

**Spanish Language Arts and Reading  
K - 12 Vertical Alignment**

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
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**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:

Based on the student's language proficiency level, the student is expected to:

Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:

Kindergarten 128.2 (2)	Grade 1 128.3 (2)	Grade 2 128.4 (2)	Grade 3 128.5 (2)	Grade 4 128.6 (2)	Grade 5 128.7 (2)	Grade 6 128.21 (2)	ELLA Grade 7 128.22 (2)	ELLA Grade 8 128.23 (2)	ESOL I 128.34 (2)	ESOL II 128.35 (2)
(A) demonstrate phonological awareness by:	(A) demonstrate phonological awareness by:									
(i) identifying and producing rhyming words;	(i) producing a series of rhyming words;									
(ii) recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sound;	(ii) recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sound;									
(iii) identifying the individual words in a spoken sentence;	(iii) recognizing the change in spoken word when a specified syllable is added, changed, or removed;									
(iv) identifying syllables in spoken words;	(iv) segmenting spoken words into individual syllables;									
(v) blending syllables to form multisyllabic words;	(v) blending spoken complex syllables, including silabas trabadas, to form multisyllabic words;									
(vi) segmenting multisyllabic words into syllables;	(vi) segmenting spoken words into syllables, including words with sílabas trabadas; and									
(vii) identifying initial and final sounds in simple words;										
(viii) blending spoken phonemes to form syllables; and										
(ix) manipulating syllables within a multisyllabic word;	(vii) manipulating syllables within words;									

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(B) demonstrate and apply phonetic knowledge by:	(B) demonstrate and apply phonetic knowledge by:	(A) demonstrate and apply phonetic knowledge by:	(A) demonstrate and apply phonetic knowledge by:	(A) demonstrate and apply phonetic knowledge by:	(A) demonstrate and apply phonetic knowledge by:	(A) demonstrate and apply phonetic knowledge by:	(A) demonstrate and apply phonetic knowledge; and	(A) demonstrate and apply phonetic knowledge; and	(A) acquire, demonstrate, and apply phonetic knowledge; and	(A) demonstrate and apply phonetic knowledge; and
						(i) differentiating between commonly confused terms such as porque/porqué/por qué/por que, asimismo (adverbio)/así mismo (de la misma manera), sino/si no, and también/tan bien;				
(i) identifying and matching the common sounds that letters represent;	(i) identifying and matching sounds to individual letters;	(i) decoding multisyllabic words;	(i) decoding words with a prosodic or orthographic accent;	(i) decoding palabras agudas, graves, esdrújulas, and sobresdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate);	(i) decoding palabras agudas, graves, esdrújulas, and sobresdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate);	(ii) decoding palabras agudas, graves, esdrújulas, and sobresdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate);				
(ii) using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;	(ii) decoding words with sílabas trabadas such as /bla/, /bra/, and /gla/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x;	(ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x;	(ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x;							
(iii) decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/; and	(iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-;	(iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-;	(iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-;							
	(iv) decoding words with diphthongs such as /ai/, /au/, and /ei/;	(iv) decoding words with diphthongs and hiatus;	(iv) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents;	(ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;	(ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;	(iii) decoding words with hiatus and diphthongs; and				

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	(v) decoding contractions such as al and del;	(v) decoding common abbreviations; and	(v) decoding and differentiating meaning of a word based on a diacritical accent; and	(iii) decoding and differentiating the meaning of a word based on the diacritical accent; and	(iii) decoding and differentiating meaning of word based on the diacritical accent; and					
	(vi) decoding three- to four-syllable words;									
	(vii) using knowledge of base words to decode common compound words; and					(iv) using knowledge of syllable division patterns and morphemes to decode multisyllabic words;				
(iv) recognizing that new words are created when syllables are changed, added, or deleted;	(viii) decoding words with common prefixes and suffixes;	(vi) decoding words with prefixes and suffixes;	(vi) decoding words with prefixes and suffixes;	(iv) decoding words with prefixes and suffixes;	(iv) decoding words with prefixes and suffixes;					
(C) demonstrate and apply spelling knowledge by:	(C) demonstrate and apply spelling knowledge by:	(B) demonstrate and apply spelling knowledge by:	(B) demonstrate and apply spelling knowledge by:	(B) demonstrate and apply spelling knowledge by:	(B) demonstrate and apply spelling knowledge by:	(B) demonstrate and apply spelling knowledge by:				
(i) spelling common letter and sound correlations; and	(i) spelling common letter and sound correlations;	(i) spelling multisyllabic words;	(i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable);	(i) spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent;	(i) spelling words with more advanced orthographic patterns and rules;					
(ii) spelling words with common syllabic patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;	(ii) spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;		(ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent;	(ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent;	(ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent;	(i) spelling palabras agudas, graves, esdrújulas, and sobresdrújulas (words with the stress on the antepenultimate, penultimate, and ultimate/last syllable and words with the stress on the syllable before the antepenultimate);				
					(iii) spelling palabras sobresdrújulas (words with the stress on the antepenultimate syllable) with a prosodic or orthographic accent;					

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	(iii) spelling words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/; and sílabas trabadas such as /bla/, /bra/, /gla/, and /gra/;									
	(iv) spelling multisyllabic words, including words with que-, , qui-, gue-, gui-, güe-, and güi-;	(v) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-;	(vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-;							
	(v) spelling contractions such as al and del;									
	(vi) spelling words with diphthongs such as /ai/, /au/, and /ie/ as in quie-ro, na-die, and ra-dio and hiatus such as le-er and ri-o; and	(ii) spelling words with diphthongs and hiatus;	(iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents;	(iii) spelling words with diphthongs and hiatus; and	(iv) spelling words with diphthongs and hiatus; and	(iii) spelling words with diphthongs and hiatus; and				
	(iv) using accents on words commonly used in questions and exclamations;									
	(v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más;									
		(vi) marking accents appropriately when conjugating verbs such as in simple and imperfect past, past participle, perfect, conditional, and future tenses;	(iv) marking accents appropriately when conjugating verbs such as in simple and imperfect past, past participle, perfect, conditional, and future tenses; and	(v) marking accents appropriately when conjugating verbs such as in simple and imperfect past, past participle, perfect, conditional, and future tenses; and	(ii) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect conditional, and future tenses; and					
		(iii) spelling common abbreviations;								
	(vii) spelling words with common prefixes and suffixes;	(iv) spelling words with prefixes and suffixes; and								

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			(viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x;							
			(ix) spelling words with hard and soft r;							
			(x) spelling words using n before v; m before b; and m before p;							
			(xi) spelling words with sílabas trabadas; and							
			(xii) spelling the plural form of words ending in z by replacing the z with c before adding -es;							
(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 word; and										
(v) identifying all uppercase and lowercase letters; and										

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	(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.