Spanish Language Arts and Reading
K - 12 Vertical Alignment

Strand 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: Based on the student's language proficiency le

Kindergarten 128.2 (1)	Grade 1 128.3 (1)	Grade 2 128.4 (1)	Grade 3 128.5 (1)	Grade 4 128.6 (1)	Grade 5 128.7 (1)	Grade 6 128.21 (1)	ELLA Grade 7 128.22 (1)	ELLA Grade 8 128.23 (1)	ESOL I 128.34 (1)	ESOL II 128.35 (1)
(A) listen actively and ask questions to understand information and answer questions using multi-word responses;	(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;	(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;	(A) listen actively, ask relevant questions to clarify information, and make pertinent comments;	(A) listen actively, ask relevant questions to clarify information, and make pertinent comments;	(A) listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments;	(A) listen actively to interpret a message, ask clarifying questions, ar respond appropriately;	(A) listen actively to interpret a message and ask clarifying questions that build on others' ideas;	(A) listen actively to interpret a message by summarizing, asking questions, and making comments;	(A) engage in meaningf and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes;	(A) engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes;
									(B) share prior knowledge with peers and others to facilitate communication;	(B) share prior knowledg with peers and others to facilitate communication;
(B) restate and follow oral directions that involve a short, related sequence of actions;	(B) follow, restate, and give oral instructions tha involve a short, related sequence of actions;	(B) follow, restate, and give oral instructions tha involve a short, related sequence of actions;	(B) follow, restate, and give oral instructions tha involve a series of related sequences of action;	(B) follow, restate, and give oral instructions tha involve a series of related sequences of action;	(B) follow, restate, and give oral instructions tha include multiple action steps;	(B) follow and give ora instructions that include multiple action steps;	(B) follow, restate, and give increasingly complex oral instruction to perform specific task answer questions, or solve problems;	(B) follow, restate, and give complex oral instructions to perform specific tasks, answer questions, or solve problems;	(C) follow, restate, and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes;	(C) follow, restate, and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes;
								(C) give an organized presentation with a specific point of view;		
(C) share information and ideas by speaking audibly and clearly using the conventions of language;	(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;	(C) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;	(C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;	(C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; and	(C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and	(C) give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of langua to communicate ideas effectively; and	(C) present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively;	(D) advocate a positior using anecdotes, analogies, and/or illustrations employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of langua to communicate ideas effectively;	(D) give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and increasing mastery of conventions of language to communicate ideas effectively;	(D) give a formal presentation that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and increasing mastery of conventions of language to communicate ideas effectively;

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Strand 1

Kindergarten	Grade 1	Grade 2	Grade 3
128.2	128.3	128.4	

Kindergarten 128.2	Grade 1 128.3	Grade 2 128.4	Grade 3 128.5	Grade 4 128.6	Grade 5 128.7	Grade 6 128.21	ELLA Grade 7 128.22	ELLA Grade 8 128.23	ESOL I 128.34	ESOL II 128.35
(D) demonstrate print awareness by:	(D) demonstrate print awareness by identifying the information that different parts of a book provide;									
(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 wor and										
(v) identifying all uppercase and lowercase letters; and										
	(E) alphabetize a series of words to the first or second letter and use a dictionary to find words; and	(C) alphabetize a series of words and use a dictionary or glossary to find words; and	(C) alphabetize a series of words to the third letter; and							
(E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.	(F) develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.	(D) develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.	(D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.	(C) write legibly in cursive to complete assignments.	(C) write legibly in cursive.	(C) write legibly in cursive.	(B) write complete words, thoughts, and answers legibly.	(B) write complete words, thoughts, and answers legibly.	(B) write complete words, thoughts, and answers legibly.	(B) write complete words thoughts, and answers legibly.

Spanish Language Arts and Reading
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Strand 1

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	ELLA Grade 7	ELLA Grade 8	ESOL I	ESOL II
128.2	128.3	128.4	128.5	128.6	128.7	128.21	128.22	128.23	128.34	128.35
(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)
(A) use a resource such as a picture dictionary or digital resource to find words;	(A) use a resource such as a picture dictionary or digital resource to find words;	(A) use print or digital resources to determine meaning and pronunciation of unknown words;	(A) use print or digital resources to determine meaning, syllabication, and pronunciation;	(A) use print or digital resources to determine meaning, syllabication, and pronunciation;	(A) use print or digital resources to determine meaning, syllabication, pronunciation, and word origin;	(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;	(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;	(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;	(A) use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding the precise and appropriate meaning of technical or discipline-based vocabulary;	(A) use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary;
(B) use illustrations and texts the student is able to read or hear to learn clarify word meanings; and	(B) use illustrations and texts the student is able to read or hear to learn clarify word meanings;	(B) use context within and beyond a sentence to determine the meaning unfamiliar words;	(B) use context within and beyond a sentence to determine the meaning unfamiliar words and multiple-meaning words;	(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;	(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;	(B) use context such a definition, analogy, and examples to clarify the meaning of words;	(B) use context such as contrast or cause and effect to clarify the meaning of words;	(B) use context within or beyond a paragraph to clarify the meaning unfamiliar or ambiguou words;	(B) discuss and analyze context and use cognates to distinguish between the denotative and connotative meanings of words and phrases;	(B) analyze context to distinguish among denotative, connotative, and figurative meanings words;
	(C) identify the meaning of words with affixes, including -s, -es, and -or; and	(C) use affixes, includin re-, pre-, -ción, and -ísimo/ísima, to determir the meaning of words and subsequently use the newly acquired words;	(C) identify the meaning of and use words with affixes such as in-, des-, ex-, -mente, -dad, -oso, eza, and -ura, and know how the affix changes t meaning of the word;	(C) identify the meaning of and use words with affixes such as mono-, sobre-, sub-, inter-, poli- -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafía, metro, fono, and tele;	(C) identify the meaning of and use words with affixes such as trans-, super-, anti-, semi-, - logía, -ificar, -ismo, and - ista and roots, including audi, crono, foto, geo, and terr;	(C -0.0(d)-12.1l 9.96 6				

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Strand 1

Kindergarten 128.2	Grade 1 128.3	Grade 2 128.4	Grade 3 128.5	Grade 4 128.6	Grade 5 128.7	Grade 6 128.21	ELLA Grade 7 128.22	ELLA Grade 8 128.23	ESOL I 128.34	ESOL II 128.35
		(E) differentiate betwee and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.	(E) differentiate betwee and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.	(E) differentiate betwee and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.	(E) differentiate betwee and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.	(D) differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.	(E) use multiple-meanin words, homographs, homophones, and commonly confused terms correctly; and	(E) use multiple-meaning words, homographs, homophones, and commonly confused terms correctly; and	(E) identify, understand and use multiple-meaning words, homographs, homophones, and commonly confused terms correctly; and	(E) use multiple-meaning words, homographs, homophones, and commonly confused terms correctly; and
							(F) investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies.	(F) investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies.	(F) investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies.	(F) investigate expressio such as idioms and word relationships such as antonyms, synonyms, and analogies.

Kindergarten 128.2	Grade 1 128.3	Grade 2 128.4	Grade 3 128.5	Grade 4 128.6	Grade 5 128.7	Grade 6 128.21	ELLA Grade 7 128.22	ELLA Grade 8 128.23	ESOL I 128.34	ESOL II 128.35
(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)
	(A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	(A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	(A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	(A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	(A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	(A) adjust fluency wher reading grade-level text based on the reading purpose.	(A) use appropriate fluency (rate, accuracy, and prosody) and adjust fluency when reading grade-level text based on the reading purpose.	(A) adjust fluency wher		

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Strand 2

The student uses metacognitive skills to both develop and comprehend increasingly complex texts. Based on the student's language proficiency level, and

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Strand 2

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	ELLA Grade 7
128.2	128.3	128.4	128.5	128.6	128.7	128.21	128.22

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Strand 3

Kindergarten 128.2 (6)	Grade 1 128.3 (7)	Grade 2 128.4 (7)	Grade 3 128.5 (7)	Grade 4 128.6 (7)	Grade 5 128.7 (7)	Grade 6 128.21 (7)	ELLA Grade 7 128.22 (7)	ELLA Grade 8 128.23 (7)	ESOL I 128.34 (7)	ESOL II 128.35 (7)
(A) describe personal connections to a variety of sources;	(A) describe personal connections to a variety of sources;	(A) describe personal connections to a variety of sources;	(A) describe personal connections to a variety of sources, including self-selected texts;	(A) describe personal connections to a variety of sources, including self-selected texts;	(A) describe personal connections to a variety of sources, including self-selected texts;	(A) describe personal connections to a variety of sources, including self-selected texts;	(A) describe personal connections to a variety of sources, including self-selected texts;	(A) describe personal connections to a variety of sources, including self-selected texts;	(A) describe personal connections to a variety of sources, including self-selected texts;	(A) describe personal connections to a variety of sources, including self-selected texts;
(B) provide an oral, pictorial, or written response to a text;	(B) write brief comments on literary or informational texts;	(B) write brief comments on literary or informational texts that demonstrate an understanding of the text;	(B) write a response to a literary or informational text that demonstrates an understanding of a text;	(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;	(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;	(B) write responses that demonstrate understanding of texts, including comparing sources within and acro genres;	(B) write responses that demonstrate understanding of texts, including comparing sources within and acro genres;	(B) write responses that demonstrate understanding of texts, including comparing sources within and acro genres;	(B) write responses that demonstrate understanding of texts, including comparing tex within and across genres;	(B) write responses that demonstrate understanding of texts, including comparing tex within and across genres;
(C) use text evidence to support an appropriate response;	(C) use text evidence to support an appropriate response;	(C) use text evidence to support an appropriate response;	(C) use text evidence to support an appropriate response;	(C) use text evidence to support an appropriate response;	(C) use text evidence to support an appropriate response;	(C) use text evidence to support an appropriate response;	(C) use text evidence to support an appropriate response;	(C) use text evidence to support an appropriate response;	(C) use text evidence ar original commentary to support a comprehensive response;	(C) use text evidence ar original commentary to support an interpretive response;
(D) retell texts in ways that maintain meaning;	(D) retell texts in ways that maintain meaning;	(D) retell and paraphras texts in ways that maintain meaning and logical order;	(D) retell and paraphras texts in ways that maintain meaning and logical order;	(D) retell, paraphrase, o summarize texts in ways that maintain meaning and logical order;	(D) retell, paraphrase, o summarize texts in ways that maintain meaning and logical order;	(D) paraphrase and summarize texts in ways that maintain meaning and logical order;	(D) paraphrase and summarize texts in ways that maintain meaning and logical order;	(D) paraphrase and summarize texts in ways that maintain meaning and logical order;	(D) paraphrase and summarize texts in ways that maintain meaning and logical order;	(D) paraphrase and summarize texts in ways that maintain meaning and logical order;
(E) interact with sources in meaningful ways such as illustrating or writing; and	(E) interact with sources in meaningful ways such as illustrating or writing; and	(E) interact with sources in meaningful ways such as illustrating or writing; and	(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	(E) interact with sources in meaningful ways such as notetaking, annotatin freewriting, or illustrating;	(E) interact with sources in meaningful ways such as notetaking, annotatin freewriting, or illustrating;	(E) interact with sources in meaningful ways such as notetaking, annotatin freewriting, or illustrating;	(E) interact with sources in meaningful ways such as notetaking, annotatin freewriting, or illustrating;	(E) interact with sources in meaningful ways such as notetaking, annotatin freewriting, or illustrating;	(E) interact with sources in meaningful ways such as labeling, notetaking, annotating, freewriting, or illustrating;	(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
(F) respond using newly acquired vocabulary as appropriate.	(F) respond using newly acquired vocabulary as appropriate.	(F) respond using newly acquired vocabulary as appropriate.	(F) respond using newly acquired vocabulary as appropriate; and	(F) respond using newly acquired vocabulary as appropriate; and	(F) respond using newly acquired vocabulary as appropriate; and	(F) respond using newly acquired vocabulary as appropriate;	(F) respond using newly acquired vocabulary as appr as appropriy34 13 (ed)-0309 >>BDC q v vocabulary as appropriate;			

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Strand 3

Kindergarten 128.2	Grade 1 128.3	Grade 2 128.4	Grade 3 128.5	Grade 4 128.6	Grade 5 128.7	Grade 6 128.21	ELLA Grade 7 128.22	ELLA Grade 8 128.23	ESOL I 128.34	ESOL II 128.35
						(I) reflect on and adjust responses as new evidence is presented.	(I) reflect on and adjust responses as new evidence is presented.	(I) reflect on and adjust responses as new evidence is presented; and	(I) reflect on and adjust responses when valid evidence wrrent	

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Strand 4

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	ELLA Grade 7	ELLA Grade 8	ESOL I	ESOL II
128.2	128.3	128.4	128.5	128.6	128.7	128.21	128.22	128.23	128.34	128.35
(7)	(8)	(8)	(8)	(8)	(8)	(8)	(8)	(8)	(8)	(8)
(A) discuss topics and determine the basic theme using text eviden with adult assistance;	(A) discuss topics and determine theme using text evidence with adult assistance;	(A) discuss topics and determine theme using text evidence with adult assistance;	(A) infer the theme of a work, distinguishing theme from topic;	(A) infer basic themes						

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Strand 4

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	ELLA Grade 7	ELLA Grade 8	ESOL I	ESOL II
128.2	128.3	128.4	128.5	128.6	128.7	128.21	128.22	128.23	128.34	128.35
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	ELLA Grade 7	ELLA Grade 8	ESOL I	ESOL II
128.2	128.3	128.4	128.5	128.6	128.7	128.21	128.22	128.23	128.34	128.35
(8)	(9)	(9)	(9)	(9)	(9)	(9)	(9)	(9)	(9)	(9)
(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;	(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;	(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fai tales;	(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths;	(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends myths, and tall tales;	(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends myths, and tall tales;	(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories historical fiction, mysteries, humor, and myths;	(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories historical fiction, mysteries, humor, myths fantasy, and science fiction;	(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction, and short stories;	(A) read and respond to American, British, and world literature;	(A) read and analyze world literature across literary periods;
								(B) identify structural elements such as rhyme, repetition, and alliteratio and analyze how language contributes to the meaning of a poem;		
(B) discuss rhyme and rhythm in nursery rhyme and a variety of poems;	(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems;	(B) explain visual patterns and structures in a variety of poems;	(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems;	(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images;	(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms;	(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms;	(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms;	(C) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry;	(B) identify and analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms;	(B) analyze the effects o metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms;
(C) discuss main characters in drama;	(C) discuss elements of drama such as characters and setting;	(C) discuss elements of drama such as characte dialogue, and setting; drama such as characters,								

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Strand 4

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6 Tw -0.253 -1.277 Td [(128.955)ifact <</MCID 0.0018im7G
128.2	128.3	128.4	128.5	128.6	128.7	

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Strand 5

Kindergarten 128.2 (9)	Grade 1 128.3 (10)	Grade 2 128.4 (10)	Grade 3 128.5 (10)	Grade 4 128.6 (10)	Grade 5 128.7 (10)	Grade 6 128.21 (10)	ELLA Grade 7 128.22 (10)	ELLA Grade 8 128.23 (10)	ESOL I 128.34 (10)	ESOL II 128.35 (10)
(A) discuss with adult assistance the author's purpose for writing texts;	(A) discuss the author's purpose for writing text;	(A) discuss the author's purpose for writing text;	(A) explain the author's purpose and message within a text;	(A) explain the author's purpose and message within a text;	(A) explain the author's purpose and message within a text;	(A) explain the author's purpose and message within a text;	(A) explain the author's purpose and message within a text;	(A) explain the author's purpose and message within a text;	(A) identify and analyze the author's purpose, audience, and message within a text;	(A) analyze the author's purpose, audience, and message within a text;
(B) discuss with adult assistance how the use of text structure contributes to the author's purpose;	(B) discuss how the use of text structure contributes to the author's purpose;	(B) discuss how the use of text structure contributes to the author's purpose;	(B) explain how the use of text structure							

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Kindergarten 128.2	Grade 1 128.3	Grade 2 128.4	Grade 3 128.5	Grade 4 128.6	Grade 5 128.7	Grade 6 128.21	ELLA Grade 7 128.22	ELLA Grade 8 128.23	ESOL I 128.34	ESOL II 128.35
(D) edit drafts with adult assistance using standard Spanish conventions, including:	(D) edit drafts using standard Spanish conventions, including:	(D) edit drafts using standard Spanish conventions, including:	(D) edit drafts using standard Spanish conventions, including:	(D) edit drafts using standard Spanish conventions, including:	(D) edit drafts using standard Spanish conventions, including:	(D) edit drafts using standard Spanish conventions, including:	(D) edit drafts using standard English conventions, including:	(D) edit drafts using standard English conventions, including:	(D) edit drafts using standard English conventions, including:	(D) edit drafts using standard English conventions, including:
(i) complete sentences;	(i) complete sentences with subject-verb agreement;	(i) complete sentences with subject-verb agreement;	(i) complete simple and compound sentences w subject-verb agreement;	(i) complete simple and compound sentences w subject-verb agreement and avoidance of splices, run-ons, and fragments;	(i) complete simple and compound sentences w subject-verb agreement and avoidance of splices, run-ons, and fragments;	(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;	(i) complete simple, compound, and complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;	(i) complete simple, compound, and complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;	(i) a variety of complete controlled sentences and avoidance of unintentional splices, run-ons, and fragments;	(i) a variety of complete controlled sentences and avoidance of unintentional splices, run-ons, and fragments;
(ii) verbs, including the difference between ser and estar;	(ii) past and present ver tense, including the difference between ser and estar;	(ii) past, present, and future verb tense, including the difference between ser and estar;	(ii) verb tense such as simple past, present, and future and imperfect pas past participle, perfect, and conditional, including the difference between ser and estar;	(ii) verb tense such as simple past, present, and future and imperfect pas past participle, and conditional;	(ii) irregular verbs;	(ii) consistent, appropriate use of verb tenses;	(ii) consistent, appropriate use of verb tenses;	(ii) consistent, appropriate use of verb tenses and active and passive voice;	(ii) consistent, appropriate use of verb tense and active and passive voice;	(ii) consistent, appropriate use of verb tense and active and passive voice;
(iii) singular and plural nouns, including gender-specific articles;	(iii) singular, plural, common, and proper nouns, including gender-specific articles;	(iii) singular, plural, common, and proper nouns, including gender-specific articles;	(iii) singular, plural, common, and proper nouns, including gender-specific articles;	(iii) singular, plural, common, and proper nouns, including gender-specific articles;	(iii) collective nouns;				(iii) subject-verb agreement;	(iii) subject-verb agreement;
(iv) adjectives, including articles;	(iv) adjectives, including articles;	(iv) adjectives, including articles;	(iv) adjectives, including their comparative and superlative forms;	(iv) adjectives, including their comparative and superlative forms;	(iv) adjectives, including those indicating origin, and their comparative and superlative forms;					
	(v) adverbs that convey time;	(v) adverbs that convey time and adverbs that convey place;	(v) adverbs that convey time and adverbs that convey manner;	(v) adverbs that convey frequency and adverbs that convey degree;	(v) conjunctive adverbs;	(iii) conjunctive adverbs;	(iii) conjunctive adverbs;	(iii) conjunctive adverbs;		
(v) prepositions;	(vi) prepositions;	(vi) prepositions and prepositional phrases;	(vi) prepositions and prepositional phrases;	(vi) prepositions and prepositional phrases;	(vi) prepositions and prepositional phrases a their influence on subje verb agreement;	(iv) prepositions and prepositional phrases a their influence on subje verb agreement;	(iv) prepositions and prepositional phrases a their influence on subje verb agreement;	(iv) prepositions and prepositional phrases a their influence on subje verb agreement;		
(vi) pronouns, including personal, and the difference in the use of formal pronoun usted a informal pronoun tú;	(vii) pronouns, including the use of personal and possessive pronouns, and the difference in the used of formal pronoun usted and informal pronoun tú;	(vii) pronouns, including personal, possessive, and objective, and the difference in the use of formal pronoun usted a informal pronoun tú;	(vii) pronouns, including personal, possessive, objective, and reflexive pronouns;	(vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;	(vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite;	(v) pronouns, including personal, possessive, objective, reflexive, prepositional, indefinite, and relative;	(v) pronoun-antecedent agreement;	(v) pronoun-antecedent agreement;	(iv) pronoun-antecedent agreement;	(iv) pronoun-antecedent agreement;

Kindergarten 128.2	Grade 1 128.3	Grade 2 128.4	Grade 3 128.5	Grade 4 128.6	Grade 5 128.7	Grade 6 128.21	ELLA Grade 7 128.22	ELLA Grade 8 128.23	ESOL I 128.34	ESOL II 128.35
		(viii) coordinating conjunctions to form compound subjects and predicates;	(viii) coordinating conjunctions to form compound subjects, predicates, and sentences;	(viii) coordinating conjunctions to form compound subjects, predicates, and sentences;	(viii) subordinating conjunctions to form complex sentences;	(vi) subordinating conjunctions to form complex sentences and correlative conjunctions;	(vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor;	(vi) subordinating conjunctions to form complex sentences;		
									(v) apostrophes to show possession;	(v) apostrophes to show possession;
									(vi) accurate usage of homonyms;	(vi) accurate usage of homonyms;
(vii) capitalization of the first letter in a sentence and names;	(viii) capitalization for the beginning of sentences;	(ix) capitalization of proper nouns and the salutation and closing of a letter;	(ix) capitalization of proper nouns, geographical names and places, historical period and official titles of people;	(ix) capitalization of historical events and documents, titles of books, stories, and essays;	(ix) capitalization of initials, acronyms, and organizations;	(vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations;	(vii) correct capitalization;	(vii) correct capitalization;	(vii) correct capitalization;	(vii) correct capitalization;
(viii) punctuation marks at the end of declarative sentences; and	(ix) punctuation marks at the end of declarative sentences and at the beginning and end of exclamatory and interrogative sentences; and	(x) punctuation marks at the end of declarative sentences and the beginning and end of exclamatory and interrogative sentences; and	(x) punctuation marks, including commas in a series and dates that include the day of the week and correct mechanics, including indentations; and	(x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and	(x) italics and underlining for titles and emphasis and punctuation marks, including commas in compound and complex sentences, em dash for dialogue, and quotation marks for titles; and	(viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements; and	(viii) punctuation, including commas to set off words, phrases, and clauses and semicolons; and	(viii) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses; and	(viii) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate; and	(viii) punctuation, including commas, semicolons, colons, dashes, and parentheses, to set off phrases and clauses as appropriate; and
(ix) correct spelling of words with grade-appropriate orthographic patterns and rules; and	(x) correct spelling of words with grade-appropriate orthographic patterns and rules with adult assistance; and	(xi) correct spelling of words with grade-appropriate orthographic patterns and rules; and	(xi) correct spelling of words with grade-appropriate orthographic patterns and rules; and	(xi) correct spelling of words with grade-appropriate orthographic patterns and rules; and	(xi) correct spelling of words with grade-appropriate orthographic patterns and rules; and	(ix) correct spelling, il2elling;lling; (m)13 (m)1; (n6 llin)5y(d)]TJ ET EMC /P <</MCID 22co001 T [((f(o7 Tw 9.9Tw 9.96e.001 Tc.36 287.52 105.3m)28.8				

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	ELLA Grade 7	ELLA Grade 8	ESOL I	ESOL II
128.2	128.3	128.4	128.5	128.6	128.7	128.21	128.22	128.23	128.34	128.35
(11)	(12)	(12)	(12)	(12)	(12)	(12)	(12)	(12)	(12)	(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:							Based on the student's language proficiency lev the student is expected to:		Based on the student's language proficiency lev and with appropriately provided English language development scaffolding, the student is expected to:	
(A) dictate or compose literary texts, including personal narratives; and	(A) dictate or compose literary texts, including personal narratives and poetry;	(A) compose literary texts, including personal narratives and poetry;	(A) compose literary texts, including personal narratives and poetry, using genre characteristics and craft;	(A) compose literary texts such as personal narratives and poetry using genre characteristics and craft;	(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;	(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;	(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;	(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;	(A) compose literary texts such as fiction and poetry using genre characteristics and craft;	(A) compose literary texts such as fiction and poetry using genre characteristics and craft;
(B) dictate or compose informational texts.	(B) dictate or compose informational texts, including procedural texts; and	(B) compose informational texts, including procedural texts and reports; and	(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;	(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;	(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;	(B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft;	(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;	(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;	(B) compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft;	(B) compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft;
			(C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and	(C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and	(C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and	(C) compose multi-paragraph argumentative texts using genre characteristics and craft; and	(C) compose multi-paragraph argumentative texts using genre characteristics and craft; and	(C) compose multi-paragraph argumentative texts using genre characteristics and craft; and	(C) compose argumentative texts usi genre characteristics and craft; and	(C) compose argumentative texts usi genre characteristics and craft; and
	(C) dictate or compose correspondence such as thank you notes or letters.	(C) compose correspondence such as thank you notes or letters.	(D) compose correspondence such as thank you notes or letters.	(D) compose correspondence that requests information.	(D) compose correspondence that requests information.	(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.	(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.	(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.	(D) compose correspondence in a professional or friendly structure.	(D) compose correspondence in a professional or friendly structure.

Spanish Language Arts and Reading
K - 12 Vertical Alignment

Strand 7

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	ELLA Grade 7	ELLA Grade 8	ESOL I	ESOL II
128.2	128.3	128.4	128.5	128.6	128.7	128.21	128.22	128.23	128.34	128.35
(12)	(13)	(13)	(13)	(13)	(13)	(13)	(13)	(13)	(13)	(13)
(A) generate questions for formal and informal										