

GRADE-LEVEL EXPECTATIONS FOR SPANISH LANGUAGE ARTS

By the end of the school year...

| | KINDERGARTEN | 1 st GRADE | 2 ND GRADE |
|-----------------------|--|--|--|
| Oral Language | <p>The student will be able to:</p> <ul style="list-style-type: none"> Participate in group and partner discussions about various topics and texts Use simple statements to express ideas and needs about themselves (name, age, likes/dislikes) Understand and follow multistep directions consistently with little or no assistance Answer simple questions with little support using known vocabulary | <p>The student will be able to...</p> <ul style="list-style-type: none"> Respond to simple questions about topics discussed in class. (e.g., respond to questions about a problem and solution in a story. | <p>The student will be able to...</p> <ul style="list-style-type: none"> actively listen and speak using complete sentences and grade level vocabulary about plants and energy |
| Phonics | <p>The student will be able to:</p> <ul style="list-style-type: none"> Read syllables with vowels and the following consonants: q /k/, /r/ Combines two syllables to form words. Identify the stressed syllable in a word | <p>The student will be able to...</p> <ul style="list-style-type: none"> identify, combine, add, remove and replace syllables say and write words with: bl, br, pl, pr, x, tl, tr | <p>The student will be able to read and spell words with:</p> <ul style="list-style-type: none"> /nf/, /nv/ multi-syllables triphthongs (e.g., Uruguay) /y/ as a vowel |
| Reading | <p>The student will be able to:</p> <ul style="list-style-type: none"> Answer questions about fiction and nonfiction texts Use story language to retell familiar texts with a beginning, middle and end. | <p>The student will be able to...</p> <ul style="list-style-type: none"> demonstrate comprehension of grade level poems, autobiographies, historical texts, and culturally traditional texts | <p>The student will be able to demonstrate comprehension of grade level myths, legends, and nonfiction through:</p> <ul style="list-style-type: none"> locating information to answer questions about nonfiction text making connections |
| g Proces Proces | <p>The student will be able to:</p> <ul style="list-style-type: none"> Use pictures and words to write about experiences. | <p>The student will be able to...</p> <ul style="list-style-type: none"> write thank you notes and non-fiction texts using correct spelling, capitalization, and punctuation | <p>The student will be able to write stories with simple and complex sentences using:</p> <ul style="list-style-type: none"> verbs and adjectives correctly. |
| Language Usage | <p>The student will be able to:</p> <ul style="list-style-type: none"> Expand sentences to add detail or opinion. | <p>The student will be able to...</p> <ul style="list-style-type: none"> use correct sentence structure, singular/plural, and gender agreement use numeric adjectives, synonyms, antonyms, subject-predicate agreement, reflexive pronouns, and compound sentences | <p>The student will be able to correctly apply grade-level appropriate grammar conventions to:</p> <ul style="list-style-type: none"> identify homographs, and homophones. use numeric adjectives use adjective-noun agreement |

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By the end of the school year...

| | 3 rd GRADE | 4 TH GRADE | 5 TH GRADE |
|-----------------|--|---|--|
| Oral Language | <p>The student will be able to...</p> <ul style="list-style-type: none"> Participate in basic dialogue about familiar topics. Ask and answer questions from teachers and other group members using content specific vocabulary. Explain what has been learned. | <p>The student will be able to...</p> <ul style="list-style-type: none"> Participate in short conversations about familiar topics using simple sentences Present using a variety of media. Ask and answer specific questions to clarify or paraphrase information logically. | <p>The student will be able to...</p> <ul style="list-style-type: none"> Summarize the points presented by a speaker and identify the reasons and evidence that support each statement Adapt their speech to a variety of contexts and tasks, using the formal Spanish for the appropriate task and situation. |
| Phonics | <p>The student will be able to...</p> <ul style="list-style-type: none"> Recognize and use diminutives and augmentatives with adjectives (eg -ito, -ote, -on). Use written accent with familiar words. | <p>The student will be able to...</p> <ul style="list-style-type: none"> Use knowledge of syllabication patterns, roots, affixes, and accents to read unfamiliar multisyllabic words. | <p>The student will be able to...</p> <ul style="list-style-type: none"> Categorize words according to their emphasis (aguda, llana, esdrújula, sobreesdrújula). |
| Reading | <p>The student will be able to...</p> <ul style="list-style-type: none"> Read and summarize the main ideas and supporting details found in nonfiction texts. Ask and answer questions about what is read. | <p>The student will be able to...</p> <ul style="list-style-type: none"> Determine the main idea of a text and explain how key details support this idea; make a summary of the text. Interpret information presented visually (e.g., in tables, graphs, diagrams) and explain how the information contributes to the understanding of the text in which it appears. Read with sufficient accuracy and fluency to support comprehension. | <p>The student will be able to...</p> <ul style="list-style-type: none"> Explain the relationship between the ideas or concepts in a scientific or technical text, based on the specific information in the text. Use context clues to determine the meaning of unfamiliar academic vocabulary in fifth grade texts. Read fluently and comprehend informative texts at the independent reading level. |
| Writing Process | <p>The student will be able to...</p> <ul style="list-style-type: none"> Write for a variety of purposes. Revise writing for clarity of content using specific vocabulary and information. Edit writing for correct grammar, capitalization, punctuation, and spelling. | <p>The student will be able to...</p> <ul style="list-style-type: none"> Write informative and explanatory paragraphs with illustrations to examine a topic and convey ideas and information with clarity. Use precise language and domain-specific vocabulary to inform or explain. Participate in peer planning, review, and editing in order to develop or improve quality of writing. | <p>The student will be able to...</p> <ul style="list-style-type: none"> Write multiple paragraph informative and explanatory essays that include a clear topic sentence, precise and descriptive vocabulary, supporting details and a final statement or conclusion confirming the information or explanation presented. |
| Language Usage | <p>The student will be able to...</p> <ul style="list-style-type: none"> Use simple verb tenses (example: camino, caminé, caminaré) and recognize the use of verbs in the subjunctive mood (caminara). | <p>The student will be able to...</p> <ul style="list-style-type: none"> Use regular verbs in simple past and imperfect tenses (escribí, escribía). | <p>The student will be able to...</p> <ul style="list-style-type: none"> Use the passive voice with reflexive verbs (se hace). Recognize and correctly apply subject-verb agreement. Use the indirect object. |