

**(1) Developing and Sustaining Foundational Language Skills:** Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics and, morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	ELLA, Grade 7	ELLA, Grade 8	ESOL I	ESOL II
<p>(A) develop oral language through listening and speaking by:</p> <p>(i) following, restating, and giving oral instructions that involve a short related sequence of actions;</p> <p>(ii) employing eye contact, speaking rate, volume, enunciation, and the conventions of language;</p> <p>(iii) participating in discussion by alternating between listening and speaking and taking turns;</p> <p>(iv) developing social communication, such as introducing self, common greetings, and expressing needs and wants; and</p> <p>(v) answering open-ended questions;</p> <p>(B) demonstrate phonological awareness by:</p> <p>(i) identifying and producing rhyming words in response to spoken words;</p> <p>(ii) identifying the individual words in a spoken sentence;</p> <p>(iii) recognizing spoken alliteration or groups of words that begin with the same initial sound or syllable;</p> <p>(iv) blending phonemes to generate syllables and words;</p> <p>(v) identifying syllables in spoken words;</p> <p>(vi) orally blending syllables to form and spell words;</p> <p>(vii) recognizing that new words are created when a syllable is added, changed, or removed;</p>	<p>(A) develop oral language through listening and speaking by:</p> <p>(i) following, restating, and giving oral instructions that involve a short related sequence of actions;</p> <p>(ii) employing eye contact, speaking rate, volume, enunciation, and the conventions of language;</p> <p>(iii) actively listening for a variety of reasons;</p> <p>(iv) listening to others and responding courteously to ideas and opinions;</p> <p>(v) developing social communication such as, introducing self and others, relating experiences to a classmate, expressing needs and feelings, and</p> <p>(vi) answering open-ended questions;</p> <p>(B) demonstrate phonological awareness by:</p> <p>(i) distinguishing orally presented rhyming pairs of words from non-rhyming pairs;</p> <p>(ii) orally generating a series of rhyming words;</p> <p>(iii) identifying the individual words in a spoken sentence;</p> <p>(iv) recognizing spoken alliteration;</p> <p>(v) blending phonemes to generate multi-syllabic words;</p> <p>(vi) identify syllables in spoken words, including diphthongs and hiatus such as le-</p>	<p>(A) develop oral language through listening and speaking by:</p> <p>(i) following, restating, and giving oral instructions that involve a short related sequence of actions;</p> <p>(ii) employing eye contact, speaking rate, volume, enunciation, and the conventions of language;</p> <p>(iii) giving informative presentations;</p> <p>(iv) developing social communication distinguishing between asking and telling; and</p> <p>(v) asking and answering open ended questions;</p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(i) decoding and encoding multi-syllabic words;</p> <p>(ii) decoding and encoding diphthongs and hiatus; and</p> <p>(iii) decoding and encoding consonant blends and digraphs;</p> <p>(C) demonstrate print awareness to alphabetize to the second letter;</p> <p>(D) develop vocabulary by:</p> <p>(i) using a variety of resources such as a picture dictionary, environmental print, digital and web-based resources to find words, check spelling, and determine meanings, syllabication and pronunciation to validate understanding of unknown words;</p> <p>(ii) using context to determine the meaning</p>	<p>(A) develop oral language by:</p> <p>(i) following, restating, and giving oral instructions that involve a short related sequence of actions;</p> <p>(ii) employing eye contact, speaking rate, volume, enunciation, and the conventions of language;</p> <p>(iii) giving descriptive, informative, and procedural presentations;</p> <p>(iv) listening and responding to information presented by others;</p> <p>(v) distinguishing between relevant and irrelevant information;</p> <p>(vi) conversing politely in all situations;</p> <p>(vii) using language to clarify, explain, and argue to communicate and build ideas;</p> <p>(viii) identifying and using playful uses of language, including palindromes and trabalenguas; and</p> <p>(ix) identifying and generating verses with at least two rhyming pairs;</p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(i) decoding words with an orthographic accent;</p> <p>(ii) recognizing palabras esdrújulas;</p> <p>(iii) becoming familiar with the concept of hiatus and diphthongs and the implications for orthographic accents;</p>	<p>(A) develop oral language by:</p> <p>(i) following, restating, and giving oral instructions that involve a short related sequence of actions;</p> <p>(ii) employing eye contact, speaking rate, volume, enunciation, and the conventions of language;</p> <p>(iii) giving descriptive, informative, and procedural presentations;</p> <p>(iv) listening actively to sustained oral input, including reading, media, and dialogue;</p> <p>(v) applying appropriate language for a situation using Spanish language conventions; and</p> <p>(vi) using language to clarify, explain, and argue, to communicate and build ideas;</p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(i) decoding, encoding, and writing ‘palabras agudas y graves’ that have a prosodic or orthographic accent;</p> <p>(ii) decoding and encoding ‘palabras esdrújulas’ that have an orthographic accent;</p> <p>(iii) decoding and encoding words with hiatus and diphthongs;</p> <p>(iv) differentiating meaning of a word based on the diacritical accent;</p> <p>(v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses;</p>	<p>(A) develop oral language by:</p> <p>(i) following, restating, and giving oral instructions that involve a short related sequence of actions;</p> <p>(ii) employing eye contact, speaking rate, volume, enunciation, and the conventions of language;</p> <p>(iii) giving descriptive, informative, and procedural presentations;</p> <p>(iv) listening to and drawing conclusions in content learning activities;</p> <p>(v) providing others with constructive praise and feedback;</p> <p>(vi) negotiating and problem-solving; and</p> <p>(vii) using oral language to inform, to persuade, and to entertain;</p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(i) encoding words with more advanced orthographic patterns and rules, including:</p> <p>(ii) decoding, encoding, and writing ‘palabras agudas, graves, and esdrújulas’ with a prosodic or orthographic accent;</p> <p>(iii) encoding words containing hiatus and diphthongs;</p> <p>(iv) decoding and encoding ‘palabras sobresdrújulas’ with a prosodic or orthographic accent;</p> <p>(v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect,</p>	<p>(A) develop oral language through listening and speaking by:</p> <p>(i) employing strategies that support active listening;</p> <p>(ii) employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and</p> <p>(iii) giving an organized presentation with a specific point of view;</p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(i) differentiating between commonly confused terms such as porque, porqué, por qué, por que; asimismo (adverbio), así mismo (de la misma manera); sino, si no; también, tan bien;</p> <p>(ii) decoding, encoding, and writing ‘palabras agudas, graves, esdrújulas, and sobresdrújulas’;</p> <p>(iii) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect conditional, and future tenses; and</p> <p>(iv) decoding and encoding words containing hiatus and diphthongs;</p> <p>(C) develop vocabulary by:</p> <p>(i) using print, and digital reference resources to determine the meanings, syllabication, pronunciations, alternate word choices,</p>	<p>(A) develop oral language through listening and speaking by:</p> <p>(i) developing strategies to support active listening;</p> <p>(ii) employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively;</p> <p>(iii) giving an organized presentation with a specific point of view;</p> <p>(iv) following, restating, and giving oral instructions that involve a short related sequence of actions; and</p> <p>(v) developing social communication and producing oral language in contextualized and purposeful ways;</p> <p>(B) develop vocabulary by:</p> <p>(i) using print and digital resources including dictionaries, thesauri or glossaries to determine the meanings, syllabication, pronunciations, parts of speech, and alternate word choices of words in context;</p> <p>(ii) using context within and beyond a sentence to clarify the meaning of unfamiliar or multiple meaning words;</p> <p>(iii) determining the meaning and usage of grade-level academic English words derived from Greek and Latin including: omni, log/logue, gen, vid/vis,</p>	<p>(A) develop oral language through listening and speaking by:</p> <p>(i) developing strategies to support active listening;</p> <p>(ii) employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively;</p> <p>(iii) giving an organized presentation with a specific point of view;</p> <p>(iv) following, restating, and giving oral instructions that involve a short related sequence of actions; and</p> <p>(v) developing social communication and producing oral language in contextualized and purposeful ways;</p> <p>(B) develop vocabulary by:</p> <p>(i) using print and digital resources to determine the meanings, syllabication, pronunciations, parts of speech, and alternate word choices of words in context;</p> <p>(ii) using context within and beyond a sentence to clarify the meaning of unfamiliar or ambiguous words;</p> <p>(iii) determining the meaning and usage of grade-level academic English words derived from Greek and Latin including ast, qui, path, mand/mend and duc; auto, bio, graph, meter, phon, port, and tele;</p>	<p>(A) self-select text and read independently for a sustained period of time;</p> <p>(B) develop vocabulary by:</p> <p>(i) using print or digital resources, to define, clarify, and validate understanding in context;</p> <p>(ii) using context, morphology, and cognates to determine denotation and connotation of unfamiliar words and phrases;</p> <p>(iii) increasing vocabulary and learning new words and concepts, including academic and other content vocabulary;</p> <p>(iv) identifying and using words that name actions, directions, positions, sequences, and locations;</p> <p>(v) investigating word relationships such as antonyms, synonyms, and analogies; and</p> <p>(vi) using multiple-meaning words, homographs, homophones and commonly-confused terms correctly;</p> <p>(C) develop oral language through listening and speaking by:</p> <p>(i) following, restating, and giving oral instructions that involve a short related sequence of actions;</p> <p>(ii) adjusting speaking rate, volume, eye contact, natural gestures, and conventions of language to</p>	<p>(A) self-select text and read independently for a sustained period of time;</p> <p>(B) develop vocabulary by:</p> <p>(i) using print or digital resources, to define, clarify, and validate understanding in context;</p> <p>(ii) using context, morphology, and cognates to determine denotation and connotation of unfamiliar words and phrases;</p> <p>(iii) increasing vocabulary and learning new words and concepts, investigate word relationships such as antonyms, synonyms, and analogies;</p> <p>(iv) identify and use words that name actions, directions, positions, sequences, locations;</p> <p>(v) investigate word relationships such as antonyms, synonyms, and analogies; and</p> <p>(vi) use multiple-meaning words, homographs, homophones and commonly-confused terms correctly;</p> <p>(C) adjust fluency when reading grade-level text based on the reading purpose;</p> <p>(D) develop oral language through listening and speaking by:</p> <p>(i) following, restating, and giving oral instructions that involve a short related sequence of actions;</p> <p>(ii) adjusting speaking rate, volume,</p>

<p>(viii) orally separating multi-syllabic words up to three syllables;</p> <p>(ix) using letter-sound correspondences to spell mono-syllabic words;</p> <p>(x) decoding two syllable words; and</p> <p>(xii) understanding the digraphs /ch/, /rr/, /ll/;</p> <p>(C) demonstrate and apply phonetic knowledge by:</p> <p>(i) identifying and matching the common sounds that letters represent beginning with the five vowel sounds;</p> <p>(ii) decode one to two-syllable words that have meaning such as te, de, el, papa, mano; and</p> <p>(iii) recognizing that new words are created when letters or syllables are changed, added, or deleted;</p> <p>(D) demonstrate print awareness by:</p> <p>(i) identifying the parts of a book;</p> <p>(ii) recognizing that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries;</p> <p>(iii) holding a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right with return sweep;</p> <p>(iv) read texts by moving from top to bottom of the page and tracking words from left to right with return sweep;</p> <p>(v) recognizing environmental print;</p> <p>(vi) recognizing that spoken words can be represented by print for communication;</p>	<p>er, rí-o, quie-ro, na-die, ra-dio, sa-po;</p> <p>(vii) orally blending syllables to form and spell four syllable words;</p> <p>(viii) creating new words when a syllable is added, changed, or removed;</p> <p>(ix) orally separate multi-syllabic words up to four syllables;</p> <p>(x) using letter-sound correspondences to spell multi-syllabic words;</p> <p>(xi) decoding three to four syllable words;</p> <p>(xii) decoding and encoding consonant digraphs /ch/, /rr/, /ll/ including in isolation and in context; and</p> <p>(xiii) identify and apply familiar uses of language in Spanish dichos.</p> <p>(C) demonstrate and apply phonetic knowledge by:</p> <p>(i) use phonological knowledge to match sounds to individual letters and syllables;</p> <p>(ii) decode three to four-syllable words that have meaning such as zapato and mariposa;</p> <p>(iii) recognizing and generating words that are created when letters or syllables are changed, added, or deleted;</p> <p>(iv) decoding and encoding contractions such as -al, del;</p> <p>(v) decoding consonant blends; and</p> <p>(vi) monitoring accuracy of decoding and encoding;</p> <p>(D) demonstrate print awareness by:</p> <p>(i) identifying the information that</p>	<p>of unfamiliar and multiple meaning words in grade level text;</p> <p>(iii) using knowledge of the meaning of base words to identify and read common compound words; and</p> <p>(iv) using affixes to determine the meaning of words; and</p> <p>(v) identifying and using antonyms and synonyms;</p> <p>(E) self-select text and read independently for a sustained period of time using the appropriate rate, accuracy, and prosody when reading grade level text; and</p> <p>(F) develop handwriting by printing complete words, thoughts, and answers legibly leaving appropriate spaces between words.</p>	<p>(iv) using accents on words commonly used in questions and exclamations;</p> <p>(v) using words that have a prosodic or orthographic accent, including palabras, agudas, y graves;</p> <p>(vi) differentiating the meaning or function of a word based on the diacritical accent such as se/sé, el/él, mas/más;</p> <p>(vii) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses;</p> <p>(viii) decoding and encoding words with silent "h"; and words that use the syllables que-, qui-; gue-, gui, and güe-, güi-;</p> <p>(ix) developing automatic recognition, monitoring accuracy, and encoding words that have the same sounds represented by different letters, including "r" and "rr," "ll" and "y,"; "g" and "j,"; "c," "k," and "q,"; "c," "s," and "z,"; "j" and "x,"; "i" and "y,";</p> <p>(x) encoding words that use soft and hard /r/;</p> <p>(xi) encoding words using "n" before "v"; "m" before "b"; and "m" before "p";</p> <p>(xii) encoding words with consonant blends;</p> <p>(xiii) encoding the plural form of words ending in "z" by replacing the "z" with "c" before adding -es; and</p> <p>(xiv) using orthographic rules to segment and</p>	<p>(vi) using orthographic rules to segment and combine syllables, including diphthongs, formal and accented hiatus;</p> <p>(vii) using spelling patterns and rules, print and electronic resources to determine correct spelling; and</p> <p>(viii) encoding common homophones;</p> <p>(C) develop vocabulary by:</p> <p>(i) using print, digital, and web-based reference materials to determine meanings, syllabication, and pronunciation to validate understanding of unknown words;</p> <p>(ii) using context to determine the meaning of unfamiliar words and multiple meaning words in grade level text;</p> <p>(iii) determining the meaning and using grade-level academic Spanish words derived from Greek and Latin roots, including auto, bio, grafía, metro, fono, and tele;</p> <p>(iv) identifying the meaning of base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, -ura;</p> <p>(v) completing analogies using knowledge of antonyms and synonyms;</p> <p>(vi) using homographs and homophones; and</p> <p>(vii) identifying the meaning of idioms;</p> <p>(D) use appropriate rate, accuracy, and prosody when reading grade level text;</p> <p>(E) self-select text to read independently for a sustained period of time; and</p>	<p>conditional, and future tenses; and</p> <p>(vi) using spelling patterns and rules, print and electronic resources to determine and check correct spelling;</p> <p>(C) develop vocabulary by:</p> <p>(i) using a variety of resources print, digital, and web-based to determine meanings, syllabication, and pronunciation to validate understanding of unknown words;</p> <p>(ii) using context to determine the meaning of unfamiliar words and multiple meaning words in grade level text;</p> <p>(iii) determining the meaning and use grade-level academic Spanish words derived from Greek and Latin roots, including audi, crono, foto, geo, terr;</p> <p>(iv) identifying the meaning of base words with affixes, including trans-, super-, anti-, semi-, -ología, -ificar, -ismo, -ista;</p> <p>(v) producing analogies with known antonyms and synonyms;</p> <p>(vi) differentiating between commonly confused terms such as porque, porqué, por qué, por que; asimismo (adverbio), así mismo (de la misma manera); sino, si no; también, tan bien; and</p> <p>(vii) identifying and explaining the meaning of idioms and adages;</p> <p>(D) use appropriate rate, accuracy, and prosody when reading grade level text;</p> <p>(E) self-select text to read independently for a sustained period of time; and</p>	<p>and parts of speech of words in context;</p> <p>(ii) using context to determine the meaning of unfamiliar words or multiple meaning words;</p> <p>(iii) determining the meaning and usage of grade-level academic Spanish words derived from Greek and Latin roots including metro-, grafo-, scrib-, port-;</p> <p>(iv) identify the meaning of base words with affixes including ex-, bio-, aero-, -cida, -voro, -it is; and</p> <p>(v) complete analogies that describe part to whole or whole to part;</p> <p>(D) adjusting fluency when reading grade-level text based on the reading purpose; and</p> <p>(E) self-select text to read independently for a sustained period of time.</p>	<p>phil, luc, sens/sent; un-, re-, -ly, -er/or, and -ion/tion/sion im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, -er (comparative), -est, and -ful;</p> <p>(iv) identifying and use words that name actions, directions, positions, sequences, and locations;</p> <p>(v) investigating word relationships such as antonyms, synonyms, idioms, and analogies; and</p> <p>(vi) using multiple-meaning words, homographs, homophones and commonly-confused terms correctly;</p> <p>(C) adjust fluency when reading grade-level text based on the reading purpose and use appropriate rate, accuracy, and prosody when reading grade level text;</p> <p>(D) self-select text and read independently for a sustained period of time;</p> <p>(E) demonstrate and apply phonetic knowledge; and</p> <p>(F) write complete words, thoughts, and answers legibly.</p>	<p>terr, chrono, audi, geo, dict, photo, and ject;</p> <p>(iv) identifying and use words that name actions, directions, positions, sequences, and locations;</p> <p>(v) investigating word relationships such as antonyms, synonyms, and analogies; and</p> <p>(vi) using multiple-meaning words, homographs, homophones and commonly-confused terms correctly;</p> <p>(C) adjust fluency when reading grade-level text based on the reading purpose and use appropriate rate, accuracy, and prosody when reading grade level text;</p> <p>(D) self-select text and read independently for a sustained period of time;</p> <p>(E) demonstrate and apply phonetic knowledge; and</p> <p>(F) write complete words, thoughts, and answers legibly.</p>	<p>communicate ideas effectively;</p> <p>(iii) giving an organized presentation with a specific point of view;</p> <p>(iv) developing strategies to support active listening;</p> <p>(v) conducting an interview, including social, informative, and literary;</p> <p>(vi) developing social communication and producing oral language in contextualized and purposeful ways; and</p> <p>(vii) listening and responding to critique from peers after an oral presentation;</p> <p>(D) adjust fluency when reading grade-level text based on the reading purpose;</p> <p>(E) demonstrate and apply phonetic knowledge; and</p> <p>(F) write complete words, thoughts, and answers legibly.</p>	<p>enunciation, eye contact, natural gestures, and conventions of language to communicate ideas effectively;</p> <p>(iii) giving an organized presentation with a specific point of view;</p> <p>(iv) developing strategies to support active listening;</p> <p>(v) conducting an interview, including social, informative, and literary;</p> <p>(vi) developing social communication and producing oral language in contextualized and purposeful ways; and</p> <p>(vii) listening and responding to critique from peers after an oral presentation;</p> <p>(E) demonstrate and apply phonetic knowledge; and</p> <p>(F) write complete words, thoughts, and answers legibly.</p>
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<p>(vii) recognizing the difference between a letter and a printed word;</p> <p>(viii) identifying all upper and lowercase letters with automaticity;</p> <p>(ix) sequencing the letters of the alphabet; and</p> <p>(x) demonstrate the one-to-one correspondence between a spoken word and a printed word in text;</p> <p>(E) develop vocabulary by:</p> <p>(i) using a variety of resources such as a picture dictionary, environmental print, or digital and web-based resources to find words;</p> <p>(ii) identifying and sort pictures of objects into conceptual categories such as colors and shapes;</p> <p>(iii) understanding that compound words are made of two shorter words such as saca + puntas = sacapuntas;</p> <p>(iv) understanding and use words that name actions, directions, positions, sequences, and locations; and</p> <p>(v) understand grade appropriate vocabulary including content and function words;</p> <p>(F) self-select text and read independently for a sustained period of time; and</p> <p>(G) develop handwriting by accurately forming all upper and lowercase letters using appropriate directionality.</p>	<p>different parts of a book provides;</p> <p>(ii) alphabetizing to the first letter; and</p> <p>(iii) recognizing the distinguishing features of a sentence such as capitalization of first word beginning and ending punctuation, and the dash (guión) to indicate dialogue;</p> <p>(E) develop vocabulary by:</p> <p>(i) using a variety of resources such as a picture dictionary, environmental print, digital and web-based resources to find words;</p> <p>(ii) identifying and sort words into conceptual categories such as opposites or living things;</p> <p>(iii) using knowledge of the meaning of base words to identify and read common compound words;</p> <p>(iv) applying words that name actions, directions, positions, sequences, and locations; and</p> <p>(v) determining what words mean based on how they are used in grade level text;</p> <p>(F) using the appropriate rate, accuracy, and prosody when reading grade level text;</p> <p>(G) self-select text and read independently for a sustained period of time; and</p> <p>(H) develop handwriting by printing complete words, thoughts, and answers legibly leaving appropriate spaces between words.</p>		<p>combine syllables, including diphthongs, formal and accented hiatus;</p> <p>(C) demonstrate print awareness by alphabetizing to the third letter;</p> <p>(D) develop vocabulary by:</p> <p>(i) using print, digital, and web-based resources to find words, determine spelling, meaning, syllabication, and pronunciation to validate understanding of unknown words;</p> <p>(ii) using context to determine the meaning of unfamiliar and multiple meaning words, in grade level text;</p> <p>(iii) identifying the meaning of base words with affixes, including in-, des-, re-, pre-, ex-, -mente, -dad, -oso, -eza, and know how they change the meaning of roots;</p> <p>(iv) identifying antonyms and synonyms;</p> <p>(v) identifying compound words; and</p> <p>(vi) distinguishing between homographs and homophones;</p> <p>(E) use appropriate rate, accuracy, and prosody when reading grade-level text;</p> <p>(F) self-select text to read independently for a sustained period of time; and</p> <p>(G) write legibly in manuscript and cursive leaving appropriate spaces between words.</p>	<p>(F) write legibly in manuscript and cursive to complete assignments.</p>	<p>(F) write legibly in manuscript and cursive.</p>					
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