



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 to interpret a message, ask clarifying questions, and respond appropriately;
- (B) follow and give oral instructions that include multiple action steps;
- (C) give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and
- (D) participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.

(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) differentiating between commonly confused terms such as porque/porqué/por qué/por que, asimismo (adverbio)/así mismo (de la misma manera), sino/sí no, and también/tan bien;
 - (ii) decoding palabras agudas, graves, esdrújulas, and sobresdrújulas (words with the stress on the antepenultimate, penultimate, and ultimate/last syllable and words with the stress on the syllable before the antepenultimate);
 - (iii) decoding words with hiatus and diphthongs; and
 - (iv) using knowledge of syllable division patterns and morphemes to decode multisyllabic words;
- (B) demonstrate and apply spelling knowledge by:
 - (i) spelling palabras agudas, graves, esdrújulas, and sobresdrújulas (words with the stress on the antepenultimate, penultimate, and ultimate/last syllable and words with the stress on the syllable before the antepenultimate);
 - (ii) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect conditional, and future tenses; and
 - (iii) spelling words with diphthongs and hiatus; and
- (C) write legibly in cursive.

(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 the meaning, syllabication, pronunciation, word origin, and part of speech;
- (B) use context such as definition, analogy, and examples to clarify the meaning of words;
- (C) determine the meaning and usage of grade-level academic Spanish words derived from Greek and Latin roots, including metro-, grafo-, scrib-, and port-; and
- (D) differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/sí 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 adjust fluency when reading grade-level text based on the reading purpose.

(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 text;
- (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 sources within and across genres;
- (C) use text evidence to support an appropriate response;
- (D) paraphrase and 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;
- (G) discuss and write about the explicit or implicit meanings of text;
- (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; and
- (I) reflect on and adjust responses as new evidence is presented.

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 multiple themes within and across texts using text evidence;
- (B) analyze how the characters' internal and external responses develop the plot;
- (C) analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback; and
- (D) analyze how the setting, including historical and cultural settings, influences character and plot development.

(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 literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths;
- (B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms;
- (C) analyze how playwrights develop characters through dialogue and staging;
- (D) analyze characteristics and structural elements of informational text, including:
 - (i) the controlling idea or thesis with supporting evidence;
 - (ii) features such as introduction, foreword, preface, references, or acknowledgements to gain background information; and
 - (iii) organizational patterns such as definition, classification, advantage, and disadvantage;
- (E) analyze characteristics and structures of argumentative text by:
 - (i) identifying the claim;
 - (ii) explaining how the author uses various types of evidence to support the argument; and
 - (iii) identifying the intended audience or reader; and
- (F) analyze 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) analyze 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 figurative language such as metaphor and personification achieves specific purposes;
- (E) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose;
- (F) analyze how the author's use of language contributes to mood and voice; and
- (G) explain the differences between rhetorical devices and logical fallacies.

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 appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;
- (B) develop drafts into a focused, structured, and coherent piece of writing by:
 - (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and
 - (ii) developing an engaging idea reflecting depth of thought with specific facts and details;
- (C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;
- (D) edit drafts using standard Spanish conventions, including:
 - (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;
 - (ii) consistent, appropriate use of verb tenses;
 - (iii) conjunctive adverbs;

- (iv) prepositions and prepositional phrases and their influence on subject-verb agreement;
- (v) pronouns, including personal, possessive, objective, reflexive, prepositional, indefinite, and relative;
- (vi) subordinating conjunctions to form complex sentences and correlative conjunctions;
- (vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations;
- (viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements; and
- (ix) correct spelling, including commonly confused terms; 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, fiction, and poetry using genre characteristics and craft;
- (B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft;
- (C) compose multi-paragraph argumentative texts using genre characteristics and craft; and
- (D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.

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 student-selected and teacher-guided questions for formal and informal inquiry;
- (B) develop and revise a plan;
- (C) refine the major research question, if necessary, guided by the answers to a secondary set of questions;
- (D) identify and gather relevant information from a variety of sources;
- (E) differentiate between primary and secondary sources;
- (F) synthesize information from a variety of sources;
- (G) differentiate between paraphrasing and plagiarism when using source materials;
- (H) examine sources for:
 - (i) reliability, credibility, and bias; and
 - (ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype;
- (I) display academic citations and use source materials ethically; and
- (J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

Source: The provisions of this §128.21 adopted to be effective September 25, 2017, 42 TexReg 5096.

