



**Knowledge and Skills**

**Strand 1**

**(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 and ask questions to understand information and answer questions using multi-word responses;
- (B) restate and follow oral directions that involve a short, related sequence of actions;
- (C) share information and ideas by speaking audibly and clearly using the conventions of language;
- (D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and
- (E) develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.

**(2)** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

- (A) demonstrate phonological awareness by:
  - (i) identifying and producing rhyming words;
  - (ii) recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sound;
  - (iii) identifying the individual words in a spoken sentence;
  - (iv) identifying syllables in spoken words;
  - (v) blending syllables to form multisyllabic words;
  - (vi) segmenting multisyllabic words into syllables;
  - (vii) identifying initial and final sounds in simple words;
  - (viii) blending spoken phonemes to form syllables; and
  - (ix) manipulating syllables within a multisyllabic word;
- (B) demonstrate and apply phonetic knowledge by:
  - (i) identifying and matching the common sounds that letters represent;
  - (ii) using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;
  - (iii) decoding words with silent h and consonant digraphs such as/ch/, rr/, and//l/; and
  - (iv) recognizing that new words are created when syllables are changed, added, or deleted;
- (C) demonstrate and apply spelling knowledge by:
  - (i) spelling common letter and sound correlations; and
  - (ii) spelling words with common syllabic patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;
- (D) demonstrate print awareness by:
  - (i) identifying the front cover, back cover, and title page of a book;

- (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep;
  - (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries;
  - (iv) recognizing the difference between a letter and a printed word; and
  - (v) identifying all uppercase and lowercase letters; and
- (E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.

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

- (A) use a resource such as a picture dictionary or digital resource to find words;
- (B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and
- (C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.

**(4)** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.

**Strand 2**

**(5)** Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

- (A) establish purpose for reading assigned and self-selected texts with adult assistance;
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;
- (C) make and confirm predictions using text features and structures with adult assistance;
- (D) create mental images to deepen understanding with adult assistance;
- (E) make connections to personal experiences, ideas in other texts, and society with adult assistance;
- (F) make inferences and use evidence to support understanding with adult assistance;
- (G) evaluate details to determine what is most important with adult assistance;
- (H) synthesize information to create new understanding with adult assistance; and
- (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance.

**Strand 3**

**(6)** 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;
- (B) provide an oral, pictorial, or written response to a text;

- (C) use text evidence to support an appropriate response;
- (D) retell texts in ways that maintain meaning;
- (E) interact with sources in meaningful ways such as illustrating or writing; and
- (F) respond using newly acquired vocabulary as appropriate.

**Strand 4**

**(7)** Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

- (A) discuss topics and determine the basic theme using text evidence with adult assistance;
- (B) identify and describe the main character(s);
- (C) describe the elements of plot development, including the main events, the problem, and the resolution, for texts read aloud with adult assistance; and
- (D) describe the setting.

**(8)** 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, fairy tales, and nursery rhymes;
- (B) discuss rhyme and rhythm in nursery rhymes and a variety of poems;
- (C) discuss main characters in drama;
- (D) recognize characteristics and structures of informational text, including:
  - (i) the central idea and supporting evidence with adult assistance;
  - (ii) titles and simple graphics to gain information; and
  - (iii) the steps in a sequence with adult assistance;
- (E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and
- (F) recognize characteristics of multimodal and digital texts.

**Strand 5**

**(9)** Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

- (A) discuss with adult assistance the author's purpose for writing texts;
- (B) discuss with adult assistance how the use of text structure contributes to the author's purpose;
- (C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;
- (D) discuss with adult assistance how the author uses words that help the reader visualize; and
- (E) listen to and experience first- and third-person texts.

**Strand 6**

**(10)** Composition: listening, speaking, reading, writing, and thinking using

multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

- (A) plan by generating ideas for writing through class discussions and drawings;
- (B) develop drafts in oral, pictorial, or written form by organizing ideas;
- (C) revise drafts by adding details in pictures or words;
- (D) edit drafts with adult assistance using standard Spanish conventions, including:
  - (i) complete sentences;
  - (ii) verbs, including the difference between ser and estar;
  - (iii) singular and plural nouns, including gender-specific articles;
  - (iv) adjectives, including articles;
  - (v) prepositions;
  - (vi) pronouns, including personal, and the difference in the use of formal pronoun usted and informal pronoun tú;
  - (vii) capitalization of the first letter in a sentence and names;
  - (viii) punctuation marks at the end of declarative sentences; and
  - (ix) correct spelling of words with grade-appropriate orthographic patterns and rules; and
- (E) share writing.

**(11)** Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

- (A) dictate or compose literary texts, including personal narratives; and
- (B) dictate or compose informational texts.

**Strand 7**

**(12)** Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

- (A) generate questions for formal and informal inquiry with adult assistance;
- (B) develop and follow a research plan with adult assistance;
- (C) gather information from a variety of sources with adult assistance;
- (D) demonstrate understanding of information gathered with adult assistance; and
- (E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

Source: The provisions of this §128.2 adopted to be effective September 25, 2017, 42 TexReg 5096.

