/></p>	<p>(v) recognize characteristics of informational text, including organizational patterns with adult assistance</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<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><input type="checkbox"/></p>	<p>(vi) recognize structures 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><input type="checkbox"/></p>	<p>(vii) recognize structures of informational text, including supporting evidence 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><input type="checkbox"/></p>	<p>(viii) recognize structures of informational text, including features to locate or gain information</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<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><input type="checkbox"/></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><input type="checkbox"/></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>

Knowledge and Skills Statement	Student Expectation	Breakout
<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>(ii) state what the author is trying to persuade the reader to think or do</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>(F) recognize characteristics of multimodal and digital texts</p>	<p>(i) recognize characteristics of multimodal texts</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>(F) recognize characteristics of multimodal and digital texts</p>	<p>(ii) recognize characteristics of digital texts</p>
<p>(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:</p>	<p>(A) discuss the author's purpose for writing text</p>	<p>(i) discuss the author's purpose for writing text</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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:</p>	<p>(B) discuss how the use of text structure contributes to the author's purpose</p>	<p>(i) discuss how the use of text structure contributes to the author's purpose</p>
<p>(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:</p>	<p>(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes</p>	<p>(i) discuss with adult assistance the author's use of print features to achieve specific purposes</p>
<p>(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:</p>	<p>(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes</p>	<p>(ii) discuss with adult assistance the author's use of graphic features to achieve specific purposes</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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:</p>	<p>(D) discuss how the author uses words that help the reader visualize</p>	<p>(i) discuss how the author uses words that help the reader visualize</p>
<p>(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:</p>	<p>(E) listen to and experience first- and third-person texts</p>	<p>(i) listen to first-person texts</p>
<p>(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:</p>	<p>(E) listen to and experience first- and third-person texts</p>	<p>(ii) listen to third-person texts</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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:</p>	<p>(E) listen to and experience first- and third-person texts</p>	<p>(iii) experience first-person texts</p>
<p>(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:</p>	<p>(E) listen to and experience first- and third-person texts</p>	<p>(iv) experience third-person texts</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>(A) plan a first draft by generating ideas for writing such as by drawing and brainstorming</p>	<p>(i) plan a first draft by generating ideas for 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>(B) develop drafts in oral, pictorial, or written form by: (i) organizing with structure; and (ii) developing an idea with specific and relevant details <input type="checkbox"/></p>	<p>(i) develop drafts in oral, pictorial, or written form by organizing with structure</p>

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>(B) develop drafts in oral, pictorial, or written form by:</p> <ul style="list-style-type: none"> (i) organizing with structure; and (ii) developing an idea with specific and relevant details <input type="checkbox"/>	<p>(ii) develop drafts in oral, pictorial, or written form by developing an idea with specific details</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>(B) develop drafts in oral, pictorial, or written form by:</p> <ul style="list-style-type: none"> (i) organizing with structure; and (ii) developing an idea with specific and relevant details <input type="checkbox"/>	<p>(iii) develop drafts in oral, pictorial, or written form by developing an idea with relevant details</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>(C) revise drafts by adding details in pictures or words</p>	<p>(i) revise drafts by adding details in pictures or words</p>

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 <p>□</p>	<p>(i) edit drafts using standard Spanish conventions, including complete sentences with subject-verb agreement</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:</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 <p>□</p>	<p>(ii) edit drafts using standard Spanish conventions, including past verb tense, including the difference between ser and estar</p>

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 <input type="checkbox"/></p>	<p>(iii) edit drafts using standard Spanish conventions, including present verb tense, including the difference between ser and estar</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 <input type="checkbox"/></p>	<p>(iv) edit drafts using standard Spanish conventions, including singular nouns, including gender-specific articles</p>

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 <input type="checkbox"/></p>	<p>(v) edit drafts using standard Spanish conventions, including plural nouns, including gender-specific articles</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 <input type="checkbox"/></p>	<p>(vi) edit drafts using standard Spanish conventions, including common nouns, including gender-specific articles</p>

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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 <input type="checkbox"/></p>	<p>(vii) edit drafts using standard Spanish conventions, including proper nouns including gender-specific articles</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 <input type="checkbox"/></p>	<p>(viii) edit drafts using standard Spanish conventions, including adjectives, including articles</p>

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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 <input type="checkbox"/></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 <input type="checkbox"/></p>	<p>(x) edit drafts using standard Spanish conventions, including prepositions</p>

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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 <input type="checkbox"/></p>	<p>(xi) edit drafts using standard Spanish conventions, including pronouns, including the use of personal pronouns</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 <input type="checkbox"/></p>	<p>(xii) edit drafts using standard Spanish conventions, including pronouns, including the use of possessive pronouns</p>

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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 <input type="checkbox"/></p>	<p>(xiii) edit drafts using standard Spanish conventions, including the difference in the use of formal pronoun usted and informal pronoun tú</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 <input type="checkbox"/></p>	<p>(xiv) edit drafts using standard Spanish conventions, including capitalization for the beginning of sentences</p>

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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 <input type="checkbox"/></p>	<p>(xv) edit drafts using standard Spanish conventions, including punctuation marks at the end of declarative sentences</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 <input type="checkbox"/></p>	<p>(xvi) edit drafts using standard Spanish conventions, including punctuation marks at the beginning of exclamatory sentences</p>

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 <input type="checkbox"/></p>	<p>(xvii) edit drafts using standard Spanish conventions, including punctuation marks at the end of exclamatory sentences</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 <input type="checkbox"/></p>	<p>(xviii) edit drafts using standard Spanish conventions, including punctuation marks at the beginning of interrogative sentences</p>

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 <input type="checkbox"/></p>	<p>(xix) edit drafts using standard Spanish conventions, including punctuation marks at the end of interrogative sentences</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 <input type="checkbox"/></p>	<p>(xx) edit drafts using standard Spanish conventions, correct spelling of words with grade-appropriate orthographic patterns with adult assistance</p>

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
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	(A) dictate or compose literary texts, including personal narratives and poetry	(i) dictate or compose literary texts, including personal narratives
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	(A) dictate or compose literary texts, including personal narratives and poetry	(ii) dictate or compose literary texts, including poetry
(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:	(B) dictate or compose informational texts, including procedural texts	(i) dictate or compose informational texts, including procedural texts
(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) dictate or compose correspondence such as thank you notes or letters	(i) dictate or compose correspondence
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(A) generate questions for formal and informal inquiry with adult assistance	(i) generate questions for formal inquiry with adult assistance
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(A) generate questions for formal and informal inquiry with adult assistance	(ii) generate questions for informal inquiry with adult assistance

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>	<p>(C) identify and gather relevant sources and information to answer the questions with adult assistance</p>	<p>(iii) gather 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>(iv) gather relevant information to answer the questions with adult assistance</p>

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:	(D) demonstrate understanding of information gathered with adult assistance	(i) demonstrate understanding of information gathered with adult assistance
(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:	(E) 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