



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 that focus on 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, making appropriate contributions, and building on the ideas of others; and
- (E) develop social communication such as distinguishing between asking and telling.

(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 and apply phonetic knowledge by:
 - (i) decoding multisyllabic words;
 - (ii) decoding 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 and hiatus;
 - (v) decoding common abbreviations; and
 - (vi) decoding words with prefixes and suffixes;
- (B) demonstrate and apply spelling knowledge by:
 - (i) spelling multisyllabic words;
 - (ii) spelling words with diphthongs and hiatus;
 - (iii) spelling common abbreviations;
 - (iv) spelling words with prefixes and suffixes; and
 - (v) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-;
- (C) alphabetize a series of words and use a dictionary or glossary to find words; and
- (D) develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.

(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 and pronunciation of unknown words;

- (B) use context within and beyond a sentence to determine the meaning of unfamiliar words;
- (C) use affixes, including re-, pre-, -ción, and ísimo/ísima, to determine the meaning of words and subsequently use the newly acquired words;
- (D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context; and
- (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.

(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 read independently for a sustained period 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;
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
- (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;
- (D) create mental images to deepen understanding;
- (E) make connections to personal experiences, ideas in other texts, and society;
- (F) make inferences and use evidence to support understanding;
- (G) evaluate details read to determine key ideas;
- (H) synthesize information to create new understanding; 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 that demonstrate an understanding of the text;
- (C) use text evidence to support an appropriate response;
- (D) retell and paraphrase texts in ways that maintain meaning and logical order;
- (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 (characters') internal and external traits;
- (C) describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; and
- (D) describe the importance of 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, and fairy tales;
- (B) explain visual patterns and structures in a variety of poems;
- (C) discuss elements of drama such as characters, dialogue, and setting;
- (D) recognize characteristics and structures of informational text, including:
 - (i) the central idea and supporting evidence with adult assistance;
 - (ii) features and graphics to locate and gain information; and
 - (iii) organizational patterns such as chronological order and cause and effect stated explicitly;
- (E) recognize characteristics of persuasive text, including:
 - (i) stating what the author is trying to persuade the reader to think or do; and
 - (ii) distinguishing facts from opinion; 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 the author's use of print and graphic features to achieve specific purposes;
- (D) discuss the use of descriptive, literal, and figurative language;
- (E) identify the use of first or third person in a text; and
- (F) identify and explain the use of repetition.

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 drawing and brainstorming;
- (B) develop drafts into a focused piece of writing by:
 - (i) organizing with structure; and
 - (ii) developing an idea with specific and relevant details;
- (C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences;
- (D) edit drafts using standard Spanish conventions, including:
 - (i) complete sentences with subject-verb agreement;

- (ii) past, present, and future 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 and adverbs that convey place;
- (vi) prepositions and prepositional phrases;
- (vii) pronouns, including personal, possessive, and objective, and the difference in the use of formal pronoun usted and informal pronoun tú;
- (viii) coordinating conjunctions to form compound subjects and predicates;
- (ix) capitalization of proper nouns and the salutation and closing of a letter;
- (x) punctuation marks at the end of declarative sentences and the beginning and end of exclamatory and interrogative sentences; and
- (xi) correct spelling of words with grade-appropriate orthographic patterns and rules; 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) compose literary texts, including personal narratives and poetry;
- (B) compose informational texts, including procedural texts and reports; and
- (C) 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;
- (D) identify primary and secondary sources;
- (E) demonstrate understanding of information gathered;
- (F) cite sources appropriately; and
- (G) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

Source: The provisions of this §128.4 adopted to be effective September 25, 2017, 42 TexReg 5096.

