



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 make pertinent comments;
- (B) follow, restate, and give oral instructions that involve a series of related sequences of action;
- (C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; and
- (D) work collaboratively with others to develop a plan of shared responsibilities.

(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 palabras agudas, graves, esdrújulas, and sobreesdrújulas (words with the stress on the last, penultimate, and antepenultimate 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 the meaning of a word based on the diacritical accent; and
 - (iv) decoding words with prefixes and suffixes;
- (B) demonstrate and apply spelling knowledge by:
 - (i) spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent;
 - (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent;
 - (iii) spelling words with diphthongs and hiatus; and
 - (iv) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses; and
- (C) write legibly in cursive to complete assignments.

(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, and pronunciation;
- (B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;
- (C) identify the meaning of and use base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafía, metro, fono, and tele;

(D) identify, use, and explain the meaning of idioms, homographs, and homophones such as abrasar/abrazar; 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, asking questions, and annotating 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, including self-selected texts;
- (B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;
- (C) use text evidence to support an appropriate response;
- (D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;
- (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
- (F) respond using newly acquired vocabulary as appropriate; and
- (G) discuss specific ideas in the text that are important to the meaning.

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) infer basic themes supported by text evidence;
- (B) explain the interactions of the characters and the changes they undergo;
- (C) analyze plot elements, including the rising action, climax, falling action,

and resolution; and
 (D) explain the influence of the setting, including historical and cultural settings, on the plot.

(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;
- (B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images;
- (C) explain structure in drama such as character tags, acts, scenes, and stage directions;
- (D) recognize characteristics and structures of informational text, including:
 - (i) the central idea with supporting evidence;
 - (ii) features such as pronunciation guides and diagrams to support understanding; and
 - (iii) organizational patterns such as compare and contrast;
- (E) recognize characteristics and structures of argumentative text by:
 - (i) identifying the claim;
 - (ii) explaining how the author has used facts for an argument; and
 - (iii) identifying the intended audience or reader; 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) explain the author's purpose and message within a text;
- (B) explain how the use of text structure contributes to the author's purpose;
- (C) analyze the author's use of print and graphic features to achieve specific purposes;
- (D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes;
- (E) identify and understand the use of literary devices, including first- or third-person point of view;
- (F) discuss how the author's use of language contributes to voice; and
- (G) identify and explain the use of anecdote.

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 selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;
- (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 with relevant details;
- (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;

(D) edit drafts using standard Spanish conventions, including:

- (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;
- (ii) irregular verbs;
- (iii) singular, plural, common, and proper nouns, including gender-specific articles;
- (iv) adjectives, including their comparative and superlative forms;
- (v) adverbs that convey frequency and adverbs that convey degree;
- (vi) prepositions and prepositional phrases;
- (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;
- (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;
- (ix) capitalization of historical events and documents, titles of books, stories, and essays;
- (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and
- (xi) correct spelling of words with grade-appropriate orthographic patterns and rules; and

 (E) publish written work for appropriate audiences.

(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 and poetry using genre characteristics and craft;
- (B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;
- (C) compose argumentative texts, including opinion essays using genre characteristics and craft; and
- (D) compose correspondence that requests information.

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 and clarify questions on a topic for formal and informal inquiry;
- (B) develop and follow a research plan with adult assistance;
- (C) identify and gather relevant information from a variety of sources;
- (D) identify primary and secondary sources;
- (E) demonstrate understanding of information gathered;
- (F) recognize the difference between paraphrasing and plagiarism when using source materials;
- (G) develop a bibliography; and
- (H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

Source: The provisions of this §128.6 adopted to be effective September 25, 2017, 42 TexReg 5096.

