

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"> Use simple memorized 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 and memorized phrases. 	<p>The student will be able to...</p> <ul style="list-style-type: none"> Respond to simple questions about topics discussed in class using memorized phrases and common expressions (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"> Provide basic information about familiar topics using simple phrases and sentences with practice. Compare and contrast information about topics discussed in class. Ask and answer questions about fiction and non-fiction texts.
Phonics	<p>The student will begin to...</p> <ul style="list-style-type: none"> Recognize and decode the 5 vowels Combine and segment vowels with consonants to create syllables. Consistently combine and separate two or more syllables to form words. 	<p>The student will be able to...</p> <ul style="list-style-type: none"> Divide multisyllabic words into separate syllables. Use consonant blends. <p>The student will begin to...</p> <ul style="list-style-type: none"> Recognize the sounds and decode diphthongs Recognize the sounds and decode syllables ending in a consonant 	<p>The student will be able to...</p> <ul style="list-style-type: none"> Identify the tonic accent and written accent in multisyllabic words. Identify and classify words according to their tonic accent: acute, flat, and esdrújulas. Identify, read, and write words with diphthongs, triphthongs and hiatuses.
Reading	<p>The student will begin to...</p> <ul style="list-style-type: none"> Answer comprehension 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 fiction/nonfiction books at the student's independent reading level through (retelling stories, making predictions, sequencing events in a story, recognizing the problem/solution) 	<p>The student will demonstrate comprehension of fiction and nonfiction texts by...</p> <ul style="list-style-type: none"> Asking and responding to simple questions. Finding evidence to answer questions about nonfiction texts. Comparing and contrasting. Making connections. Finding the main idea and key details
Writing Process	<p>The student will begin to...</p> <ul style="list-style-type: none"> Write uppercase and lowercase letters Independently write words, phrases, and/or simple sentences on familiar topics Use and recognize basic conventions of print. 	<p>The student will be able to...</p> <ul style="list-style-type: none"> Write simple sentences using capital letter and appropriate punctuation. Use complete sentences in final copies. Share writing with others. 	<p>The student will be able to...</p> <ul style="list-style-type: none"> Write paragraphs using initial capital letters and correct punctuation.
Language Usage	<p>The student will begin to...</p> <ul style="list-style-type: none"> Recognize cognates Use masculine and feminine, singular and plural articles (el, la, los, las). Use singular pronouns (yo, tu, el, ella) and explore plural pronouns (nosotros, nosotras, ellos, ellas, ustedes). 	<p>The student will be able to...</p> <ul style="list-style-type: none"> Use masculine, feminine, singular and plural articles and nouns (el, la, los, las). Use singular pronouns (yo, tu, el, ella, usted) and plural pronouns (nosotros, ustedes, ellos, and ellas). Begin to use simple present verb tense. Explore subject-verb agreement. Begin to use adjectives to describe nouns. 	<p>The student will be able to...</p> <ul style="list-style-type: none"> Use personal, possessive and indefinite pronouns (yo, me, mí, mío, alguien). Use simple present, past and future (regular verbs and common irregular verbs) with subject-verb agreement. Use noun-adjective word order.

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	3rd GRADE	4TH GRADE	5TH 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 including a general observation approach and a logical organization of information, facts, definitions, concrete details, quotations, examples 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