SLAR, Grade 6 (IMRA25)

Subject: Spanish Language Arts and Reading
Grade: 06
Expectations: 67
Breakouts: 251

(a) Introduction.

1. The Spanish language arts and reading Texas Essential Knowledge and Skills (TEKS) reflect language arts standards that are authentic to the Spanish language and Spanish literacy; they are neither translations nor modifications of the English language arts TEKS. The Spanish language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. They are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.

2. The seven strands of the essential knowledge and skills for Spanish language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.

3. Spanish, as opposed to English, has a closer letter-sound relationship and clearly defined syllable boundaries. The syllable in Spanish is a more critical unit of phonological awareness than in English because of the consistent phoneme-grapheme correspondence. Syllables are important units for Spanish because of their strong effect in visual word recognition (Carreiras et al., 1993) and their major role in predicting Spanish reading success. In addition, Spanish presents a much higher level of orthographic transparency than English and does not rely on sight words for decoding. This orthographic transparency accelerates the decoding process, and the focus quickly moves to fluency and comprehension. However, in English "sight" words are used because of words that are not decodable such as "are" or "one." In Spanish, decoding issues are not as prevalent as issues of comprehension. These specific features of the Spanish language will influence reading methodology and development.

4. Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, STAAR Performance Level Descriptors, 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.

5. Research consistently shows that language and literacy development in the student's native language not only facilitates learning English and English literacy, but is foundational to cognitive development and learning (Cummins, 2001; Thomas & Collier, 2002; Coelho, 2001). Emergent bilinguals (Sparrow et al., 2014; Slavin & Cheving, 2013) are students who are in the process of acquiring two or more linguistic codes, becoming bilingual, biliterate, and bicultural. Emergent bilinguals are

often defined by their perceived deficits (semilinguals) (Escamilla, 2012). However, research has shown that bilinguals develop a unique interdependent system (Escamilla et al. 2007; Grosjean, 1989; Valdes and Figueroa, 1994) in which languages interconnect to increase linguistic functionality. This linguistic interdependence of language acquisition facilitates a transfer of literacy skills from the primary language (L1) to the second language (L2) (August & Shanahan, 2006; Bialystok, 2007; Miramontes, et al., 1997). The strength of learning through formal instruction in Spanish determines the extent of transfer to English (August, Calderon, & Carlo, 2002; Slavin & Calderon, 2001; Garcia, 2001). For transfer to be maximized, cross-linguistic connections between the two languages must be explicitly taught while students engage in a contrastive analysis of the Spanish and English languages (Cummins, 2007). Continued strong literacy development in Spanish provides the foundation and scaffold for literacy development given that a Common Underlying Proficiency (CUP) exists between the two languages (Cummins, 1991). Consequently, direct and systematic instruction (Genesee et al., 2005) in the appropriate sequence of Spanish skills with early English as a second language-based literacy instruction is critical to student success. As a result of working within two language systems, students' metalinguistic and metacognitive skills are enhanced when they learn about the similarities and differences between languages (Escamilla et. al., 2014). The extent to which English and Spanish are used is reliant on the type of bilingual program model being used (see Texas Education Code, §29.066).

6. English language learners (ELLs) are expected to meet standards in a second language, and their proficiency in English directly impacts their ability to meet these standards. The comprehension of text throughout the stages of English language acquisition requires scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected oral and written discourse so that it is meaningful.

7. Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency level to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).

8. Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, & Rothenberg, 2008).

9. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and Skills Statements

(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

        (ii) ask clarifying questions

        (iii) respond appropriately

    (B) follow and give oral instructions that include multiple action steps

(i)   follow oral instructions that include multiple action steps

(ii)   give oral instructions that include multiple action steps

(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

    (ii)   give an organized presentation with a specific stance, employing speaking rate to communicate ideas effectively

    (iii)   give an organized presentation with a specific stance, employing volume to communicate ideas effectively

    (iv)   give an organized presentation with a specific stance, employing enunciation to communicate ideas effectively

    (v)   give an organized presentation with a specific stance, employing natural gestures to communicate ideas effectively

    (vi)   give an organized presentation with a specific stance, employing conventions of language to communicate ideas effectively

    (vii)   give an organized presentation with a specific position, employing eye contact to communicate ideas effectively

    (viii) give an organized presentation with a specific position, employing speaking rate to communicate ideas effectively

    (ix)   give an organized presentation with a specific position, employing volume to communicate ideas effectively

    (x)   give an organized presentation with a specific position, employing enunciation to communicate ideas effectively

    (xi)   give an organized presentation with a specific position, employing natural gestures to communicate ideas effectively

    (xii)   give an organized presentation with a specific position, employing conventions of language to communicate ideas effectively

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

    (i)   participate in student-led discussions by eliciting suggestions from other group members

    (ii)   participate in student-led discussions by considering suggestions from other group members

    (iii)   participate in student-led discussions by taking notes

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

    (v)   participate in student-led discussions by identifying points of disagreement

(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: 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;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);decoding words with hiatus and diphthongs; andusing knowledge of syllable division patterns and morphemes to decode multisyllabic words

    (i)   demonstrate phonetic knowledge by differentiating between commonly confused terms

    (ii)   demonstrate phonetic knowledge by decoding palabras agudas (words with the stress on the ultimate/last syllable)

    (iii)   demonstrate phonetic knowledge by decoding graves (words with stress on the penultimate syllable)

    (iv)   demonstrate phonetic knowledge by decoding esdrújulas (words with the stress on the antepenultimate syllable)

    (v)   demonstrate phonetic knowledge by decoding sobresdrújulas (words with the stress on the syllable before the antepenultimate)

    (vi)   demonstrate phonetic knowledge by decoding words with hiatus

    (vii)   demonstrate phonetic knowledge by decoding words with diphthongs

    (viii)   demonstrate phonetic knowledge by using knowledge of syllable division patterns to decode multisyllabic words

    (ix)   demonstrate phonetic knowledge by using knowledge of morphemes to decode multisyllabic words

    (x)   apply phonetic knowledge by differentiating between commonly confused terms

    (xi)   apply phonetic knowledge by decoding palabras agudas (words with the stress on the ultimate/last syllable)

    (xii)   apply phonetic knowledge by decoding graves (words with the stress on the penultimate syllable)

    (xiii)   apply phonetic knowledge by decoding esdrújulas (words with the stress on the antepenultimate syllable)

    (xiv)   apply phonetic knowledge by decoding sobresdrújulas (words with the stress on the syllable before the antepenultimate)

    (xv)   apply phonetic knowledge by decoding words with hiatus

    (xvi)   apply phonetic knowledge by decoding words with diphthongs

    (xvii)   apply phonetic knowledge by using knowledge of syllable division patterns to decode multisyllabic words

    (xviii)   apply phonetic knowledge by using knowledge of morphemes to decode multisyllabic words

(B) demonstrate and apply spelling knowledge by: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);marking accents appropriately when conjugating verbs in simple and imperfect past, perfect conditional, and future tenses; andspelling words with diphthongs and hiatus

    (i)   demonstrate spelling knowledge by spelling palabras agudas (words with the stress on the ultimate/last syllable)

    (ii)   demonstrate spelling knowledge by spelling graves (words with the stress on the penultimate syllable)

(iii)   demonstrate spelling knowledge by spelling esdrújulas (words with the stress on the antepenultimate syllable)

(iv)   demonstrate spelling knowledge by spelling sobresdrújulas (words with the stress on the syllable before the antepenultimate)

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

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

(vii)   demonstrate spelling knowledge by marking accents appropriately when conjugating verbs in perfect conditional tenses

(viii)   demonstrate spelling knowledge by marking accents appropriately when conjugating verbs in future [tense]

(ix)   demonstrate spelling knowledge by spelling words with diphthongs

(x)   demonstrate spelling knowledge by spelling words with hiatus

(xi)   apply spelling knowledge by spelling palabras agudas (words with the stress on the ultimate/last syllable)

(xii)   apply spelling knowledge by spelling graves (words with the stress on the penultimate syllable)

(xiii)   apply spelling knowledge by spelling esdrújulas (words with the stress on the antepenultimate syllable)

(xiv)   apply spelling knowledge by spelling sobresdrújulas (words with the stress on the syllable before the antepenultimate)

(xv)   apply spelling knowledge by marking accents appropriately when conjugating verbs in simple past [tense]

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

(xvii)   apply spelling knowledge by marking accents appropriately when conjugating verbs in perfect conditional tenses

(xviii)   apply spelling knowledge by marking accents appropriately when conjugating verbs in future [tense]

(xix)   apply spelling knowledge by spelling words with diphthongs

(xx)   apply spelling knowledge by spelling words with hiatus

(C) write legibly in cursive

    (i)   write legibly in cursive

(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

    (i)   use print or digital resources to determine meaning

    (ii)   use print or digital resources to determine syllabication

   (iii) use print or digital resources to determine pronunciation

   (iv) use print or digital resources to determine word origin

   (v) use print or digital resources to determine part of speech

  (B) use context such as definition, analogy, and examples to clarify the meaning of words

   (i) use context to clarify the meaning of words

  (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-

   (ii) determine the meaning of grade-level academic Spanish words derived from Greek and Latin roots, including grafo-

   (iii) determine the meaning of grade-level academic Spanish words derived from Greek and Latin roots, including scrib-

   (iv) determine the meaning of grade-level academic Spanish words derived from Greek and Latin roots, including port-

   (v) determine the usage of grade-level academic Spanish words derived from Greek and Latin roots, including metro-

   (vi) determine the usage of grade-level academic Spanish words derived from Greek and Latin roots, including grafo-

   (vii) determine the usage of grade-level academic Spanish words derived from Greek and Latin roots, including scrib-

   (viii) determine the usage of grade-level academic Spanish words derived from Greek and Latin roots, including port-

  (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

   (i) differentiate between [or among] homographs

   (ii) differentiate between [or among] homophones

   (iii) differentiate between [or among] commonly confused terms

   (iv) use homographs

   (v) use homophones

   (vi) use commonly confused terms

(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.

  (A) adjust fluency when reading grade-level text based on the reading purpose

   (i) adjust fluency when reading grade-level text based on the reading purpose

(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

    (A) self-select text and read independently for a sustained period of time

        (i) self-select text

        (ii) read independently for a sustained period of time

(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:

    (A) establish purpose for reading assigned and self-selected text

        (i) establish purpose for reading assigned text

        (ii) establish purpose for reading self-selected text

    (B) generate questions about text before, during, and after reading to deepen understanding and gain information

        (i) generate questions about text before reading to deepen understanding

        (ii) generate questions about text before reading to gain information

        (iii) generate questions about text during reading to deepen understanding

        (iv) generate questions about text during reading to gain information

        (v) generate questions about text after reading to deepen understanding

        (vi) generate questions about text after reading to gain information

    (C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures

        (i) make predictions using text features

        (ii) make predictions using characteristics of genre

        (iii) make predictions using structures

        (iv) correct or confirm predictions using text features

        (v) correct or confirm predictions using characteristics of genre

        (vi) confirm or correct predictions using structures

    (D) create mental images to deepen understanding

        (i) create mental images to deepen understanding

    (E) make connections to personal experiences, ideas in other texts, and society

        (i) make connections to personal experiences

        (ii) make connections to ideas in other texts

        (iii) make connections to society

    (F) make inferences and use evidence to support understanding

        (i) make inferences to support understanding

(ii)   use evidence to support understanding

(G)   evaluate details read to determine key ideas

(i)   evaluate details read to determine key ideas

(H)   synthesize information to create new understanding

(i)   synthesize information to create new understanding

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

(i)   monitor comprehension

(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 challenging variety of sources that are read, heard, or viewed. The student is expected to:

(A)   describe personal connections to a variety of sources, including self-selected texts

(i)   describe personal connections to a variety of sources, including self-selected texts

(B)   write responses that demonstrate understanding of texts, including comparing sources within and across genres

(i)   write responses that demonstrate understanding of texts, including comparing sources within genres

(ii)   write responses that demonstrate understanding of texts, including comparing sources across genres

(C)   use text evidence to support an appropriate response

(i)   use text evidence to support an appropriate response

(D)   paraphrase and summarize texts in ways that maintain meaning and logical order

(i)   paraphrase texts in ways that maintain meaning

(ii)   paraphrase texts in ways that maintain logical order

(iii)   summarize texts in ways that maintain meaning

(iv)   summarize texts in ways that maintain logical order

(E)   interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating

(i)   interact with sources in meaningful ways

(F)   respond using newly acquired vocabulary as appropriate

(i)   respond using newly acquired vocabulary as appropriate

(G)   discuss and write about the explicit or implicit meanings of text

(i)   discuss the explicit or implicit meanings of text

(ii)   write about the explicit or implicit meanings of text

(H)   respond orally or in writing with appropriate register, vocabulary, tone, and voice

(i)   respond orally or in writing with appropriate register

       (ii)   respond orally or in writing with appropriate vocabulary

       (iii)   respond orally or in writing with appropriate tone

       (iv)   respond orally or in writing with appropriate voice

  (I)   reflect on and adjust responses as new evidence is presented

       (i)   reflect on responses as new evidence is presented

       (ii)   adjust responses as new evidence is presented

(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:

  (A) infer multiple themes within and across texts using text evidence

       (i)   infer multiple themes within texts using text evidence

       (ii)   infer multiple themes across texts using text evidence

  (B) analyze how the characters' internal and external responses develop the plot

       (i)   analyze how characters' internal responses develop the plot

       (ii)   analyze how the characters' external responses develop the plot

  (C) analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback

       (i)   analyze plot elements, including rising action

       (ii)   analyze plot elements, including climax

       (iii)   analyze plot elements, including falling action

       (iv)   analyze plot elements, including resolution

       (v)   analyze plot elements, including non-linear elements

  (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

       (ii)   analyze how the setting, including historical settings, influences plot development

       (iii)   analyze how the setting, including cultural settings, influences character development

       (iv)   analyze how the setting, including cultural settings, influences plot development

(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

  (B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms

      (i)   analyze the effect of meter elements in poems across a variety of poetic forms

      (ii)   analyze the effect of structural elements in poems across a variety of poetic forms

(C) analyze how playwrights develop characters through dialogue and staging

      (i)   analyze how playwrights develop characters through dialogue

      (ii)   analyze how playwrights develop characters through staging

(D) analyze characteristics and structural elements of informational text, including:the controlling idea or thesis with supporting evidence;features such as introduction, foreword, preface, references, or acknowledgements to gain background information; andorganizational patterns such as definition, classification, advantage, and disadvantage

      (i)   analyze characteristics of informational text, including the controlling idea or thesis with supporting evidence

      (ii)   analyze characteristics of informational text, including features to gain background information

      (iii)   analyze characteristics of informational text, including organizational patterns

      (iv)   analyze structural elements of informational text, including the controlling idea or thesis with supporting evidence

      (v)   analyze structural elements of informational text, including features to gain background information

      (vi)   analyze structural elements of informational text, including organizational patterns

(E) analyze characteristics and structures of argumentative text by:identifying the claim;explaining how the author uses various types of evidence to support the argument; andidentifying the intended audience or reader

      (i)   analyze characteristics of argumentative text by identifying the claim

      (ii)   analyze characteristics of argumentative text by explaining how the author uses various types of evidence to support the argument

      (iii)   analyze characteristics of argumentative text by identifying the intended audience or reader

      (iv)   analyze structures of argumentative text by identifying the claim

      (v)   analyze structures of argumentative text by explaining how the author uses various types of evidence to support the argument

      (vi)   analyze structures of argumentative text by identifying the intended audience or reader

(F) analyze characteristics of multimodal and digital texts

      (i)   analyze characteristics of multimodal texts

      (ii)   analyze characteristics of digital texts

(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:

(A) explain the author's purpose and message within a text

      (i)   explain the author's purpose within a text

(ii)　　explain the author's message within a text

(B)　analyze how the use of text structure contributes to the author's purpose

  (i)　　analyze how the use of text structure contributes to the author's purpose

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

  (i)　　analyze the author's use of print features to achieve specific purposes

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

(D)　describe how the author's use of figurative language such as metaphor and personification achieves specific purposes

  (i)　　describe how the author's use of figurative language achieves specific purposes

(E)　identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose

  (i)　　identify the use of literary devices, including omniscient point of view, to achieve a specific purpose

  (ii)　　identify the use of literary devices, including limited point of view, to achieve a specific purpose

(F)　analyze how the author's use of language contributes to mood and voice

  (i)　　analyze how the author's use of language contributes to mood

  (ii)　　analyze how the author's use of language contributes to voice

(G)　explain the differences between rhetorical devices and logical fallacies

  (i)　　explain the differences between rhetorical devices and logical fallacies

(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:

(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

  (i)　　plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies

(B)　develop drafts into a focused, structured, and coherent piece of writing by:organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; anddeveloping an engaging idea reflecting depth of thought with specific facts and details

  (i)　　develop drafts into a focused piece of writing by organizing with purposeful structure, including an introduction

  (ii)　　develop drafts into a focused piece of writing by organizing with purposeful structure, including transitions

  (iii)　　develop drafts into a focused piece of writing by organizing with purposeful structure, including coherence within paragraphs

  (iv)　　develop drafts into a focused piece of writing by organizing with purposeful structure, including coherence across paragraphs

(v)   develop drafts into a focused piece of writing by organizing with purposeful structure, including a conclusion

(vi)   develop drafts into a focused piece of writing by developing an engaging idea reflecting depth of thought with specific facts

(vii)   develop drafts into a focused piece of writing by developing an engaging idea reflecting depth of thought with specific details

(viii)   develop drafts into a structured piece of writing by organizing with purposeful structure, including an introduction

(ix)   develop drafts into a structured piece of writing by organizing with purposeful structure, including transitions

(x)   develop drafts into a structured piece of writing by organizing with purposeful structure, including coherence within paragraphs

(xi)   develop drafts into a structured piece of writing by organizing with purposeful structure, including coherence across paragraphs

(xii)   develop drafts into a structured piece of writing by organizing with purposeful structure, including a conclusion

(xiii)   develop drafts into a structured piece of writing by developing an engaging idea reflecting depth of thought with specific facts

(xiv)   develop drafts into a structured piece of writing by developing an engaging idea reflecting depth of thought with specific details

(xv)   develop drafts into a coherent piece of writing by organizing with purposeful structure, including an introduction

(xvi)   develop drafts into a coherent piece of writing by organizing with purposeful structure, including transitions

(xvii)   develop drafts into a coherent piece of writing by organizing with purposeful structure, including coherence within paragraphs

(xviii)   develop drafts into a coherent piece of writing by organizing with purposeful structure, including coherence across paragraphs

(xix)   develop drafts into a coherent piece of writing by organizing with purposeful structure, including a conclusion

(xx)   develop drafts into a coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts

(xxi)   develop drafts into a coherent piece of writing by developing an engaging idea reflecting depth of thought with specific details

(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety

(i)   revise drafts for clarity

(ii)   revise drafts for development

    (iii)   revise drafts for organization

    (iv)   revise drafts for style

    (v)   revise drafts for word choice

    (vi)   revise drafts for sentence variety

(D) edit drafts using standard Spanish conventions, including:complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;consistent, appropriate use of verb tenses;conjunctive adverbs;prepositions and prepositional phrases and their influence on subject-verb agreement;pronouns, including personal, possessive, objective, reflexive, prepositional, indefinite, and relative;subordinating conjunctions to form complex sentences and correlative conjunctions;capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations;punctuation marks, including commas in complex sentences, transitions, and introductory elementscorrect spelling, including commonly confused terms

    (i)   edit drafts using standard Spanish conventions, including complete complex sentences with subject-verb agreement

    (ii)   edits drafts using standard Spanish conventions, including complete complex sentences with avoidance of splices

    (iii)   edits drafts using standard Spanish conventions, including complete complex sentences with avoidance of run-ons

    (iv)   edits drafts using standard Spanish conventions, including complete complex sentences with avoidance of fragments

    (v)   edit drafts using standard Spanish conventions, including consistent, appropriate use of verb tenses

    (vi)   edit drafts using standard Spanish conventions, including conjunctive adverbs

    (vii)   edit drafts using standard Spanish conventions, including prepositions

    (viii)   edit drafts using standard Spanish conventions, including prepositional phrases

    (ix)   edit drafts using standard Spanish conventions, including [prepositional phrases'] influence on subject-verb agreement

    (x)   edit drafts using standard Spanish conventions, including pronouns, including personal

    (xi)   edit drafts using standard Spanish conventions, including pronouns, including possessive

    (xii)   edit drafts using standard Spanish conventions, including pronouns, including objective

    (xiii)   edit drafts using standard Spanish conventions, including pronouns, including reflexive

    (xiv)   edit drafts using standard Spanish conventions, including pronouns, including prepositional

    (xv)   edit drafts using standard Spanish conventions, including pronouns, including indefinite

    (xvi)   edit drafts using standard Spanish conventions, including pronouns, including relative

    (xvii)   edit drafts using standard Spanish conventions, including subordinating conjunctions to form complex sentences

    (xviii)   edit drafts using standard Spanish conventions, including correlative conjunctions

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(xix)   edit drafts using standard Spanish conventions, including capitalization of proper nouns, including abbreviations

(xx)   edit drafts using standard Spanish conventions, including capitalization of proper nouns, including initials

(xxi)   edit drafts using standard Spanish conventions, including capitalization of proper nouns, including acronyms

(xxii)   edit drafts using standard Spanish conventions, including capitalization of proper nouns, including organizations

(xxiii)   edit drafts using standard Spanish conventions, including punctuation marks, including commas in complex sentences

(xxiv)   edit drafts using standard Spanish conventions, including punctuation marks, including commas in transitions

(xxv)   edit drafts using standard Spanish conventions, including punctuation marks, including commas in introductory elements

(xxvi)   edit drafts using standard Spanish conventions, including correct spelling, including commonly confused terms
</blockquote>

(E)   publish written work for appropriate audiences

    (i)   publish written work for appropriate audiences

(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:

(A)   compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft

    (i)   compose literary texts using genre characteristics

    (ii)   compose literary texts using 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

    (i)   compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement

    (ii)   compose informational texts, including multi-paragraph essays that convey information about a topic, using genre characteristics

    (iii)   compose informational texts, including multi-paragraph essays that convey information about a topic, using craft

(C)   compose multi-paragraph argumentative texts using genre characteristics and craft

    (i)   compose multi-paragraph argumentative texts using genre characteristics

    (ii)   compose multi-paragraph argumentative texts using craft

(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

(ii) generate student-selected questions for informal inquiry

(iii) generate teacher-guided questions for formal inquiry

(iv) generate teacher-guided questions for informal inquiry

(B) develop and revise a plan

(i) develop plan

(ii) revise a plan

(C) refine the major research question, if necessary, guided by the answers to a secondary set of questions

(i) refine the major research question, if necessary, guided by the answers to a secondary set of questions

(D) identify and gather relevant information from a variety of sources

(i) identify relevant information from a variety of sources

(ii) gather relevant information from a variety of sources

(E) differentiate between primary and secondary sources

(i) differentiate between primary and secondary sources

(F) synthesize information from a variety of sources

(i) synthesize information from a variety of sources

(G) differentiate between paraphrasing and plagiarism when using source materials

(i) differentiate between paraphrasing and plagiarism when using source materials

(H) examine sources for:reliability, credibility, and bias; andfaulty reasoning such as hyperbole, emotional appeals, and stereotype

(i) examine sources for reliability

(ii) examine sources for credibility

(iii) examine sources for bias

(iv) examine sources for faulty reasoning

(I) display academic citations and use source materials ethically

(i) display academic citations

(ii) use source materials ethically

(J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results

        (i)   use an appropriate mode of delivery, whether written, oral, or multimodal, to present results