

## Knowledge and Skills

1. Developing and sustaining foundational language skills: listening, speaking, and (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 and ask questions to understand information and answer questions using multi-word responses;
  - B. restate and follow oral directions that involve a short, related sequence of actions;
  - C. share information and ideas by speaking audibly and clearly using the conventions of language;
  - D. work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and
  - E. develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.
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 identifying and producing rhyming words;
    - ii recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sound;
    - iii identifying the individual words in a spoken sentence;
    - iv identifying syllables in spoken words;
    - v blending syllables to form multisyllabic words;
    - vi segmenting multisyllabic words into syllables;
    - vii identifying initial and final sounds in simple words;
    - viii blending spoken phonemes to form syllables; and
    - ix manipulating syllables within a multisyllabic word;
  - B. demonstrate and apply phonetic knowledge by:
    - i identifying and matching the common sounds that letters represent;
    - ii using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;
    - iii decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/; and
    - iv recognizing that new words are created when syllables are changed, added, or deleted;
  - C. demonstrate and apply spelling knowledge by:
    - i spelling common letter and sound correlations; and
    - ii spelling words with common syllabic patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;
  - D. demonstrate print awareness by:
    - i identifying the front cover, back cover, and title page of a book;
    - ii holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep;
    - iii recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries;
    - iv recognizing the difference between a letter and a printed word; and
    - v identifying all uppercase and lowercase letters; and
  - E. develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.
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; and
- C. identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.
4. 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.
5. 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 and confirm predictions using text features 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 with adult assistance.
6. 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. provide an oral, pictorial, or written response to a text;
  - 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.
7. 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 the basic theme using text evidence with adult assistance;
  - B. identify and describe the main character(s);
  - C. describe the elements of plot development, including the main events, the problem, and the resolution, for texts read aloud with adult assistance; and
  - D. describe the setting.
8. 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 and rhythm in nursery rhymes and a variety of poems;
  - C. discuss main characters in drama;
- D. recognize characteristics and structures of informational text, including:
  - i the central idea and supporting evidence with adult assistance;
  - ii titles and simple graphics to gain information; and
  - iii the steps in a sequence 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.
9. 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 with adult assistance the author's purpose for writing texts;
  - B. discuss with adult assistance 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 with adult assistance how the author uses words that help the reader visualize; and
  - E. listen to and experience first- and third-person texts.
10. 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 by generating ideas for writing through class discussions and drawings;
  - B. develop drafts in oral, pictorial, or written form by organizing ideas;
  - C. revise drafts by adding details in pictures or words;
  - D. edit drafts with adult assistance using standard Spanish conventions, including:
    - i complete sentences;
    - ii verbs, including the difference between ser and estar;
    - iii singular and plural nouns, including gender-specific articles;
    - iv adjectives, including articles;
    - v prepositions;
    - vi pronouns, including personal, and the difference in the use of formal pronoun usted and informal pronoun tú;
    - vii capitalization of the first letter in a sentence and names;
    - viii punctuation marks at the end of declarative sentences; and
    - ix correct spelling of words with grade-appropriate orthographic patterns and rules; and
  - E. share writing.
11. 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
  - B. dictate or compose informational texts.
12. 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. gather information from a variety of sources 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.