

Knowledge and Skills Statement	Student Expectation	Breakout
(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	(i) listen actively to interpret a message
(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	(ii) ask clarifying questions
(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	(iii) respond appropriately
(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:	(B) follow and give oral instructions that include multiple action steps	(i) follow oral instructions that include multiple action steps
(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:	(B) follow and give oral instructions that include multiple action steps	(ii) give oral instructions that include multiple action steps

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(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:	(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	(i) give an organized presentation with a specific stance, employing eye contact to communicate ideas effectively
(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:	(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	(ii) give an organized presentation with a specific stance, employing speaking rate to communicate ideas effectively
(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:	(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	(iii) give an organized presentation with a specific stance, employing volume to communicate ideas effectively
(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:	(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	(iv) give an organized presentation with a specific stance, employing enunciation to communicate ideas effectively
(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:	(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	(v) give an organized presentation with a specific stance, employing natural gestures to communicate ideas effectively

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(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:

(D) participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement

(iv) participate in student-led discussions by identifying points of agreement

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through

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<p>(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:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) differentiating between commonly confused terms such as porque/porqué/por qué/por que, asimismo (adverbio)/así mismo (de la misma manera), sino/si 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 	<p>(ii) demonstrate phonetic knowledge by decoding palabras agudas (words with the stress on the ultimate/last syllable)</p>
<p>(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:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) differentiating between commonly confused terms such as porque/porqué/por qué/por que, asimismo (adverbio)/así mismo (de la misma manera), sino/si 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 	<p>(iii) demonstrate phonetic knowledge by decoding graves (words with stress on the penultimate syllable)</p>

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<p>(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:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) differentiating between commonly confused terms such as porque/porqué/por qué/por que, asimismo (adverbio)/así mismo (de la misma manera), sino/si 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 	<p>(iv) demonstrate phonetic knowledge by decoding esdrújulas (words with the stress on the antepenultimate syllable)</p>
<p>(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:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) differentiating between commonly confused terms such as porque/porqué/por qué/por que, asimismo (adverbio)/así mismo (de la misma manera), sino/si 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 	<p>(v) demonstrate phonetic knowledge by decoding sobresdrújulas (words with the stress on the syllable before the antepenultimate)</p>

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(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/si 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

(vi) demonstrate phonetic knowledge by decoding words with hiatus

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<p>(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:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) differentiating between commonly confused terms such as porque/porqué/por qué/por que, asimismo (adverbio)/así mismo (de la misma manera), sino/si 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 	<p>(viii) demonstrate phonetic knowledge by using knowledge of syllable division patterns to decode multisyllabic words</p>
<p>(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:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) differentiating between commonly confused terms such as porque/porqué/por qué/por que, asimismo (adverbio)/así mismo (de la misma manera), sino/si 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 	<p>(xi) demonstrate phonetic knowledge by using knowledge of morphemes to decode multisyllabic words</p>

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<p>(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:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) differentiating between commonly confused terms such as porque/porqué/por qué/por que, asimismo (adverbio)/así mismo (de la misma manera), sino/si 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 	<p>(xii) apply phonetic knowledge by decoding graves (words with the stress on the penultimate syllable)</p>
<p>(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:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) differentiating between commonly confused terms such as porque/porqué/por qué/por que, asimismo (adverbio)/así mismo (de la misma manera), sino/si 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 	<p>(xiii) apply phonetic knowledge by decoding esdrújulas (words with the stress on the antepenultimate syllable)</p>

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<p>(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:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) differentiating between commonly confused terms such as porque/porqué/por qué/por que, asimismo (adverbio)/así mismo (de la misma manera), sino/si 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 	<p>(xiv) apply phonetic knowledge by decoding sobresdrújulas (words with the stress on the syllable before the antepenultimate)</p>
<p>(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:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) differentiating between commonly confused terms such as porque/porqué/por qué/por que, asimismo (adverbio)/así mismo (de la misma manera), sino/si 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 	<p>(xv) apply phonetic knowledge by decoding words with hiatus</p>

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<p>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (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 	<p>(iii) demonstrate spelling knowledge by spelling esdrújulas (words with the stress on the antepenultimate syllable)</p>
<p>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (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 	<p>(iv) demonstrate spelling knowledge by spelling sobresdrújulas (words with the stress on the syllable before the antepenultimate)</p>
<p>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (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 	<p>(v) demonstrate spelling knowledge by marking accents appropriately when conjugating verbs in simple past [tense]</p>

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(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:

(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

(vi) demonstrate spelling knowledge by marking accents appropriately when conjugating verbs in imperfect past [tense]

(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:

(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

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<p>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (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 	<p>(ix) demonstrate spelling knowledge by spelling words with diphthongs</p>
<p>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (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 	<p>(x) demonstrate spelling knowledge by spelling words with hiatus</p>
<p>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (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 	<p>(xi) apply spelling knowledge by spelling palabras agudas (words with the stress on the ultimate/last syllable)</p>

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(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-
-beginning reading and writing. The student develops

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(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:

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<p>(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:</p>	<p>(C) write legibly in cursive</p>	<p>(i) write legibly in cursive</p>
<p>(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:</p>	<p>(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech</p>	<p>(i) use print or digital resources to determine meaning</p>
<p>(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:</p>	<p>(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech</p>	<p>(ii) use print or digital resources to determine syllabication</p>
<p>(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:</p>	<p>(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech</p>	<p>(iii) use print or digital resources to determine pronunciation</p>
<p>(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:</p>	<p>(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech</p>	<p>(iv) use print or digital resources to determine meaning,</p>

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(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	(v) use print or digital resources to determine part of speech
(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:	(B) use context such as definition, analogy, and examples to clarify the meaning of words	(i) use context to clarify the meaning of words
(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:	(C) determine the meaning and usage of grade-level academic Spanish words derived from Greek and Latin roots, including metro-, grafo-, scrib-, and port-	(i) determine the meaning of grade-level academic Spanish words derived from Greek and Latin roots, including metro-
(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:	(C) determine the meaning and usage of grade-level academic Spanish words derived from Greek and Latin roots, including metro-, grafo-, scrib-, and port-	(ii) determine the meaning of grade-level academic Spanish words derived from Greek and Latin roots, including grafo-
(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:	(C) determine the meaning and usage of grade-level academic Spanish words derived from Greek and Latin roots, including metro-, grafo-, scrib-, and port-	(iii) determine the meaning of grade-level academic Spanish words derived from Greek and Latin roots, including scrib-
(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:	(C) determine the meaning and usage of grade-level academic Spanish words derived from Greek and Latin roots, including metro-, grafo-, scrib-, and port-	(iv) determine the meaning of grade-level academic Spanish words derived from Greek and Latin roots, including port-

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(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-

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(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

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(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:

(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down

(ii) make adjustments when understanding breaks down

(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly complex text by...

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(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:	(F) respond using newly acquired vocabulary as appropriate	(i) respond using newly acquired vocabulary as appropriate
(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:	(G) discuss and write about the explicit or implicit meanings of text	(i) discuss the explicit or implicit meanings of text
(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:	(G) discuss and write about the explicit or implicit meanings of text	(ii) write about the explicit or implicit meanings of text
(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:	(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice	(i) respond orally or in writing with appropriate register
(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:	(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice	(ii) respond orally or in writing with appropriate vocabulary

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<p>(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:</p>	<p>(A) infer multiple themes within and across texts using text evidence</p>	<p>(ii) infer multiple themes across texts using text evidence</p>
<p>(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:</p>	<p>(B) analyze how the characters' internal and external responses develop the plot</p>	<p>(i) analyze how characters' internal responses develop the plot</p>
<p>(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:</p>	<p>(B) analyze how the characters' internal and external responses develop the plot</p>	<p>(ii) analyze how the characters' external responses develop the plot analyze how the characters' internal and external responses develop speaking, reading, writing, and thinking using multiple texts--literary elements</p>

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(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary

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Knowledge and Skills Statement	Student Expectation	Breakout
(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:	(D) analyze how the setting, including historical and cultural settings, influences character and plot development	(i) analyze how the setting, including historical settings, influences character development
(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:	(D) analyze how the setting, including historical and cultural settings, influences character and plot development	(ii) analyze how the setting, including historical settings, influences plot development
(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:	(D) analyze how the setting, including historical and cultural settings, influences character and plot development	(iii) analyze how the setting, including cultural settings, influences character development
(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:	(D) analyze how the setting, including historical and cultural settings, influences character and plot development	(iv) analyze how the setting, including cultural settings, influences plot development

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(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

(i) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths

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(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:	(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	(iv) analyze structural elements of informational text, including the controlling idea or thesis with supporting evidence
(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:	(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	(v) analyze structural elements of informational text, including features to gain background information
(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:	(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	(vi) analyze structural elements of informational text, including organizational patterns
(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:	(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	(i) analyze characteristics of argumentative text by identifying the claim

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Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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:</p>	<p>(A) explain the author's purpose and message within a text</p>	<p>(ii) explain the author's message within a text</p>
<p>(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:</p>	<p>(B) analyze how the use of text structure contributes to the author's purpose</p>	<p>(i) analyze how the use of text structure contributes to the author's purpose</p>

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(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:

(C) analyze the author's use of print and graphic features to achieve specific purposes

(ii) analyze the author's use of graphic features to achieve specific purposes

(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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:</p>	<p>(E) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose</p>	<p>(ii) identify the use of literary devices, including limited point of view, to achieve a specific purpose</p>
<p>(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:</p>	<p>(F) analyze how the author's use of language contributes to mood and voice</p>	<p>(i) analyze how the author's use of language contributes to mood</p>
<p>(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:</p>	<p>(F) analyze how the author's use of language contributes to mood and voice</p>	<p>(ii) analyze how the author's use of language contributes to voice</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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:</p>	<p>(G) explain the differences between rhetorical devices and logical fallacies</p>	<p>(i) explain the differences between rhetorical devices and logical fallacies</p>
<p>(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:</p>	<p>(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</p>	<p>(i) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies</p>
<p>(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:</p>	<p>(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</p>	<p>(i) develop drafts into a focused piece of writing by organizing with purposeful structure, including an introduction</p>
<p>(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:</p>	<p>(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</p>	<p>(ii) develop drafts into a focused piece of writing by organizing with purposeful structure, including transitions</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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:</p>	<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <p>(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and</p> <p>(ii) developing an engaging idea reflecting depth of thought with specific facts and details</p>	<p>(vii) develop drafts into a focused piece of writing by developing an engaging idea reflecting depth of thought with specific details</p>
<p>(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:</p>	<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <p>(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and</p> <p>(ii) developing an engaging idea reflecting depth of thought with specific facts and details</p>	<p>(viii) develop drafts into a structured piece of writing by organizing with purposeful structure, including an introduction</p>
<p>(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:</p>	<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <p>(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and</p> <p>(ii) developing an engaging idea reflecting depth of thought with specific facts and details</p>	<p>(ix) develop drafts into a structured piece of writing by organizing with purposeful structure, including transitions</p>
<p>(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:</p>	<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <p>(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and</p> <p>(ii) developing an engaging idea reflecting depth of thought with specific facts and details</p>	<p>(x) develop drafts into a structured piece of writing by organizing with purposeful structure, including coherence within paragraphs</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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:</p>	<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <ul style="list-style-type: none"> (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 	<p>(xi) develop drafts into a structured piece of writing by organizing with purposeful structure, including coherence across paragraphs</p>
<p>(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:</p>	<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <ul style="list-style-type: none"> (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 	<p>(xii) develop drafts into a structured piece of writing by organizing with purposeful structure, including a conclusion</p>
<p>(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:</p>	<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <ul style="list-style-type: none"> (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 	<p>(xiii) develop drafts into a structured piece of writing by developing an engaging idea reflecting depth of thought with specific facts</p>
<p>(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:</p>	<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <ul style="list-style-type: none"> (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 	<p>(xiv) develop drafts into a structured piece of writing by developing an engaging idea reflecting depth of thought with specific details</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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:</p>	<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <ul style="list-style-type: none"> (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 	<p>(xv) develop drafts into a coherent piece of writing by organizing with purposeful structure, including an introduction</p>
<p>(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:</p>	<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <ul style="list-style-type: none"> (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 	<p>(xvi) develop drafts into a coherent piece of writing by organizing with purposeful structure, including transitions</p>
<p>(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:</p>	<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <ul style="list-style-type: none"> (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 	<p>(xvii) develop drafts into a coherent piece of writing by organizing with purposeful structure, including coherence within paragraphs</p>
<p>(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:</p>	<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <ul style="list-style-type: none"> (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 	<p>(xviii) develop drafts into a coherent piece of writing by organizing with purposeful structure, including coherence across paragraphs</p>

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(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:

(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 M12.1(uc)-4:(eako)-9.4 rul7p2tgr2 509.40yth son,tgr./4(i)-1 mu2itg-0.0agr-143 i1n-11 m-143 i1n-1 draf rp.(ans)-1.x1 and thinking using mulhat are le texts--writing process. The

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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:</p>	<p>(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety</p>	<p>(ii) revise drafts for development</p>
<p>(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:</p>	<p>(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety</p>	<p>(iii) revise drafts for organization</p>
<p>(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:</p>	<p>(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety</p>	<p>(iv) revise drafts for style</p>
<p>(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:</p>	<p>(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety</p>	<p>(v) revise drafts for word choice</p>

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(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:

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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:</p>	<p>(D) edit drafts using standard Spanish conventions, including:</p> <ul style="list-style-type: none"> (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 (ix) correct spelling, including commonly confused terms 	<p>(vi) edit drafts using standard Spanish conventions, including conjunctive adverbs</p>
<p>(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:</p>	<p>(D) edit drafts using standard Spanish conventions, including:</p> <ul style="list-style-type: none"> (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 (ix) correct spelling, including commonly confused terms 	<p>(vii) edit drafts using standard Spanish conventions, including prepositions</p>

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(11) Composition: listening, speaking, reading, writing,

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(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:

(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
 (ix) correct spelling, including commonly confused terms

(xxvi) edit drafts using standard Spanish conventions,
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<p>(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:</p>	<p>(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft</p>	<p>(ii) compose literary texts using craft</p>
<p>(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:</p>	<p>(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</p>	<p>(i) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement</p>
<p>(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:</p>	<p>(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</p>	<p>(ii) compose informational texts, including multi-paragraph essays that convey information about a topic, using genre characteristics</p>
<p>(12) Composition: listening, speaking, reading, writing,</p>		

Knowledge and Skills Statement	Student Expectation	Breakout
(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:	(C) compose multi-paragraph argumentative texts using genre characteristics and craft	(ii) compose multi-paragraph argumentative texts using craft
(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:	(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure	(i) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure
(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	(i) generate student-selected questions for formal inquiry
(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	(ii) generate student-selected questions for informal inquiry
(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	(iii) generate teacher-guided questions for formal inquiry

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<p>(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:</p>	<p>(A) generate student-selected and teacher-guided questions for formal and informal inquiry</p>	<p>(iv) generate teacher-guided questions for informal inquiry</p>
<p>(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:</p>	<p>(B) develop and revise a plan</p>	<p>(i) develop plan</p>
<p>(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:</p>	<p>(B) develop and revise a plan</p>	<p>(ii) revise a plan</p>
<p>(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:</p>	<p>(C) refine the major research question, if necessary, guided by the answers to a secondary set of questions</p>	<p>(i) refine the major research question, if necessary, guided by the answers to a secondary set of questions</p>
<p>(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:</p>	<p>(D) identify and gather relevant information from a variety of sources</p>	<p>(i) identify relevant information from a variety of sources</p>

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(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:	(D) identify and gather relevant information from a variety of sources	(ii) gather relevant information from a variety of sources
(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:	(E) differentiate between primary and secondary sources	(i) differentiate between primary and secondary sources
(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:	(F) synthesize information from a variety of sources	(i) synthesize information from a variety of sources
(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:	(G) differentiate between paraphrasing and plagiarism when using source materials	(i) differentiate between paraphrasing and plagiarism when using source materials
(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:	(H) examine sources for: (i) reliability, credibility, and bias; and (ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype	(i) examine sources for reliability

Knowledge and Skills Statement	Student Expectation	Breakout
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(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:	(H) examine sources for: (i) reliability, credibility, and bias; and (ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype	(iii) examine sources for bias
(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:	(H) examine sources for: (i) reliability, credibility, and bias; and (ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype	(iv) examine sources for faulty reasoning
(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:	(I) display academic citations and use source materials ethically	(i) display academic citations
(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:	(I) display academic citations and use source materials ethically	(ii) use source materials ethically

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<p>(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:</p>	<p>(J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results</p>	<p>(i) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results</p>