(1) **Developing and Sustaining Foundational Language Skills:** Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics and, morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	ELLA, Grade 7	ELLA, Grade 8	ESOL I	ESOL II
(A) develop oral language through	(A) develop oral language through	(A) develop oral language through	(A) develop oral language by:	(A) develop oral language by:	(A) develop oral language by:	(A) develop oral language through	(A) develop oral language through	(A) develop oral language through	(A) self-select text and read independently for	(A) self-select text and read independently for
listening and speaking by:	listening and speaking by:	listening and speaking by:	(i) following, restating,	(i) following, restating, and giving oral	(i) following, restating, and giving oral	listening and speaking by:	listening and speaking by:	listening and speaking by:	a sustained period of time;	a sustained period of time;
(i) following, restating, and giving oral	(i) following, restating, and giving	(i) following, restating, and giving oral	and giving oral instructions that involve	instructions that involve a short related	instructions that involve a short related	(i) employing strategies that support active	(i) developing strategies to support	(i) developing strategies to support	(B) develop vocabulary by:	(B) develop vocabulary by:
instructions that involve a short related sequence	oral instructions that involve a short related	instructions that involve a short related	a short related sequence of actions;	sequence of actions;	sequence of actions;	listening;	active listening;	active listening;	(i) using print or digital	(i) using print or digita
of actions;	sequence of actions;	sequence of actions;	(ii) employing eye	(ii) employing eye contact, speaking rate,	(ii) employing eye contact, speaking rate,	(ii) employing eye contact, speaking rate,	(ii) employing eye contact, speaking rate,	(ii) employing eye contact, speaking rate,	resources, to define, clarify, and validate	resources, to define, clarify, and validate
(ii) employing eye contact, speaking rate,	(ii) employing eye contact, speaking rate,	(ii) employing eye contact, speaking rate,	contact, speaking rate, volume, enunciation,	volume, enunciation, and the conventions of	volume, enunciation, and the conventions of	volume, enunciation, natural gestures, and	volume, enunciation, natural gestures, and	volume, enunciation, natural gestures, and	understanding in context;	understanding in context;
volume, enunciation,	volume, enunciation,	volume, enunciation,	and the conventions of	language;	language;	conventions of	conventions of	conventions of	(ii) using context,	(ii) using context,
and the conventions of language;	and the conventions of language;	and the conventions of language;	language;	(iii) giving descriptive, informative, and	(iii) giving descriptive, informative, and	language to communicate ideas	language to communicate ideas	language to communicate ideas	morphology, and cognates to determine	morphology, and cognates to determine
(iii) participating in discussion by	(iii) actively listening for a variety of	(iii) giving informative presentations;	(iii) giving descriptive, informative, and	procedural presentations;	procedural presentations;	effectively; and (iii) giving an	effectively; (iii) giving an	effectively; (iii) giving an	denotation and connotation of	denotation and connotation of
alternating between listening and speaking	reasons;	(iv) developing social	procedural presentations;	(iv) listening actively	(iv) listening to and	organized presentation with a specific point of	organized presentation with a specific point of	organized presentation with a specific point of	unfamiliar words and phrases;	unfamiliar words and phrases;
and taking turns;	(iv) listening to others and responding	communication distinguishing between	(iv) listening and responding to	to sustained oral input, including reading,	drawing conclusions in content learning	view;	view;	view;	(iii) increasing	(iii) increasing
(iv) developing social communication, such as	courteously to ideas and opinions;	asking and telling; and	information presented by	media, and dialogue;	activities;	(B) demonstrate and apply phonetic	(iv) following, restating, and giving	(iv) following, restating, and giving	vocabulary and learning new words	vocabulary and learning new words
introducing self,	(v) developing social	(v) asking and answering open ended	others;	(v) applying appropriate language	(v) providing others with constructive	knowledge by:	oral instructions that	oral instructions that	and concepts, including	and concepts,
common greetings, and	communication such	questions;	(v) distinguishing	for a situation using	praise and feedback;	(i) differentiating	involve a short related	involve a short related	academic and other	investigate word
expressing needs and wants; and	as, introducing self	(B) demonstrate and	between relevant and	Spanish language		between commonly	sequence of actions;	sequence of actions; and	content vocabulary;	relationships such as antonyms, synonyms,
,	and others, relating	apply phonetic	irrelevant information;	conventions; and	(vi) negotiating and problem-solving; and	confused terms such as			(iv) identifying and	and analogies;
(v) answering open-	experiences to a	knowledge by:	(vi) conversing politely	(vi) using language to		porque, porqué, por	(v) developing social communication and	(vi) developing social communication and	using words that name actions, directions,	_
ended questions;	classmate, expressing needs and feelings,	(i) decoding and	in all situations;	clarify, explain, and	(vii) using oral language to inform, to	qué, por que; asimismo (adverbio), así mismo	producing oral	producing oral	positions, sequences,	(iv) identify and use words that name
(B) demonstrate	and	encoding multi-syllabic	,	argue, to communicate	persuade, and to	(de la misma manera);	language in	language in	and locations;	actions, directions,
phonological awareness by:	(vi) answering open-	words;	(vii) using language to	and build ideas;	entertain;	sino, si no; también,	contextualized and	contextualized and	(v) investigating word	positions, sequences,
(i) identifying and	ended questions;	(ii) decoding and	clarify, explain, and argue to communicate	(B) demonstrate and apply phonetic	(B) demonstrate and	tan bien;	purposeful ways;	purposeful ways;	relationships such as	locations;
producing rhyming	(B) demonstrate	encoding diphthongs	and build ideas;	knowledge by:	apply phonetic	(ii) decoding,	(B) develop vocabulary	(B) develop vocabulary	antonyms, synonyms,	(v) investigate word
words in response to	phonological	and hiatus; and			knowledge by:	encoding, and writing 'palabras agudas,	by:	by:	and analogies; and	relationships such as
spoken words;	awareness by:	(iii) decoding and encoding consonant	(viii) identifying and using playful uses of	(i) decoding, encoding, and writing 'palabras	(i) encoding words with more advanced	graves, esdrújulas, and sobresdrújulas';	(i) using print and digital resources	(i) using print and digital resources to	(vi) using multiple- meaning words,	antonyms, synonyms, and analogies; and
(ii) identifying the individual words in a	(i) distinguishing	blends and digraphs;	language, including	agudas y graves' that	orthographic patterns	sobresurujulas ;	including dictionaries,	determine the	homographs,	(vi) use multiple-
spoken sentence;	orally presented rhyming pairs of	(C) demonstrate print	palindromes and	orthographic accent;	and rules, including:	(iii) marking accents	thesauri or glossaries to	meanings,	homophones and	meaning words,
•	words from non-	awareness to	trabalenguas; and		(ii) decoding,	appropriately when conjugating verbs in	determine the meanings,	syllabication, pronunciations, parts of	commonly-confused terms correctly;	homographs, homophones and
(iii) recognizing spoken alliteration or groups of	rhyming pairs;	alphabetize to the	(ix) identifying and	(ii) decoding and encoding 'palabras	encoding, and writing	simple and imperfect	syllabication,	speech, and alternate	-	commonly-confused
words that begin with	(ii) orally generating a	second letter;	generating verses with at	esdrujulas' that have an	'palabras agudas,	past, perfect	pronunciations, parts of	word choices of words	(C) develop oral	terms correctly;
the same initial sound	series of rhyming	(D) develop vocabulary	least two rhyming pairs;	orthographic accent;	graves, and esdrujulas' with a prosodic or	conditional, and future	speech, and alternate	in context;	language through listening and speaking	(C) adjust fluency
or syllable;	words;	by:		(iii) decoding and	orthographic accent;	tenses; and	word choices of words	(ii) using context	by:	when reading grade-
(iv) blending phonemes	(iii) identifying the	(i) using a variety of	(B) demonstrate and	encoding words with		(iv) decoding and	in context;	within and beyond a	•	level text based on the
to generate syllables	individual words in a	resources such as a	apply phonetic	hiatus and diphthongs;	(iii) encoding words containing hiatus and	encoding words	(ii) using context	sentence to clarify the	(i) following, restating, and giving oral	reading purpose;
<ul><li>and words;</li><li>(v) identifying syllables</li></ul>	spoken sentence; (iv) recognizing	picture dictionary, environmental print,	knowledge by: (i) decoding words with	(iv) differentiating meaning of a word	diphthongs;	containing hiatus and diphthongs;	within and beyond a sentence to clarify the	meaning of unfamiliar or ambiguous words;	instructions that involve a short related	(D) develop oral language through
in spoken words;	spoken alliteration;	digital and web-based resources to find words	an orthographic accent;	based on the diacritical accent;	(iv) decoding and encoding 'palabras	(C) develop vocabulary by:	meaning of unfamiliar or multiple meaning	(iii) determining the meaning and usage of	sequence of actions;	listening and speaking by:
(vi) orally blending	(v) blending phonemes	, check spelling, and	(ii) recognizing palabras		sobresdrújulas with a		words;	grade-level academic	(ii) adjusting speaking	
syllables to form and	to generate multi-	determine meanings,	esdrújulas;	(v) marking accents	prosodic or	(i) using print, and digital reference	(iii) determining the	English words derived	rate, volume,	(i) following, restating, and giving oral
spell words;	syllabic words;	syllabication and pronunciation to	(iii) becoming familiar	appropriately when conjugating verbs in	orthographic accent;	resources to determine	meaning and usage of	from Greek and Latin	enunciation, eye contact, natural	instructions that
(vii) recognizing that	(vi) identify syllables	validate understanding	with the concept of	simple and imperfect	(v) marking accents	the meanings,	grade-level academic English words derived	including ast, qui, path, mand/mend and duc;	gestures, and	involve a short related
new words are created	in spoken words,	of unknown words;	hiatus and diphthongs	past, perfect,	appropriately when	syllabication,	from Greek and Latin	auto, bio, graph, meter,	conventions of	sequence of actions;
rribon o grill-lil-					conjugating verbs in	l	Land Danie	, c.c, grapii, inclui,	1 1	Ì
when a syllable is added, changed, or	including diphthongs and hiatus such as le-	(ii) using context to	and the implications for	conditional, and future tenses;	simple and imperfect	pronunciations, alternate word choices,	including: omni,	phon, port, and tele;	language to	(ii) adjusting speaking

April 2016 Strand 1 - Page 1

- (viii) orally separating multi-syllabic words up to three syllables;
- (ix) using letter-sound correspondences to spell mono-syllabic words:
- (x) decoding two syllable words; and
- (xii) understanding the digraphs /ch/, /rr/, /ll/;
- (C) demonstrate and apply phonetic knowledge by:
- (i) identifying and matching the common sounds that letters represent beginning with the five vowel sounds:
- (ii) decode one to twosyllable words that have meaning such as te, de, el, papa, mano; and
- (iii) recognizing that new words are created when letters or syllables are changed, added, or deleted;
- (D) demonstrate print awareness by:
- (i) identifying the parts of a book;

tracking words from left

to right with return

environmental print;

(vi) recognizing that

(v) recognizing

sweep;

- (ii) recognizing that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries; mariposa;
- (iii) holding a book right side up, turn its pages correctly, and are created when know that reading moves from top to bottom and left to right deleted; with return sweep;
- (iv) decoding and (iv) read texts by moving from top to such as -al, del; bottom of the page and
  - (v) decoding consonant blends; and
  - (vi) monitoring accuracy of decoding and encoding;
  - awareness by:
- spoken words can be represented by print for communication;

- er, rí-o, quie-ro, nadie, ra-dio, sa-po;
- (vii) orally blending syllables to form and spell four syllable words:
- (viii) creating new words when a syllable is added, changed, or removed;
- (ix) orally separate multi-syllabic words up to four syllables;
- (x) using letter-sound correspondences to spell multi-syllabic words:
- (xi) decoding three to four syllable words;
- (xii) decoding and encoding consonant digraphs /ch/, /rr/, /ll/ including in isolation and in context; and
- (xiii) identify and apply familiar uses of language in Spanish dichos.
- (C) demonstrate and apply phonetic knowledge by:
- (i) use phonological knowledge to match sounds to individual letters and syllables;
- (ii) decode three to four-syllable words that have meaning such as zapato and
- (iii) recognizing and generating words that letters or syllables are changed, added, or
- encoding contractions

- (D) demonstrate print
- (i) identifying the information that

- of unfamiliar and multiple meaning words in grade level text;
  - (iii) using knowledge of the meaning of base words to identify and read common compound words; and
  - (iv) using affixes to determine the meaning of words; and
  - (v) identifying and using antonyms and synonyms;
  - (E) self-select text and read independently for a sustained period of time using the appropriate rate, accuracy, and prosody when reading grade level text; and
  - (F) develop handwriting by printing complete words, thoughts, and answers legibly leaving appropriate spaces between words.

- (iv) using accents on words commonly used in questions and exclamations;
- (v) using words that have a prosodic or orthographic accent. including palabras, agudas, y graves;
- (vi) differentiating the meaning or function of a word based on the diacritical accent such as se/sé, el/él, mas/más;
- (vii) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses;
- (viii) decoding and encoding words with silent "h"; and words that use the syllables que-, qui-,; gue-, gui, and güe-, güi-;
- (ix) developing automatic recognition, monitoring accuracy, and encoding words that have the same sounds represented by different letters, including "r" and "rr," "ll" and "y,"; "g" and "j,"; "c," "k," and "q,"; "c," "s," and "z,"; "j" and "x,"; "i" and "y,
- (x) encoding words that use soft and hard /r/;
- (xi) encoding words using "n" before "v"; "m" before "b"; and "m' before "p";
- (xii) encoding words with consonant blends;
- (xiii) encoding the plural form of words ending in "z" by replacing the "z" with "c" before adding es; and
- (xiv) using orthographic rules to segment and

- (vi) using orthographic rules to segment and combine syllables, including diphthongs, formal and accented
- (vii) using spelling patterns and rules, print and electronic resources to determine correct spelling; and

hiatus:

by:

(viii) encoding common homophones;

(C) develop vocabulary

- (i) using print, digital. and web-based reference materials to determine meanings. syllabication, and pronunciation to validate understanding of unknown words;
- (ii) using context to determine the meaning of unfamiliar words and multiple meaning words in grade level text;
- (iii) determining the meaning and using grade-level academic Spanish words derived from Greek and Latin roots, including auto, bio, grafía, metro, fono, and tele:
- (iv) identifying the meaning of base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, ante, -eza, -ancia, -ura;
- (v) completing analogies using knowledge of antonyms and synonyms;
- (vi) using homograph: and homophones; and
- (vii) identifying the meaning of idioms;
- (D) use appropriate rate, accuracy, and prosody when reading grade level text;
- (E) self-select text to read independently for a sustained period of time; and

- conditional, and future tenses; and
- (vi) using spelling patterns and rules, print and electronic resources to determine and check correct spelling;
- (C) develop vocabulary by:
- (i) using a variety of resources print, digital, and web-based to determine meanings, syllabication, and pronunciation to validate understanding of unknown words;
- (ii) using context to determine the meaning of unfamiliar words and multiple meaning words in grade level text;
- (iii) determining the meaning and use grade-level academic Spanish words derived from Greek and Latin roots, including audi, crono, foto, geo, terr;
- (iv) identifying the meaning of base words with affixes, including trans-, super-, anti-, semi-, -ología, -ificar, ismo, -ista:
- (v) producing analogies with known antonyms and synonyms;
- (vi) differentiating between commonly confused terms such as porque, porqué, por qué, por que; asimismo (adverbio), así mismo (de la misma manera): sino, si no; también, tan bien; and
- (vii) identifying and explaining the meaning of idioms and adages;
- (D) use appropriate rate, accuracy, and prosody when reading grade level text:
- (E) self-select text to read independently for a sustained period of time: and

- and parts of speech of words in context;
- (ii) using context to determine the meaning of unfamiliar words or multiple meaning words:
- (iii) determining the meaning and usage of grade-level academic Spanish words derived from Greek and Latin roots including metrografo-, scrib-, port-;
- (iv) identify the meaning of base words with affixes including ex-, bio-, aero-, -cida, voro, -it is; and
- (v) complete analogies that describe part to whole or whole to part;
- (D) adjusting fluency when reading gradelevel text based on the reading purpose; and
- (E) self-select text to read independently for a sustained period of

phil, luc, sens/sent; unre-, -ly, -er/or, and ion/tion/sion im- (into), non-, dis-, in- (not,

non), pre-, -ness, -y, -er

(comparative), -est, and

-ful:

- (iv) identifying and use words that name actions, directions, positions, sequences, and locations;
- (v) investigating word relationships such as antonyms, synonyms, idioms, and analogies; and
- (vi) using multiplemeaning words, homographs, homophones and commonly-confused terms correctly;
- (C) adjust fluency when reading gradelevel text based on the reading purpose and use appropriate rate, accuracy, and prosody when reading grade level text;
- (D) self-select text and read independently for a sustained period of time:
- (E) demonstrate and apply phonetic knowledge; and
- (F) write complete words, thoughts, and answers legibly.

- terr, chrono, audi, geo, dict, photo, and ject;
- (iv) identifying and use words that name actions, directions, positions, sequences, and locations;
- (v) investigating word relationships such as antonyms, synonyms, and analogies; and
- (vi) using multiplemeaning words, homographs, homophones and commonly-confused terms correctly;
- (C) adjust fluency when reading gradelevel text based on the reading purpose and use appropriate rate, accuracy, and prosody when reading grade level text:
- (D) self-select text and read independently for a sustained period of time;
- (E) demonstrate and apply phonetic knowledge; and
- (F) write complete words, thoughts, and answers legibly.

- communicate ideas effectively; (iii) giving an
- organized presentation with a specific point of
- (iv) developing strategies to support active listening;
- (v) conducting an interview, including social, informative, and literary;
- (vi) developing social communication and producing oral language in contextualized and purposeful ways; and
- (vii) listening and responding to critique from peers after an oral presentation;
- (D) adjust fluency when reading gradelevel text based on the reading purpose;
- (E) demonstrate and apply phonetic knowledge; and
- (F) write complete words, thoughts, and answers legibly.

- enunciation, eye contact, natural gestures, and conventions of language to communicate ideas effectively;
- (iii) giving an organized presentation with a specific point of view;
- (iv) developing strategies to support active listening;
- (v) conducting an interview, including social, informative, and literary;
- (vi) developing social communication and producing oral language in contextualized and purposeful ways; and
- (vii) listening and responding to critique from peers after an oral presentation;
- (E) demonstrate and apply phonetic knowledge; and
- (F) write complete words, thoughts, and answers legibly.

April 2016 Strand 1 - Page 2

Spanish Language Arts
(vii) recognizing the difference between a letter and a printed word;
(viii) identifying all upper and lowercase letters with automaticity;
(ix) sequencing the letters of the alphabet and
(x) demonstrate the one-to-one correspondence between a spoken wor and a printed word in text;
(E) develop vocabular

- (i) using a variety of resources such as a picture dictionary, environmental print, or digital and web-based resources to find words;
- (ii) identifying and sort pictures of objects into conceptual categories such as colors and shapes;
- (iii) understanding that compound words are made of two shorter words such as saca + puntas = sacapuntas;
- (iv) understanding and use words that name actions, directions, positions, sequences, and locations; and
- (v) understand grade appropriate vocabulary including content and function words;
- (F) self-select text and read independently for a sustained period of time; and
- (G) develop handwriting by accurately forming all upper and lowercase letters using appropriate directionality.

- different parts of a book provides;
- (ii) alphabetizing to the first letter; and
- (iii) recognizing the distinguishing features of a sentence such as capitalization of first word beginning and ending punctuation, and the dash (guión) to indicate dialogue;
- (E) develop vocabulary by:
- (i) using a variety of resources such as a picture dictionary, environmental print, digital and web-based resources to find words;
- (ii) identifying and sort words into conceptual categories such as opposites or living things;
- (iii) using knowledge of the meaning of base words to identify and read common compound words;
- (iv) applying words that name actions, directions, positions, sequences, and locations; and
- (v) determining what words mean based on how they are used in grade level text;
- (F) using the appropriate rate, accuracy, and prosody when reading grade level text;
- (G) self-select text and read independently for a sustained period of time; and
- (H) develop handwriting by printing complete words, thoughts, and answers legibly leaving appropriate spaces between words.

- combine syllables, including diphthongs, formal and accented hiatus;
- (C) demonstrate print awareness by alphabetizing to the third letter;
- (D) develop vocabulary by:
- and web-based resources to find words, determine spelling, meaning, syllabication, and pronunciation to validate understanding of
- (ii) using context to determine the meaning of unfamiliar and multiple meaning words, in grade level text;
- meaning of base words with affixes, including in-, des-, re-, pre-, ex-, mente, -dad, -oso, -eza, and know how they change the meaning of roots;
- (iv) identifying antonyms and synonyms;
- (v) identifying compound words; and
- (vi) distinguishing between homographs and homophones;
- (E) use appropriate rate, accuracy, and prosody when reading gradelevel text;
- read independently for a sustained period of time;
- (G) write legibly in manuscript and cursive leaving appropriate spaces between words.

(F) write legibly in (F) write legibly in manuscript and cursive manuscript and to complete cursive. assignments. (i) using print, digital, unknown words; (iii) identifying the (F) self-select text to

April 2016 Strand 1 - Page 3