

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

<b>Subject</b>	<b>Chapter 128. Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language</b>
<b>Subchapter</b>	<b>Subchapter A. Elementary</b>
<b>Course</b>	<b>128.7. Spanish Language Arts and Reading, Grade 5</b>
<b>Publisher</b>	
<b>Program Title</b>	
<b>Program ISBN</b>	
<b>(a) Introduction.</b>	
<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 to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments	(i) listen actively to interpret verbal messages
(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 to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments	(ii) listen actively to interpret non-verbal messages

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(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(A) listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments	(iii) ask relevant questions
(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 to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments	(iv) make pertinent comments
(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 include multiple action steps	(i) follow oral instructions that include multiple action steps
(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 include multiple action steps	(ii) restate oral instructions that include multiple action steps
(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 include multiple action steps	(iii) give oral instructions that might include multiple action steps

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(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	(i) give an organized presentation employing eye contact to communicate ideas effectively
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	(ii) give an organized presentation employing speaking rate to communicate ideas effectively
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	(iii) give an organized presentation employing volume to communicate ideas effectively
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	(iv) give an organized presentation employing enunciation to communicate ideas effectively
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	(v) give an organized presentation employing natural gestures to communicate ideas effectively

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<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) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively</p>	<p>(vi) give an organized presentation employing conventions of language to communicate ideas effectively</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 to develop a plan of shared responsibilities</p>	<p>(i) work collaboratively with others to develop a plan of shared responsibilities</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 and apply phonetic knowledge by:            (i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate);            (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;            (iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and            (iv) decoding words with prefixes and suffixes</p>	<p>(i) demonstrate phonetic knowledge by decoding palabras agudas (words with the stress on the last syllable)</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 and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> <li>(i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate);</li> <li>(ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;</li> <li>(iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and</li> <li>(iv) decoding words with prefixes and suffixes</li> </ul>	<p>(ii) demonstrate phonetic knowledge by decoding palabras graves (words with the stress on the penultimate syllable)</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 and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> <li>(i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate);</li> <li>(ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;</li> <li>(iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and</li> <li>(iv) decoding words with prefixes and suffixes</li> </ul>	<p>(iii) demonstrate phonetic knowledge by decoding palabras esdrújulas (words with the stress on the antepenultimate syllable)</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 and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> <li>(i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate);</li> <li>(ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;</li> <li>(iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and</li> <li>(iv) decoding words with prefixes and suffixes</li> </ul>	<p>(iv) demonstrate phonetic knowledge by decoding palabras [sobresdrújulas] (words with the stress on the syllable before the antepenultimate syllable)</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 and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> <li>(i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate);</li> <li>(ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;</li> <li>(iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and</li> <li>(iv) decoding words with prefixes and suffixes</li> </ul>	<p>(v) demonstrate phonetic knowledge by using orthographic rules to segment syllables, including diphthongs</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 and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> <li>(i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate);</li> <li>(ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;</li> <li>(iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and</li> <li>(iv) decoding words with prefixes and suffixes</li> </ul>	<p>(vi) demonstrate phonetic knowledge by using orthographic rules to segment syllables, including formal hiatus</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 and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> <li>(i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate);</li> <li>(ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;</li> <li>(iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and</li> <li>(iv) decoding words with prefixes and suffixes</li> </ul>	<p>(vii) demonstrate phonetic knowledge by using orthographic rules to segment syllables, including accented 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>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> <li>(i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate);</li> <li>(ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;</li> <li>(iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and</li> <li>(iv) decoding words with prefixes and suffixes</li> </ul>	<p>(viii) demonstrate phonetic knowledge by using orthographic rules to combine syllables, including 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>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> <li>(i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate);</li> <li>(ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;</li> <li>(iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and</li> <li>(iv) decoding words with prefixes and suffixes</li> </ul>	<p>(ix) demonstrate phonetic knowledge by using orthographic rules to combine syllables, including formal 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>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> <li>(i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate);</li> <li>(ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;</li> <li>(iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and</li> <li>(iv) decoding words with prefixes and suffixes</li> </ul>	<p>(x) demonstrate phonetic knowledge by using orthographic rules to combine syllables, including accented hiatus</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 and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> <li>(i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate);</li> <li>(ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;</li> <li>(iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and</li> <li>(iv) decoding words with prefixes and suffixes</li> </ul>	<p>(xi) demonstrate phonetic knowledge by decoding word[s] based on the diacritical accent</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 and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> <li>(i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate);</li> <li>(ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;</li> <li>(iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and</li> <li>(iv) decoding words with prefixes and suffixes</li> </ul>	<p>(xii) demonstrate phonetic knowledge by differentiating meaning of word[s] based on the diacritical accent</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 and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> <li>(i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate);</li> <li>(ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;</li> <li>(iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and</li> <li>(iv) decoding words with prefixes and suffixes</li> </ul>	<p>(xiii) demonstrate phonetic knowledge by decoding words with prefixes</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 and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> <li>(i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate);</li> <li>(ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;</li> <li>(iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and</li> <li>(iv) decoding words with prefixes and suffixes</li> </ul>	<p>(xiv) demonstrate phonetic knowledge by decoding words with 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>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> <li>(i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate);</li> <li>(ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;</li> <li>(iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and</li> <li>(iv) decoding words with prefixes and suffixes</li> </ul>	<p>(xv) apply phonetic knowledge by decoding palabras agudas (words with the stress on the last syllable)</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 and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> <li>(i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate);</li> <li>(ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;</li> <li>(iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and</li> <li>(iv) decoding words with prefixes and suffixes</li> </ul>	<p>(xvi) apply phonetic knowledge by decoding palabras graves (words with the stress on the penultimate syllable)</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 and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> <li>(i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate);</li> <li>(ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;</li> <li>(iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and</li> <li>(iv) decoding words with prefixes and suffixes</li> </ul>	<p>(xvii) apply phonetic knowledge by decoding palabras esdrújulas (words with the stress on the antepenultimate syllable)</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>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> <li>(i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate);</li> <li>(ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;</li> <li>(iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and</li> <li>(iv) decoding words with prefixes and suffixes</li> </ul>	<p>(xviii) apply phonetic knowledge by decoding palabras [sobresdrújulas] (words with the stress on the syllable before the antepenultimate syllable)</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 and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> <li>(i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate);</li> <li>(ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;</li> <li>(iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and</li> <li>(iv) decoding words with prefixes and suffixes</li> </ul>	<p>(xix) apply phonetic knowledge by using orthographic rules to segment syllables, including diphthongs</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 and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> <li>(i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate);</li> <li>(ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;</li> <li>(iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and</li> <li>(iv) decoding words with prefixes and suffixes</li> </ul>	<p>(xxvii) apply phonetic knowledge by decoding words with prefixes</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 and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> <li>(i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate);</li> <li>(ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;</li> <li>(iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and</li> <li>(iv) decoding words with prefixes and suffixes</li> </ul>	<p>(xxviii) apply phonetic knowledge by decoding words with 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>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> <li>(i) spelling words with more advanced orthographic patterns and rules;</li> <li>(ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent;</li> <li>(iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent;</li> <li>(iv) spelling words with diphthongs and hiatus; and</li> <li>(v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses</li> </ul> <p>□</p>	<p>(i) demonstrate spelling knowledge by spelling words with more advanced orthographic 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>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> <li>(i) spelling words with more advanced orthographic patterns and rules;</li> <li>(ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent;</li> <li>(iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent;</li> <li>(iv) spelling words with diphthongs and hiatus; and</li> <li>(v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses</li> </ul> <p>□</p>	<p>(ii) demonstrate spelling knowledge by spelling words with more advanced orthographic rules</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 spelling knowledge by:</p> <ul style="list-style-type: none"> <li>(i) spelling words with more advanced orthographic patterns and rules;</li> <li>(ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent;</li> <li>(iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent;</li> <li>(iv) spelling words with diphthongs and hiatus; and</li> <li>(v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses</li> </ul> <p>□</p>	<p>(iii) demonstrate spelling knowledge by spelling palabras agudas (words with the stress on the last syllable) with a prosodic or orthographic accent</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 spelling knowledge by:</p> <ul style="list-style-type: none"> <li>(i) spelling words with more advanced orthographic patterns and rules;</li> <li>(ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent;</li> <li>(iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent;</li> <li>(iv) spelling words with diphthongs and hiatus; and</li> <li>(v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses</li> </ul> <p>□</p>	<p>(iv) demonstrate spelling knowledge by spelling palabras graves (words with the stress on the penultimate syllable) with a prosodic or orthographic accent</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 spelling knowledge by:</p> <ul style="list-style-type: none"> <li>(i) spelling words with more advanced orthographic patterns and rules;</li> <li>(ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent;</li> <li>(iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent;</li> <li>(iv) spelling words with diphthongs and hiatus; and</li> <li>(v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses</li> </ul> <p>□</p>	<p>(v) demonstrate spelling knowledge by spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) with a prosodic or orthographic accent</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 spelling knowledge by:</p> <ul style="list-style-type: none"> <li>(i) spelling words with more advanced orthographic patterns and rules;</li> <li>(ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent;</li> <li>(iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent;</li> <li>(iv) spelling words with diphthongs and hiatus; and</li> <li>(v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses</li> </ul> <p>□</p>	<p>(vi) demonstrate spelling knowledge by spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent</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 spelling knowledge by:</p> <ul style="list-style-type: none"> <li>(i) spelling words with more advanced orthographic patterns and rules;</li> <li>(ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent;</li> <li>(iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent;</li> <li>(iv) spelling words with diphthongs and hiatus; and</li> <li>(v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses</li> </ul> <p>□</p>	<p>(vii) demonstrate spelling knowledge by spelling words with diphthongs</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 spelling knowledge by:</p> <ul style="list-style-type: none"> <li>(i) spelling words with more advanced orthographic patterns and rules;</li> <li>(ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent;</li> <li>(iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent;</li> <li>(iv) spelling words with diphthongs and hiatus; and</li> <li>(v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses</li> </ul> <p>□</p>	<p>(viii) 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>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> <li>(i) spelling words with more advanced orthographic patterns and rules;</li> <li>(ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent;</li> <li>(iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent;</li> <li>(iv) spelling words with diphthongs and hiatus; and</li> <li>(v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses</li> </ul> <p>□</p>	<p>(x) demonstrate spelling knowledge by marking accents appropriately when conjugating verbs in imperfect past [tense]</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 spelling knowledge by:</p> <ul style="list-style-type: none"> <li>(i) spelling words with more advanced orthographic patterns and rules;</li> <li>(ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent;</li> <li>(iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent;</li> <li>(iv) spelling words with diphthongs and hiatus; and</li> <li>(v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses</li> </ul> <p>□</p>	<p>(xi) demonstrate spelling knowledge by marking accents appropriately when conjugating verbs in perfect tenses</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 spelling knowledge by:</p> <ul style="list-style-type: none"> <li>(i) spelling words with more advanced orthographic patterns and rules;</li> <li>(ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent;</li> <li>(iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent;</li> <li>(iv) spelling words with diphthongs and hiatus; and</li> <li>(v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses</li> </ul> <p>□</p>	<p>(xii) demonstrate spelling knowledge by marking accents appropriately when conjugating verbs in conditional tenses</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 spelling knowledge by:</p> <ul style="list-style-type: none"> <li>(i) spelling words with more advanced orthographic patterns and rules;</li> <li>(ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent;</li> <li>(iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent;</li> <li>(iv) spelling words with diphthongs and hiatus; and</li> <li>(v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses</li> </ul> <p>□</p>	<p>(xiii) demonstrate spelling knowledge by marking accents appropriately when conjugating verbs in future [tense]</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 spelling knowledge by:</p> <ul style="list-style-type: none"> <li>(i) spelling words with more advanced orthographic patterns and rules;</li> <li>(ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent;</li> <li>(iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent;</li> <li>(iv) spelling words with diphthongs and hiatus; and</li> <li>(v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses</li> </ul> <p>□</p>	<p>(xiv) apply spelling knowledge by spelling words with more advanced orthographic 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 spelling knowledge by:</p> <ul style="list-style-type: none"> <li>(i) spelling words with more advanced orthographic patterns and rules;</li> <li>(ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent;</li> <li>(iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent;</li> <li>(iv) spelling words with diphthongs and hiatus; and</li> <li>(v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses</li> </ul> <p>□</p>	<p>(xv) apply spelling knowledge by spelling words with more advanced orthographic rules</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 spelling knowledge by:</p> <ul style="list-style-type: none"> <li>(i) spelling words with more advanced orthographic patterns and rules;</li> <li>(ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent;</li> <li>(iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent;</li> <li>(iv) spelling words with diphthongs and hiatus; and</li> <li>(v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses</li> </ul> <p>□</p>	<p>(xvi) apply spelling knowledge by spelling palabras agudas (words with the stress on the last syllable) with a prosodic or orthographic accent</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 spelling knowledge by:</p> <ul style="list-style-type: none"> <li>(i) spelling words with more advanced orthographic patterns and rules;</li> <li>(ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent;</li> <li>(iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent;</li> <li>(iv) spelling words with diphthongs and hiatus; and</li> <li>(v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses</li> </ul> <p>□</p>	<p>(xvii) apply spelling knowledge by spelling palabras graves (words with the stress on the penultimate syllable) with a prosodic or orthographic accent</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 spelling knowledge by:</p> <ul style="list-style-type: none"> <li>(i) spelling words with more advanced orthographic patterns and rules;</li> <li>(ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent;</li> <li>(iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent;</li> <li>(iv) spelling words with diphthongs and hiatus; and</li> <li>(v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses</li> </ul> <p>□</p>	<p>(xviii) apply spelling knowledge by spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) with a prosodic or orthographic accent</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 spelling knowledge by:</p> <ul style="list-style-type: none"> <li>(i) spelling words with more advanced orthographic patterns and rules;</li> <li>(ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent;</li> <li>(iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent;</li> <li>(iv) spelling words with diphthongs and hiatus; and</li> <li>(v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses</li> </ul> <p>□</p>	<p>(xix) apply spelling knowledge by spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent</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 spelling knowledge by:</p> <ul style="list-style-type: none"> <li>(i) spelling words with more advanced orthographic patterns and rules;</li> <li>(ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent;</li> <li>(iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent;</li> <li>(iv) spelling words with diphthongs and hiatus; and</li> <li>(v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses</li> </ul> <p><input type="checkbox"/></p>	<p>(xx) 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>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> <li>(i) spelling words with more advanced orthographic patterns and rules;</li> <li>(ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent;</li> <li>(iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent;</li> <li>(iv) spelling words with diphthongs and hiatus; and</li> <li>(v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses</li> </ul> <p><input type="checkbox"/></p>	<p>(xxi) 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>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> <li>(i) spelling words with more advanced orthographic patterns and rules;</li> <li>(ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent;</li> <li>(iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent;</li> <li>(iv) spelling words with diphthongs and hiatus; and</li> <li>(v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses</li> </ul> <p>□</p>	<p>(xxii) apply spelling knowledge by marking accents appropriately when conjugating verbs in simple past [tense]</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 spelling knowledge by:</p> <ul style="list-style-type: none"> <li>(i) spelling words with more advanced orthographic patterns and rules;</li> <li>(ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent;</li> <li>(iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent;</li> <li>(iv) spelling words with diphthongs and hiatus; and</li> <li>(v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses</li> </ul> <p>□</p>	<p>(xxiii) apply spelling knowledge by marking accents appropriately when conjugating verbs in imperfect past [tense]</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 spelling knowledge by:</p> <ul style="list-style-type: none"> <li>(i) spelling words with more advanced orthographic patterns and rules;</li> <li>(ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent;</li> <li>(iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent;</li> <li>(iv) spelling words with diphthongs and hiatus; and</li> <li>(v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses</li> </ul> <p>□</p>	<p>(xxiv) apply spelling knowledge by marking accents appropriately when conjugating verbs in perfect tenses</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 spelling knowledge by:</p> <ul style="list-style-type: none"> <li>(i) spelling words with more advanced orthographic patterns and rules;</li> <li>(ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent;</li> <li>(iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent;</li> <li>(iv) spelling words with diphthongs and hiatus; and</li> <li>(v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses</li> </ul> <p>□</p>	<p>(xxv) apply spelling knowledge by marking accents appropriately when conjugating verbs in conditional tenses</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 spelling knowledge by:</p> <ul style="list-style-type: none"> <li>(i) spelling words with more advanced orthographic patterns and rules;</li> <li>(ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent;</li> <li>(iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent;</li> <li>(iv) spelling words with diphthongs and hiatus; and</li> <li>(v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses</li> </ul> <p>□</p>	<p>(xxvi) apply spelling knowledge by marking accents appropriately when conjugating verbs in future [tense]</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) write legibly in cursive</p>	<p>(i) write legibly in cursive</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 print or digital resources to determine meaning, syllabication, pronunciation, and word origin</p>	<p>(i) use print or digital resources to determine meaning</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:	(A) use print or digital resources to determine meaning, syllabication, pronunciation, and word origin	(ii) use print or digital resources to determine syllabication
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(A) use print or digital resources to determine meaning, syllabication, pronunciation, and word origin	(iii) use print or digital resources to determine pronunciation
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(A) use print or digital resources to determine meaning, syllabication, pronunciation, and word origin	(iv) use print or digital resources to determine word origin
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words	(i) use context within a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words	(ii) use context beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words

Knowledge and Skills Statement	Student Expectation	Breakout
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(i) identify the meaning of base words with affixes, including trans-
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(ii) identify the meaning of base words with affixes, including super-
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(iii) identify the meaning of base words with affixes, including anti-
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(iv) identify the meaning of base words with affixes, including semi-
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(v) identify the meaning of base words with affixes, including -logía

Knowledge and Skills Statement	Student Expectation	Breakout
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(vi) identify the meaning of base words with affixes, including -ificar
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(vii) identify the meaning of base words with affixes, including -ismo
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(viii) identify the meaning of base words with affixes, including -ista
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(ix) identify the meaning of base words with roots, including audi
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(x) identify the meaning of base words with roots, including crono

Knowledge and Skills Statement	Student Expectation	Breakout
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(xi) identify the meaning of base words with roots, including foto
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(xii) identify the meaning of base words with roots, including geo
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(xiii) identify the meaning of base words with roots, including terr
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(xiv) use base words with affixes, including trans-
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(xv) use base words with affixes, including super-

Knowledge and Skills Statement	Student Expectation	Breakout
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(xvi) use base words with affixes, including anti-
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(xvii) use base words with affixes, including semi-
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(xviii) use base words with affixes, including -logía
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(xix) use base words with affixes, including -ificar
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(xx) use base words with affixes, including -ismo

Knowledge and Skills Statement	Student Expectation	Breakout
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(xxi) use base words with affixes, including -ista
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(xxii) use base words with roots, including audi
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(xxiii) use base words with roots, including crono
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(xxiv) use base words with roots, including foto
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(xxv) use base words with roots, including geo

Knowledge and Skills Statement	Student Expectation	Breakout
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(xxvi) use base words with roots, including terr
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify, use, and explain the meaning of idioms, adages, and puns	(i) identify idioms
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify, use, and explain the meaning of idioms, adages, and puns	(ii) identify adages
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify, use, and explain the meaning of idioms, adages, and puns	(iii) identify puns
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify, use, and explain the meaning of idioms, adages, and puns	(iv) use idioms

Knowledge and Skills Statement	Student Expectation	Breakout
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify, use, and explain the meaning of idioms, adages, and puns	(v) use adages
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify, use, and explain the meaning of idioms, adages, and puns	(vi) use puns
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify, use, and explain the meaning of idioms, adages, and puns	(vii) explain the meaning of idioms
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify, use, and explain the meaning of idioms, adages, and puns	(viii) explain the meaning of adages
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify, use, and explain the meaning of idioms, adages, and puns	(ix) explain the meaning of puns

Knowledge and Skills Statement	Student Expectation	Breakout
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(E) differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien	(i) differentiate between [or among] homographs
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(E) differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien	(ii) differentiate between [or among] homophones
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(E) differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien	(iii) differentiate between [or among] commonly confused terms
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(E) differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien	(iv) use homographs
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(E) differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien	(v) use homophones

Knowledge and Skills Statement	Student Expectation	Breakout
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(E) differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien	(vi) use commonly confused terms
(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
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	[A] self-select text and read independently for a sustained period of time	(i) self-select text
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	[A] self-select text and read independently for a sustained period of time	(ii) read independently for a sustained period of time
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(A) establish purpose for reading assigned and self-selected texts	(i) establish purpose for reading assigned texts
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(A) establish purpose for reading assigned and self-selected texts	(ii) establish purpose for reading self-selected texts
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(B) generate questions about text before, during, and after reading to deepen understanding and gain information	(i) generate questions about text before reading to deepen understanding

Knowledge and Skills Statement	Student Expectation	Breakout
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(B) generate questions about text before, during, and after reading to deepen understanding and gain information	(ii) generate questions about text before reading to gain information
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(B) generate questions about text before, during, and after reading to deepen understanding and gain information	(iii) generate questions about text during reading to deepen understanding
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(B) generate questions about text before, during, and after reading to deepen understanding and gain information	(iv) generate questions about text during reading to gain information
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(B) generate questions about text before, during, and after reading to deepen understanding and gain information	(v) generate questions about text after reading to deepen understanding
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(B) generate questions about text before, during, and after reading to deepen understanding and gain information	(vi) generate questions about text after reading to gain information

Knowledge and Skills Statement	Student Expectation	Breakout
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures	(i) make predictions using text features
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures	(ii) make predictions using characteristics of genre
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures	(iii) make predictions using structures
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures	(iv) correct or confirm predictions using text features
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures	(v) correct or confirm predictions using characteristics of genre

Knowledge and Skills Statement	Student Expectation	Breakout
(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	(vi) correct or confirm predictions using structures
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(D) create mental images to deepen understanding	(i) create mental images to deepen understanding
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(E) make connections to personal experiences, ideas in other texts, and society	(i) make connections to personal experiences
(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	(ii) make connections to ideas in other texts
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(E) make connections to personal experiences, ideas in other texts, and society	(iii) make connections to society

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:	(F) make inferences and use evidence to support understanding	(i) make inferences to support understanding
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(F) make inferences and use evidence to support understanding	(ii) use evidence to support understanding
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(G) evaluate details read to determine key ideas	(i) evaluate details read to determine key ideas
(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:	(H) synthesize information to create new understanding	(i) synthesize information to create new understanding
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down	(i) monitor comprehension

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:	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down	(ii) make adjustments when understanding breaks down
(7) Response skills: listening, speaking, reading writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(A) describe personal connections to a variety of sources, including self-selected texts	(i) describe personal connections to a variety of sources, including self-selected texts
(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:	(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources	(i) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources
(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:	(C) use text evidence to support an appropriate response	(i) use text evidence to support an appropriate response
(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, paraphrase, or summarize texts in ways that maintain meaning and logical order	(i) retell, paraphrase, or summarize texts in ways that maintain meaning

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, paraphrase, or summarize texts in ways that maintain meaning and logical order	(ii) retell, paraphrase, or summarize texts in ways that maintain logical order
(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 notetaking, annotating, freewriting, or illustrating	(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
(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:	(G) discuss specific ideas in the text that are important to the meaning	(i) discuss specific ideas in the text that are important to the meaning
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(A) infer multiple themes within a text using text evidence	(i) infer multiple themes within a text using text evidence

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) analyze the relationships of and conflicts among the characters	(i) analyze the relationships of the characters
(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) analyze the relationships of and conflicts among the characters	(ii) analyze the conflicts among the characters
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(C) analyze plot elements, including rising action, climax, falling action, and resolution	(i) analyze plot elements, including rising action
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(C) analyze plot elements, including rising action, climax, falling action, and resolution	(ii) analyze plot elements, including climax

Knowledge and Skills Statement	Student Expectation	Breakout
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(C) analyze plot elements, including rising action, climax, falling action, and resolution	(iii) analyze plot elements, including falling action
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(C) analyze plot elements, including rising action, climax, falling action, and resolution	(iv) analyze plot elements, including resolution
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(D) analyze the influence of the setting, including historical and cultural settings, on the plot	(i) analyze the influence of the setting, including historical settings, on the plot
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(D) analyze the influence of the setting, including historical and cultural settings, on the plot	(ii) analyze the influence of the setting, including cultural settings, on the plot

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

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) explain structure in drama such as character tags, acts, scenes, and stage directions</p>	<p>(i) explain structure in 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 with supporting evidence;            (ii) features such as insets, timelines, and sidebars to support understanding; and            (iii) organizational patterns such as logical order and order of importance</p> <p><input type="checkbox"/></p>	<p>(i) recognize characteristics of informational text, including the central idea with supporting evidence</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 with supporting evidence;            (ii) features such as insets, timelines, and sidebars to support understanding; and            (iii) organizational patterns such as logical order and order of importance</p> <p><input type="checkbox"/></p>	<p>(ii) recognize characteristics of informational text, including features to support understanding</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 with supporting evidence;            (ii) features such as insets, timelines, and sidebars to support understanding; and            (iii) organizational patterns such as logical order and order of importance</p> <p><input type="checkbox"/></p>	<p>(iii) recognize characteristics of informational text, including organizational patterns</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:</p> <ul style="list-style-type: none"> <li>(i) the central idea with supporting evidence;</li> <li>(ii) features such as insets, timelines, and sidebars to support understanding; and</li> <li>(iii) organizational patterns such as logical order and order of importance</li> </ul> <input type="checkbox"/>	<p>(iv) recognize structures of informational text, including the central idea with supporting evidence</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:</p> <ul style="list-style-type: none"> <li>(i) the central idea with supporting evidence;</li> <li>(ii) features such as insets, timelines, and sidebars to support understanding; and</li> <li>(iii) organizational patterns such as logical order and order of importance</li> </ul> <input type="checkbox"/>	<p>(v) recognize structures of informational text, including features to support understanding</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:</p> <ul style="list-style-type: none"> <li>(i) the central idea with supporting evidence;</li> <li>(ii) features such as insets, timelines, and sidebars to support understanding; and</li> <li>(iii) organizational patterns such as logical order and order of importance</li> </ul> <input type="checkbox"/>	<p>(vi) recognize structures of informational text, including organizational patterns</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 and structures of argumentative text by:</p> <ul style="list-style-type: none"> <li>(i) identifying the claim;</li> <li>(ii) explaining how the author has used facts for or against an argument; and</li> <li>(iii) identifying the intended audience or reader</li> </ul>	<p>(i) recognize characteristics of argumentative text by identifying the claim</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(E) recognize characteristics and structures of argumentative text by: (i) identifying the claim; (ii) explaining how the author has used facts for or against an argument; and (iii) identifying the intended audience or reader <input type="checkbox"/>	(ii) recognize characteristics of argumentative text by explaining how the author has used facts for or against an argument
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(E) recognize characteristics and structures of argumentative text by: (i) identifying the claim; (ii) explaining how the author has used facts for or against an argument; and (iii) identifying the intended audience or reader <input type="checkbox"/>	(iii) recognize characteristics of argumentative text by identifying the intended audience or reader
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(E) recognize characteristics and structures of argumentative text by: (i) identifying the claim; (ii) explaining how the author has used facts for or against an argument; and (iii) identifying the intended audience or reader <input type="checkbox"/>	(iv) recognize structures of argumentative text by identifying the claim
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(E) recognize characteristics and structures of argumentative text by: (i) identifying the claim; (ii) explaining how the author has used facts for or against an argument; and (iii) identifying the intended audience or reader <input type="checkbox"/>	(v) recognize structures of argumentative text by explaining how the author has used facts for or against an argument

Knowledge and Skills Statement	Student Expectation	Breakout
<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 and structures of argumentative text by:</p> <ul style="list-style-type: none"> <li>(i) identifying the claim;</li> <li>(ii) explaining how the author has used facts for or against an argument; and</li> <li>(iii) identifying the intended audience or reader</li> </ul>	<p>(vi) recognize structures of argumentative text by identifying the intended audience or reader</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) explain the author's purpose and message within a text</p>	<p>(i) explain the author's purpose within a 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>(A) explain the author's purpose and message within a text</p>	<p>(ii) explain the author's message within a text</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>(B) analyze how the use of text structure contributes to the author's purpose</p>	<p>(i) analyze 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) analyze the author's use of print and graphic features to achieve specific purposes</p>	<p>(i) analyze the author's use of print 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>(C) analyze the author's use of print and graphic features to achieve specific purposes</p>	<p>(ii) analyze the author's use of graphic 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>(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes</p>	<p>(i) describe how the author's use of imagery achieves 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>(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes</p>	<p>(ii) describe how the author's use of literal language achieves 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) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes</p>	<p>(iii) describe how the author's use of figurative language achieves 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>(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes</p>	<p>(iv) describe how the author's use of sound devices achieves 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>(E) identify and understand the use of literary devices, including first- or third-person point of view</p>	<p>(i) identify literary devices, including first- or third-person point of view</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) identify and understand the use of literary devices, including first- or third-person point of view</p>	<p>(ii) understand the use of literary devices, including first- or third-person point of view</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>(F) examine how the author's use of language contributes to voice</p>	<p>(i) examine how the author's use of language contributes to voice</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>(G) explain the purpose of hyperbole, stereotyping, and anecdote</p>	<p>(i) explain the purpose of hyperbole</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>(G) explain the purpose of hyperbole, stereotyping, and anecdote</p>	<p>(ii) explain the purpose of stereotyping</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>(G) explain the purpose of hyperbole, stereotyping, and anecdote</p>	<p>(iii) explain the purpose of anecdote</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 selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping</p>	<p>(i) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies</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 into a focused, structured, and coherent piece of writing by:            (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and            (ii) developing an engaging idea reflecting depth of thought with specific facts and details</p> <p>□</p>	<p>(i) develop drafts into a focused piece of writing by organizing with purposeful structure, including an introduction</p>

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(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea reflecting depth of thought with specific facts and details <input type="checkbox"/>	(v) develop drafts into a focused piece of writing by developing an engaging idea reflecting depth of thought with specific details

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(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea reflecting depth of thought with specific facts and details <input type="checkbox"/>	(ix) develop drafts into a structured piece of writing by developing an engaging idea reflecting depth of thought with specific facts

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(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	(i) revise drafts to improve sentence structure
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	(ii) revise drafts to improve word choice

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(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	(iv) revise drafts by deleting ideas for coherence
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	(v) revise drafts by combining ideas for coherence
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	(vi) revise drafts by rearranging ideas for coherence

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(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	(viii) revise drafts deleting ideas for clarity
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	(ix) revise drafts combining ideas for clarity
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	(x) revise drafts by rearranging ideas for clarity

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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:</p> <ul style="list-style-type: none"> <li>(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</li> <li>(ii) irregular verbs;</li> <li>(iii) collective nouns;</li> <li>(iv) adjectives, including those indicating origin, and their comparative and superlative forms</li> <li>(v) conjunctive adverbs;</li> <li>(vi) prepositions and prepositional phrases and their influence on subject-verb agreement;</li> <li>(vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite;</li> <li>(viii) subordinating conjunctions to form complex sentences</li> <li>(ix) capitalization of initials, acronyms, and organizations;</li> <li>(x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and</li> <li>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules</li> </ul>	<p>(xi) edit drafts using standard Spanish conventions, including adjectives, including those indicating origin</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:</p> <ul style="list-style-type: none"> <li>(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</li> <li>(ii) irregular verbs;</li> <li>(iii) collective nouns;</li> <li>(iv) adjectives, including those indicating origin, and their comparative and superlative forms</li> <li>(v) conjunctive adverbs;</li> <li>(vi) prepositions and prepositional phrases and their influence on subject-verb agreement;</li> <li>(vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite;</li> <li>(viii) subordinating conjunctions to form complex sentences</li> <li>(ix) capitalization of initials, acronyms, and organizations;</li> <li>(x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and</li> <li>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules</li> </ul>	<p>(xii) edit drafts using standard Spanish conventions, including adjectives, including their comparative forms</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:</p> <ul style="list-style-type: none"> <li>(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</li> <li>(ii) irregular verbs;</li> <li>(iii) collective nouns;</li> <li>(iv) adjectives, including those indicating origin, and their comparative and superlative forms</li> <li>(v) conjunctive adverbs;</li> <li>(vi) prepositions and prepositional phrases and their influence on subject-verb agreement;</li> <li>(vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite;</li> <li>(viii) subordinating conjunctions to form complex sentences</li> <li>(ix) capitalization of initials, acronyms, and organizations;</li> <li>(x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and</li> <li>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules</li> </ul>	<p>(xiii) edit drafts using standard Spanish conventions, including adjectives, including their superlative forms</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:</p> <ul style="list-style-type: none"> <li>(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</li> <li>(ii) irregular verbs;</li> <li>(iii) collective nouns;</li> <li>(iv) adjectives, including those indicating origin, and their comparative and superlative forms</li> <li>(v) conjunctive adverbs;</li> <li>(vi) prepositions and prepositional phrases and their influence on subject-verb agreement;</li> <li>(vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite;</li> <li>(viii) subordinating conjunctions to form complex sentences</li> <li>(ix) capitalization of initials, acronyms, and organizations;</li> <li>(x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and</li> <li>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules</li> </ul>	<p>(xiv) edit drafts using standard Spanish conventions, including conjunctive adverbs</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:</p> <ul style="list-style-type: none"> <li>(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</li> <li>(ii) irregular verbs;</li> <li>(iii) collective nouns;</li> <li>(iv) adjectives, including those indicating origin, and their comparative and superlative forms</li> <li>(v) conjunctive adverbs;</li> <li>(vi) prepositions and prepositional phrases and their influence on subject-verb agreement;</li> <li>(vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite;</li> <li>(viii) subordinating conjunctions to form complex sentences</li> <li>(ix) capitalization of initials, acronyms, and organizations;</li> <li>(x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and</li> <li>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules</li> </ul>	<p>(xv) 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:</p> <ul style="list-style-type: none"> <li>(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</li> <li>(ii) irregular verbs;</li> <li>(iii) collective nouns;</li> <li>(iv) adjectives, including those indicating origin, and their comparative and superlative forms</li> <li>(v) conjunctive adverbs;</li> <li>(vi) prepositions and prepositional phrases and their influence on subject-verb agreement;</li> <li>(vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite;</li> <li>(viii) subordinating conjunctions to form complex sentences</li> <li>(ix) capitalization of initials, acronyms, and organizations;</li> <li>(x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and</li> <li>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules</li> </ul>	<p>(xvi) edit drafts using standard Spanish conventions, including prepositional phrases</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:</p> <ul style="list-style-type: none"> <li>(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</li> <li>(ii) irregular verbs;</li> <li>(iii) collective nouns;</li> <li>(iv) adjectives, including those indicating origin, and their comparative and superlative forms</li> <li>(v) conjunctive adverbs;</li> <li>(vi) prepositions and prepositional phrases and their influence on subject-verb agreement;</li> <li>(vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite;</li> <li>(viii) subordinating conjunctions to form complex sentences</li> <li>(ix) capitalization of initials, acronyms, and organizations;</li> <li>(x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and</li> <li>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules</li> </ul>	<p>(xvii) edit drafts using standard Spanish conventions, including [prepositional phrases'] influence on subject-verb agreement</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:</p> <ul style="list-style-type: none"> <li>(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</li> <li>(ii) irregular verbs;</li> <li>(iii) collective nouns;</li> <li>(iv) adjectives, including those indicating origin, and their comparative and superlative forms</li> <li>(v) conjunctive adverbs;</li> <li>(vi) prepositions and prepositional phrases and their influence on subject-verb agreement;</li> <li>(vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite;</li> <li>(viii) subordinating conjunctions to form complex sentences</li> <li>(ix) capitalization of initials, acronyms, and organizations;</li> <li>(x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and</li> <li>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules</li> </ul>	<p>(xviii) edit drafts using standard Spanish conventions, including pronouns, including personal</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:</p> <ul style="list-style-type: none"> <li>(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</li> <li>(ii) irregular verbs;</li> <li>(iii) collective nouns;</li> <li>(iv) adjectives, including those indicating origin, and their comparative and superlative forms</li> <li>(v) conjunctive adverbs;</li> <li>(vi) prepositions and prepositional phrases and their influence on subject-verb agreement;</li> <li>(vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite;</li> <li>(viii) subordinating conjunctions to form complex sentences</li> <li>(ix) capitalization of initials, acronyms, and organizations;</li> <li>(x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and</li> <li>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules</li> </ul>	<p>(xix) edit drafts using standard Spanish conventions, including pronouns, including possessive</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:</p> <ul style="list-style-type: none"> <li>(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</li> <li>(ii) irregular verbs;</li> <li>(iii) collective nouns;</li> <li>(iv) adjectives, including those indicating origin, and their comparative and superlative forms</li> <li>(v) conjunctive adverbs;</li> <li>(vi) prepositions and prepositional phrases and their influence on subject-verb agreement;</li> <li>(vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite;</li> <li>(viii) subordinating conjunctions to form complex sentences</li> <li>(ix) capitalization of initials, acronyms, and organizations;</li> <li>(x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and</li> <li>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules</li> </ul>	<p>(xx) edit drafts using standard Spanish conventions, including pronouns, including objective</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:</p> <ul style="list-style-type: none"> <li>(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</li> <li>(ii) irregular verbs;</li> <li>(iii) collective nouns;</li> <li>(iv) adjectives, including those indicating origin, and their comparative and superlative forms</li> <li>(v) conjunctive adverbs;</li> <li>(vi) prepositions and prepositional phrases and their influence on subject-verb agreement;</li> <li>(vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite;</li> <li>(viii) subordinating conjunctions to form complex sentences</li> <li>(ix) capitalization of initials, acronyms, and organizations;</li> <li>(x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and</li> <li>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules</li> </ul>	<p>(xxii) edit drafts using standard Spanish conventions, including pronouns, including prepositional</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:</p> <ul style="list-style-type: none"> <li>(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</li> <li>(ii) irregular verbs;</li> <li>(iii) collective nouns;</li> <li>(iv) adjectives, including those indicating origin, and their comparative and superlative forms</li> <li>(v) conjunctive adverbs;</li> <li>(vi) prepositions and prepositional phrases and their influence on subject-verb agreement;</li> <li>(vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite;</li> <li>(viii) subordinating conjunctions to form complex sentences</li> <li>(ix) capitalization of initials, acronyms, and organizations;</li> <li>(x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and</li> <li>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules</li> </ul>	<p>(xxxiii) edit drafts using standard Spanish conventions, including punctuation marks, including underlining for titles</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"> <li>(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</li> <li>(ii) irregular verbs;</li> <li>(iii) collective nouns;</li> <li>(iv) adjectives, including those indicating origin, and their comparative and superlative forms</li> <li>(v) conjunctive adverbs;</li> <li>(vi) prepositions and prepositional phrases and their influence on subject-verb agreement;</li> <li>(vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite;</li> <li>(viii) subordinating conjunctions to form complex sentences</li> <li>(ix) capitalization of initials, acronyms, and organizations;</li> <li>(x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and</li> <li>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules</li> </ul>	<p>(xxxiv) edit drafts using standard Spanish conventions, including punctuation marks, including underlining for emphasis</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:</p> <ul style="list-style-type: none"> <li>(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</li> <li>(ii) irregular verbs;</li> <li>(iii) collective nouns;</li> <li>(iv) adjectives, including those indicating origin, and their comparative and superlative forms</li> <li>(v) conjunctive adverbs;</li> <li>(vi) prepositions and prepositional phrases and their influence on subject-verb agreement;</li> <li>(vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite;</li> <li>(viii) subordinating conjunctions to form complex sentences</li> <li>(ix) capitalization of initials, acronyms, and organizations;</li> <li>(x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and</li> <li>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules</li> </ul>	<p>(xxxv) edit drafts using standard Spanish conventions, including punctuation marks, including quotation marks for titles</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:</p> <ul style="list-style-type: none"> <li>(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</li> <li>(ii) irregular verbs;</li> <li>(iii) collective nouns;</li> <li>(iv) adjectives, including those indicating origin, and their comparative and superlative forms</li> <li>(v) conjunctive adverbs;</li> <li>(vi) prepositions and prepositional phrases and their influence on subject-verb agreement;</li> <li>(vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite;</li> <li>(viii) subordinating conjunctions to form complex sentences</li> <li>(ix) capitalization of initials, acronyms, and organizations;</li> <li>(x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and</li> <li>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules</li> </ul>	<p>(xxxvi) edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns</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:</p> <ul style="list-style-type: none"> <li>(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</li> <li>(ii) irregular verbs;</li> <li>(iii) collective nouns;</li> <li>(iv) adjectives, including those indicating origin, and their comparative and superlative forms</li> <li>(v) conjunctive adverbs;</li> <li>(vi) prepositions and prepositional phrases and their influence on subject-verb agreement;</li> <li>(vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite;</li> <li>(viii) subordinating conjunctions to form complex sentences</li> <li>(ix) capitalization of initials, acronyms, and organizations;</li> <li>(x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and</li> <li>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules</li> </ul>	<p>(xxxvii) edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic rules</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 written work for appropriate audiences</p>	<p>(i) publish written work for appropriate audiences</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) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	(i) compose literary texts using genre characteristics
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	(ii) compose literary texts using craft
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft	(i) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
(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) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft	(ii) compose informational texts, including brief compositions that convey information about a topic using genre characteristics
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft	(iii) compose informational texts, including brief compositions that convey information about a topic using craft

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

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(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(A) generate and clarify questions on a topic for formal and informal inquiry	(iii) clarify questions on a topic for formal inquiry
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(A) generate and clarify questions on a topic for formal and informal inquiry	(iv) clarify questions on a topic for informal inquiry
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(B) develop and follow a research plan with adult assistance	(i) develop a research plan 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:	(B) develop and follow a research plan with adult assistance	(ii) follow a research plan 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:	(C) identify and gather relevant information from a variety of sources	(i) identify relevant information from a variety of sources

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(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:	(C) identify and gather relevant information from a variety of sources	(ii) gather relevant information from a variety of sources
(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) understand credibility of primary and secondary sources	(i) understand credibility of primary sources
(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) understand credibility of primary and secondary sources	(ii) understand credibility of secondary sources
(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) demonstrate understanding of information gathered	(i) demonstrate understanding of information gathered
(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:	(F) differentiate between paraphrasing and plagiarism when using source materials	(i) differentiate between paraphrasing and plagiarism when using source materials

Knowledge and Skills Statement	Student Expectation	Breakout
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(G) develop a bibliography	(i) develop a bibliography
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	(i) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results