



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, ask relevant questions to clarify information, and answer questions using multi-word responses;
- (B) follow, restate, and give oral instructions that involve a short, related sequence of actions;
- (C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;
- (D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; and
- (E) develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.

(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) producing a series of rhyming words;
 - (ii) recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sound;
 - (iii) recognizing the change in spoken word when a specified syllable is added, changed, or removed;
 - (iv) segmenting spoken words into individual syllables;
 - (v) blending spoken complex syllables, including sílabas trabadas, to form multisyllabic words;
 - (vi) segmenting spoken words into syllables, including words with sílabas trabadas; and
 - (vii) manipulating syllables within words;
- (B) demonstrate and apply phonetic knowledge by:
 - (i) identifying and matching sounds to individual letters;
 - (ii) decoding words with sílabas trabadas such as /bla/, /bra/, and /gla/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x;
 - (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-;
 - (iv) decoding words with diphthongs such as /ai/, /au/, and /ei/;
 - (v) decoding contractions such as al and del;
 - (vi) decoding three- to four-syllable words;
 - (vii) using knowledge of base words to decode common compound words; and
 - (viii) decoding words with common prefixes and suffixes;
- (C) demonstrate and apply spelling knowledge by:
 - (i) spelling common letter and sound correlations;

- (ii) spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;
 - (iii) spelling words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/; and sílabas trabadas such as /bla/, /bra/, /gla/, and /gra/;
 - (iv) spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi-;
 - (v) spelling contractions such as al and del;
 - (vi) spelling words with diphthongs such as /ai/, /au/, and /ie/ as in quie-ro, na-die, and ra-dio and hiatus such as le-er and ri-o; and
 - (vii) spelling words with common prefixes and suffixes;
- (D) demonstrate print awareness by identifying the information that different parts of a book provide;
- (E) alphabetize a series of words to the first or second letter and use a dictionary to find words; and
- (F) develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between 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:

- (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;
- (C) identify the meaning of words with affixes, including -s, -es, and -or; and
- (D) identify and use words that name actions, directions, positions, sequences, categories, and locations.

(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

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

Strand 2

(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 with adult assistance;
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;
- (C) make, correct, or confirm predictions using text features, characteristics of genre, 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.

Strand 3

(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;
- (B) write brief comments on literary or informational texts;
- (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

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

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

(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, fairy tales, and nursery rhymes;
- (B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems;
- (C) discuss elements of drama such as characters and setting;
- (D) recognize characteristics and structures of informational text, including:
 - (i) the central idea and supporting evidence with adult assistance;
 - (ii) features and simple graphics to locate or gain information; and
 - (iii) organizational patterns such as chronological order and description with adult assistance;
- (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

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

- (A) discuss the author's purpose for writing text;
- (B) discuss 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 how the author uses words that help the reader visualize; and
- (E) listen to and experience first- and third-person texts.

Strand 6

(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate

conventions. The student is expected to:

- (A) plan a first draft by generating ideas for writing such as by drawing and brainstorming;
- (B) develop drafts in oral, pictorial, or written form by:
 - (i) organizing with structure; and
 - (ii) developing an idea with specific and relevant details;
- (C) revise drafts by adding details in pictures or words;
- (D) edit drafts using standard Spanish conventions, including:
 - (i) complete sentences with subject-verb agreement;
 - (ii) past and present verb tense, including the difference between ser and estar;
 - (iii) singular, plural, common, and proper nouns, including gender-specific articles;
 - (iv) adjectives, including articles;
 - (v) adverbs that convey time;
 - (vi) prepositions;
 - (vii) pronouns, including the use of personal and possessive pronouns, and the difference in the use of formal pronoun usted and informal pronoun tú;
 - (viii) capitalization for the beginning of sentences;
 - (ix) punctuation marks at the end of declarative sentences and at the beginning and end of exclamatory and interrogative sentences; and
 - (x) correct spelling of words with grade-appropriate orthographic patterns and rules with adult assistance; and
- (E) publish and share writing.

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

- (A) dictate or compose literary texts, including personal narratives and poetry;
- (B) dictate or compose informational texts, including procedural texts; and
- (C) dictate or compose correspondence such as thank you notes or letters.

Strand 7

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

- (A) generate questions for formal and informal inquiry with adult assistance;
- (B) develop and follow a research plan with adult assistance;
- (C) identify and gather relevant sources and information to answer the questions 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 §128.3 adopted to be effective September 25, 2017, 42 TexReg 5096.

