Trenzas
Extension
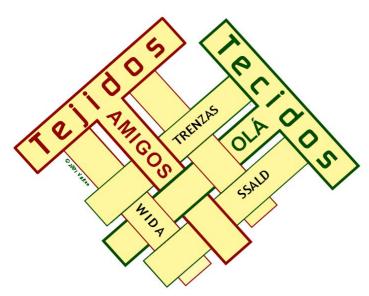**J**oint Project
In
Developing
Ongoing . . .
Spanish
Language
Arts

Trenzas
Extension
Collaboration
In
Developing
Ongoing . . .
Portuguese
Language
Arts

Cambridge Public School District
Bilingual and English Language Acquisition Department

TEJIDO/TECIDO
Spanish/Portuguese Language Arts

The Cambridge, MA Step By Step Assessment to Language Dominance (SSALD),
Cambridge Spanish Language Assessment-Oral (CSLA-O),
World-Class Instructional Design and Assessment (WIDA)
Grades JK – 8

Cambridge Public School District - Bilingual and English Language Acquisition Department

TEJIDO/TECIDO-Trenzas Extension Join/Collaboration Project In Developing Ongoing Spanish/Portuguese Language Arts

[(*The Cambridge, MA Step By Step Assessment to Language Dominance (SSALD); ¤Social, Affective and Cognitive Student Profile Checklist; *Cambridge Spanish Language Assessment-Oral (CSLA-O); •World-Class Instructional Design and Assessment (WIDA); Foreign Language (FL); English Language Arts (ELA)]

LISTENING AND SPEAKING - Grades JK – 8

Listening and Speaking General Learning Outcomes

S.1 Vocabulary: Students will comprehend (Receptive) Spanish/Portuguese vocabulary for personal, social, and academic purposes.

Beginning	Early Intermediate	Intermediate	Transitioning
LAU Categories A^1 and A^2	LAU Categories B^1 and B^2	LAU Category C^1	LAU Category C^2
LAU Categories E^1 and E^2	LAU Categories D^1 and D^2	LAU Categories C^1	LAU Categories C^2
CSLA-O: 0 0 – 1 1	CSLA-O: 1 1 – 2 2	CSLA-O: 2 2 – 3 3	CSLA-O: 4 4 – 5 5
Comprehension • Demonstrate comprehension of everyday words and phrases, using pictures, actions, and/or objects. (FL 2); (*SSALD R 1.2, 1.4) • Demonstrate comprehension of words that express basic personal needs (tales como *transportación, vivienda*; tais como *transporte, habitação*); (such as *transportation, housing*; personal likes and dislikes; personal information (tales como *edad, dirección, familia*; tais como *idade, endereço, família*); (such as *age, address, family*); and school-related information (tales como *nombre de la/el maestro, horario, rutinas*; tais como *nome do professor, horário, rotinas*); (such as *teacher's name schedule routines*). (FL 2); (*SSALD R 1.19) • Demonstrate comprehension of vocabulary essential for grade-level content learning, using pictures, actions, and/or objects. (FL 7); (*SSALD R 1.2, 1.4, 1.8, 1.9, 1.10)	**Comprehension** • Demonstrate comprehension of words that express basic personal needs (tales como *transportación, vivienda*; tais como *transporte*, habitação), (such as *transportation, housing*); personal likes and dislikes; personal information (tales como *edad, dirección, familia*; tais como *idade, endereço, família*); (such as *age address family*); and school-related information (tales como *nombre de la/el maestro, horario, rutinas*; tais como *nome do professor, horário, rotinas*); (such as *teacher's name schedule routines*). (FL 2); (*SSALD R 1.19) • Demonstrate comprehension of vocabulary essential for grade-level content learning, using pictures, actions, and/or objects. (FL 7) (*SSALD R 1.2, 1.4. 1.8, 1.9, 1.10) • Demonstrate comprehension of common words with multiple meanings (tales como *vino, bote, sal;* tais como *folha, manga, banco*), (such as *saw, can, sentence*). (ELA 4.5); [*SSALD R 1.15; ¤7.4 (Gr.K-1); ¤7.1 (Gr. 2-3)]	**Comprehension** • Demonstrate comprehension of frequently used synonyms and antonyms. (ELA 4.3) • Demonstrate understanding of academic content words and phrases in selected concept-based categories. (ELA 4.3); [*SSALD E 2.2, 2.3, 2.4; R/E 1.23; ¤6.6, 6.8 (Gr. 2-3)]	**Comprehension** • Demonstrate comprehension in a variety of settings of specific, technical, and/or abstract words and phrases of grade-level, academic content in various Massachusetts Curriculum Frameworks. (ELA 6.8); [*SSALD R 1.18; F 3.12, 3.13, 3.16; ¤5.11 (K-1)] ¤5.11, 5.12 (Gr. 2-3) ¤4.7, 4.9, 5.8, 9.5 (Gr. 4-8) • Identify jargon as language used by members of particular groups (tales como *compañeros de grupos, atletas, músico*; tais como *colegas de grupo, atletas e músicos*); (such as *peer groups athletes musicians*). (ELA 6.8); (¤5.8, 5.10 (Gr.K-1) ; ¤5.5 (Gr. 2-3) ¤4.6, 4.9 (Gr.4-8)
Communication • Express basic personal needs and information (tales como *salud, alimentos, ropa, tiempo, recreación;* tais como *saúde, alimentação, vestuário, clima, recreação*); (such as *health, food, clothing, weather, recreation*) and school-related information, using spoken words and phrases. (FL 1); (*SSALD E 2.1, 2.2; F 3.2; R/E 1.19) • Employ vocabulary essential for grade-level content learning. (FL 7); (*SSALD E 2.2, 2.3, 2.4, 2.5, 2.6; R/E 1.23)	**Communication** • Classify learned words by content themes or topics (tales como science plant structures*: raices, hojas, tallo, corteza; tais como raízes, folhas, caule, casca*); (such as *roots, leaves, bark, stem* history/social science, geography terms: *region, trópico, selva, tundra;* tais como *região, trópicos, floresta tropical, tundra/region, tropics, rain forest tundra*). (ELA 4.1); [*SSALD E 2.16; F 3.11(4-8)] • Classify previously learned academic content words and	**Communication** • Express personal intent using spoken words and phrases (tales como *pedir información, estar de acuerdo, dar permiso; pedir informação, concordar, dar permissão*); (such as *requesting information, agreeing, giving permission*). (FL 1) • Classify previously learned academic content words and phrases into concept-based categories (tales como *medidas de tendencia central: promedio, mediana, moda;*	**Communication** • Classify previously learned academic content words and phrases into concept-based categories (tales como *plantas, animales, oxido de carbono, oxigeno, azúcar;* tais como *plantas, animais, dioxide de carbono, oxigênio, açúcar*); (such as *plants, animals, carbon dioxide, oxygen, sugar*). (ELA 4.3); [*SSALD E 2.16; F 3.11 (4-8) • Rephrase ideas and thoughts to express meaning. (FL 1.21); [*SSALD 3.12, 3.13 (4-8)]; •WIDA 3.A.1a, 3.A.3a

• Classify learned words by content themes or topics (tales como *días de la semana, colores, tiempo*; tais como *dias da semana, cores, clima*); (such as *days of the weeks, colors, weather*). (ELA 4.1); [SSALD E 2.16; F 3.11(4-12)] • Classify familiar content words and phrases into concept-based categories (tales como *animals, colores, formas, alimentos, juguetes;* tais como *animais, cores, formas geométricas, alimentação, brinquedos*); (such as *animals, colors, shapes, food, toys*). (ELA 4.3); [SSALD E 2.16; F 3.11; ¤5.10 (Gr.2-3)]	phrases into concept-based categories (tales como (*energía, luz, sonidos, calor, electricidad, magnetismo*); (such as *energy, light, sound, heat, electricity, magnetism*. (ELA 4.3); [*SSALD E 2.16; F 3.11 (4-12)]	tais como *media, mediana, moda estatística*); (such as mathematical central tendency: *mean, median, mode*). (ELA 4.3); [*SSALD E 2.16; F 3.11 (4-8)] • Participate in limited discussions using appropriate and adequate words and phrases. (FL 1); [¤4.11, 4.13, 5.10, 5.13 (Gr. 2-3) ; ¤ 4.8 (Gr. 4-8)]; WIDA 3.B.2d	• Communicate academic knowledge orally, using specific, technical, and abstract vocabulary of grade-level, academic content in various Massachusetts Curriculum Frameworks. (ELA 6.8); [*SSALD R 1.18; ¤5.11 (K-1); (*SSALD F 3.12, 3.13, 3.16; ¤5.11,5.12 (Gr. 2-3); ¤4.7, 4.9, 5.8, 9.5 (Gr. 4-8)]; •WIDA 3.A.3a
Increasing Word Knowledge • Identify words in Spanish/Portuguese that are frequently used in the student's first language. (FL 5.6) • Predict the meaning of simple and familiar compound words (tales como en *sacapuntas, rompecabezas, espantapájaros*; tais como *guardanapo, girassol, pontapé*); (such as *playground, bathroom, bedtime*), using knowledge of individual words. (ELA 4.7) • Employ synonyms (tales como *pequeño/chico, bello/hermoso, feliz/alegre;* tais como *carro/ automóvel, bonito/ belo*); (such as *big/huge/gigantic/enormous*), for word variety in speaking. (ELA 4.6)	**Increasing Word Knowledge** • Employ synonyms (tales como *pequeño/chico, bello/hermoso, feliz/alegre;* tais como *carro/ automóvel, bonito/ belo*); (such as *big/huge/gigantic/enormous*), for word variety in speaking. (ELA 4.6) • Predict the meaning of unknown compound words (tales como *parabrisas, pisapapel;* tais como *sujetapapel; aguardente, furacão*); such as *daydream, snowman*), using knowledge of individual words. (ELA 4.7)	**Increasing Word Knowledge** • Determine the word meaning or the effect on meaning of selected prefixes and suffixes (tales como en: *-ito; des-*); tais como *des-, in-, em-, -inho/a, -mente, -eiro/a*); (such as *re-, un-, dis-, -tion, -less, ly*) (ELA 4.9, 4.18); [¤7.12, 7.14, 7.16 (Gr. 2-3); ¤6.6 (Gr.6.6)] • Determine meanings of words with inflections (tales como *camina, caminan, caminando;* tais como *menino/ meninos; eu sou/ tu és; gosto/ gostava);* English sample*: looks, looked, looking*), by using knowledge of base words (*caminar*); (look) and inflections. (ELA 4.4); (*SSALD R 1.14; E 2.14; R/E 1.24; F 3.15)	**Increasing Word Knowledge** • Demonstrate knowledge of spoken vocabulary, using specific, technical, and/or abstract vocabulary of grade-level, academic content. (ELA 6.8); (FL 7); [SSALD R 1.18; *5.11 (K-1); F 3.12, 3.13, 3.16; *5.11,5.12 (Gr. 2-3); *4.7, 4.9, 5.8, 9.5 (Gr. 4-8)] • Identify orally the meaning of phrasal verbs (tales como *Ven acá. Mira aquí. Sal de ahí.*; tais como *"Olha aqui", "Venha aqui", "Sai daí"*); (such as *Look here. Come here .Get out of there.*) (ELA 4.23); [SSALD *7.2 (Gr.4-8)] • Identify meanings in the context of familiar saying and phrases used in Spanish (tales como "*Mas vale tarde que nunca.", "El que madruga Dios lo ayuda.", "Lo barato sale caro.";* tais como *bicho de sete cabeças, coração na boca, morto/a de fome*); (such as in English *"Better late than never.", "Early bird catches the Worm.", "You get what you pay for."*) (FL 5.7; ELA 4.23); [SSALD R/E 1.27; *5.9 (Gr.4-8)]
Strategies • Recognized linguistic characteristics of Spanish/Portuguese words and compare them with words from the student's first language. (FL 5.4); [¤9.3, 9.5 (Gr.4-8)]	**Strategies** • Identify linguistic characteristics of Spanish/Portuguese words and compare and contrast them with words from the student's first language. (FL 5.4); [¤9.3 (Gr.4-12)] • Clarify meanings of words, using beginning and bilingual dictionaries. (ELA 4.8); [¤9.4 (Gr. 4-12)]	**Strategies** • Apply knowledge of terms for textual features of textbooks (tales como *capítulo, critica, ensayo, tabla de contenido;* tais como *capítulo, resumo, composição, índice;* (such as *chapter, review, essay, table of contents*) and test (tales como, *preguntas abiertas, selección multiples;* tais como *resposta escrita,, múltipla escolha)* (such as *open-ended multiple-choice*). [¤9.1, 9.5, 8.7 (Gr.4-8)] • Clarify meanings of words, using dictionaries, glossaries, and other resources. (ELA 4.15, 4.29); [¤9.3, 9.2, 9.4, 9.5 (Gr. 4-8)]	**Strategies** • Identify linguistic characteristics of Spanish/Portuguese words, phrases, and expressions, and compare and contrast them with features in the student's first language. (FL 5.4) • Clarify meanings of words, using glossaries, thesauruses, and other resources selective. (ELA 4.25) [SSALD *9.0, 9.7 (Gr. 4-8)]

S.2 Social Interaction: Students will comprehend and communicate orally, using spoken Spanish/Portuguese for personal and social purposes.

Beginning	Early Intermediate	Intermediate	Transitioning
LAU Categories A[1] and A[2]	LAU Categories B[1] and B[2]	LAU Category C[1]	LAU Category C[2]
LAU Categories E[1] and E[2]	LAU Categories D[1] and D[2]	LAU Categories C[1]	LAU Categories C[2]
CSLA-O: 0 0 – 1 1	CSLA-O: 1 1 – 2 2	CSLA-O: 2 2 – 3 3	CSLA-O: 4 4 – 5 5
Comprehension • Demonstrate comprehension of everyday expressions used in interpersonal interactions (tales como *"Hola, ¿Cómo estás? "Te veo más tarde."* tais como *"Olá"i," Bom dia!", "Até logo."*); (such as *"Hi, how are you?" "See you later"*). (FL 2); [¤4.1, 4.2 (Gr. 4-8)] • Demonstrate comprehension of simple oral requests. (FL 2); [*SSALD F 3.12, 3.13; ¤5.1,5.2,5.3, 5.4 (Gr. K-1); ¤5.1, 5.2 (Gr. 2-3)]; •WIDA 3.B.2d	**Comprehension** • Demonstrate comprehension of words, phrases, and sentences used in social interactions related to everyday topics (tales como *familia, comunidad, escuela;* tais como *família, sociedade, escola*); (such as *family, community, school*). (FL 2.2) • Demonstrate comprehension of interpersonal conversations when spoken to slowly and with frequent repetitions. (FL 2); •WIDA 3.A.1c • Demonstrate comprehension of explanations or instructions, when clarification is given. (FL 2); WIDA 3.A.1c	**Comprehension** • Demonstrate comprehension during most interpersonal interactions, when clarification is given. (FL 2); [*SSALD R/E 1.27, FL 3.12, 3.13, 3.16 (4-8); ¤.4.12, 4.13, 5.10 (Gr. K-1); ¤4.4, 4.5, 4.14, 4.15, 5.6 (Gr. 2-3); ¤3.5, 3.6, 3.7, 4.6, 4.10 (Gr. 4-8)]; •WIDA 3.A.1c	**Comprehension** • Demonstrate comprehension of extended explanations and multi-step instructions. [SSALD R/E 1.20, 1.27; *4.12 (Gr. K-1); *4.14 (Gr. 2-3); *3.5 (Gr.4-8)]; •WIDA 3.A.1c • Demonstrate comprehension of popular or historical cultural referents from the community culture, appropriate to age and context. [SSALD R 1.18; *5.14 (Gr. 2-3); *4.9 (Gr. 4-8)] • Demonstrate comprehension of sustained, interpersonal interaction. (FL 2); (SSALD F 3.12, 3.13 (4-12); *5.11 (Gr. 2-3); *4.8 (Gr. 4-8)) • Demonstrate comprehension of extended speech (tales como *en la televisión o radio*; tais como *na televisão ou radio*) (such as *on television or radio*). (FL 2.17, 2.18); [*SSALD R 1.11, 1.18; E 2.15; R/E 1.25, 1.27; FL 3.17, 3.18, 3.19 (4-12); ¤4.12, (Gr. K-1); ¤4.14 (Gr. 2-3); ¤3.5 (Gr. 4-8)]
Communication • Make simple oral requests and grant permission. (FL 1.4); (*SSALD F 3.4, 3.5, 3.6; R/E 1.28) • Express confusion (tal como *"No entiendo."* tai como *"Não entendo."*); (such as *"I don't get it"*). (FL 1.9); [¤4.9, 4.12 (Gr. K-1); ¤4.6, 4.8 (Gr. Gr.2-3); ¤3.2 (GR. 4-8)] • Employ words, phrases, in social interactions related to everyday topics. (FL 1); [*SSALD E 2.11, 2.14; F 3.9; Gr 4-12: F 3.12, 3.13, 3.15, 3.16; ¤4.8,4.9,5.7,5.8,5.10 (Gr. K-1); ¤5.5,5.6 (Gr. 2-3); ¤3.7, 4.6, 4.8 (Gr. 4-8)]; •WIDA 3.B.2d	**Communication** • Ask and answer concrete questions about familiar content. (FL 1.3); [*SSALD R 1.28; F 3.5; ¤5.10 (Gr.K-1); ¤5.6 Gr. 2-3); ¤3.7, 4.6, 4.8 (Gr. 4-8)]; •WIDA 3.A.1b, 3.A.2b • Describe people, places, and things, using some detail. (FL 3.4); [*SSALD R 1.25; F 3.18; ¤6.4, 4.6 (Gr. K-1); *SSALD 2.16 (Gr. 2-3); ¤6.4, 6.7, 6.9,5.8, 5.9 (Gr. 2-3); [*SSALD 3.1, 3.3, 3.4, 4.4, 4.5, 4.7, 5.2 (Gr. 4-8)] • Recount prior experiences and events of interest, using familiar sentences. (FL 1.5); [*SSALD E 2.15(2-3), 2.15; F 3.10; ¤4.7, 4.10, 4.11 (Gr. K-1); ¤4.2, 4.7, 4.9, 4.11, 4.12, 4.13, 5.8, 5.9 (Gr. 2-3) ¤3.1, 3.3, 3.4, 4.3, 4.4, 4.5, 4.7 Gr. 4-8)]; •WIDA 3.A.1a, 3.A.3a • Respond during interpersonal discussions and interactions. (FL 1); •WIDA 3.B.2d • Employ words, phrases, and simple sentences in social interactions related to everyday topics. (FL 1); [*SSALD E 2.11, 2.14; F 3.9; Gr 4-12: F 3.12, 3.13, 3.15, 3.16; ¤4.8,4.9,5.7,5.8, 5.10 (Gr. K-1); ¤5.5,5.6 (Gr. 2-3); ¤3.7, 4.6, 4.8 (Gr. 4-8)]; •WIDA 3.B.2d • Ask and answer questions (tales como *¿Quién? ¿Cuándo? ¿Qué? ¿Dónde? ¿Por que?¿Cómo?*; tais como *Quem, Quando, O quê, Onde*); (such as *Who? When? What? Where? Why? How?*	**Communication** • Express one's own opinions, preferences, and wishes related to familiar topics. (FL 3.1); [*SSALD FL 3.7, 3.9; R/E 1.27 (4-12); ¤4.1, 4.2, 4.9, 4.12, 5.10 (Gr. K-1); ¤4.6, 4.8,4.12, 4.13. 4.14 (Gr. 2-3); ¤3.2, 3.5, 3.7, 4.6, 4.10 (Gr. 4-8)]; •WIDA 3.A.1b, 3.A.2b • Request opinions, preferences, and wishes orally from peers. (FL 1.10); [*SSALD F 3.5; R/E 1.28, 3.13 (4-12); ¤4.13, 5.8, 5.10 (Gr. K-1); ¤5.4, 5.6, (Gr. 2-3); ¤3.6, 3.7, 4.6, 4.8, 4.10 (Gr. 4-8)]; •WIDA 3.A.1b, 3.A.2b • Express imagination and creativity through activities (tales como *contar cuentos y juegos;* tais como *inventando histórias and jogos*); (such as *storytelling and games*). [*SSALD F 3.10; 3.18 (4-12); ¤5.11 (gr. K-1); ¤5.5, 5.12 (Gr. 2-3); ¤4.4, 4.7, 4.10 (Gr. 4-8)] • Express uncertainty. [*SSALD F 3.5; F 3.12 (4-12); ¤4.8, 4.9, 4.11 4.13 (Gr. K-1); ¤4.5, 4.6, 4.12, 4.15 (Gr. 2-3); ¤3.2,, 3.3, 3.6 (Gr. 4-8)]	**Communication** • Express agreement/disagreement. (FL 3.3); [*SSALD F 3.1; R/E 1.27: F 3.12, 3.13 (4-12); ¤4.1, 4.2, 4.9, 4.12, 4.13 (Gr. K-1); ¤4.6, 4.8, 4.15, (Gr. 2-3); ¤3.2, 3.5, 3.6 (Gr. 4-8)] • Propose solutions to problems or misunderstandings. (FL 1.18, 3.13); [*SSALD R/E 1.26; F 3.12, 3.13 (4-12); ¤4.13 (Gr. K-1); ¤4.5 (Gr. 2-3); ¤3.6 (Gr. 4-8)] • Request opinions, preferences, and wishes orally from peers. (FL 1.10); [*SSALD F 3.5; R/E 1.28, 3.13 (4-12); ¤4.13, 5.8, 5.10 (Gr. K-1); ¤5.4, 5.6, (Gr. 2-3); ¤3.6, 3.7, 4.6, 4.8, 4.10 (Gr. 4-8)] • State and orally defend an opinion. (FL 3.14); [*SSALD F 3.7, 3.9; R/E 1.27; F 3.12, 3.18 (4-12); ¤4.9, 4.11, 4.12, 4.13 (Gr. K-1); ¤4.6, 4.7, 4.8, 4.11, 4.14 (Gr. 2-3); ¤3.2, 3.3, 3.5, 4.10 (Gr. 4-8)] • Participate in the community linguistic culture. [*SSALD F 3.12, 3.13 (4-12); ¤5.10 (Gr. K-1); 5.5, 5.13 Gr. 2-3); ¤3.7, 4.6, 4.8 (Gr. 4-8)]; •WIDA 3.B.2d • Elaborate on personal stories. (FL 3.22); [*SSALD F 3.10, 3.12, 3.13, 3.18; ¤4.1-4.11 Gr. K-1); ¤4.1-4.9 (Gr. 2-3); ¤3.1-3.4 (Gr. 4-8)] • Participate in sustained, interpersonal conversations. (FL 1); [*SSALD F 3.12, 3.13 (4-12); ¤5.10 (Gr. K-1); *5.5, 5.6 Gr. 2-3); ¤3.7, 4.6, 4.8 (Gr. 4-8)]
	When? What? Where? Why? How?		

	(FL 1.3); •WIDA 3.A.1b, 3.A.2b • Express and respond to compliments, gratitude, and apologies.		
Culturally Appropriate Language • Gain the attention of others by using gestures and actions in culturally and age appropriate ways. (ELA 6.3); [*SSALD R 1.28; F 3.7; (4-12) 3.12, 3.14; ¤5.11 (Gr. K-1); ¤5.2 (Gr. 2-3); ¤5.4, 4.2, 4.6 (Gr. 4-8)] • Identify nonverbal cues (tales como *gestos, expresiones faciales, posturas corporals*); tais como *gestos, expressão facial, postura corporal*); (such as *gestures facial expressions body postures*) that connote different meanings depending on their cultural or social context. (FL 4); [*SSALD R 1.27; ¤4.12, 5.7, 5.8 (GR. K-1); ¤4.8, 4.14 Gr. 2-3); ¤3.5 Gr. 4-8)] • Use culturally acceptable gestures, distances, and body language in familiar settings. (FL 4.9); •WIDA 3.A.1a, 3.A.3a	**Culturally Appropriate Language** • Gain the attention of others by speaking in culturally and age appropriate ways. (ELA 6.3); [*SSALD R 1.28; F 3.7; (4-12) 3.12, 3.14; ¤5.11 (Gr. K-1); 5.2 (Gr. 2-3); ¤5.4, 4.2, 4.6 (Gr. 4-8)] • Employ appropriate volume of voice in each of various contexts. [*SSALD F 3.12 (4-12); ¤5.11 (Gr. K-1); ¤5.2 (Gr. 2-3); ¤4.2, 4.7 (Gr. 4-8)] • Identify formal and informal oral language. •WIDA 3.B.1f, 3.B.2f, 3.B.3f • Recognize and respond to dialectical differences. •WIDA 3.B.1c	**Culturally Appropriate Language** • Initiate conversations; attend to speakers, takes turns, and close conversations in culturally appropriate ways. (FL 4,8); [¤4.12, 5.3, 5.7, 5.8, 5.10, 5.11 (Gr. K-1); ¤4.14, 5.2, 5.3, 5.4, 5.5, 5.6, 5.11, 5.12, 5.14 (Gr. 2-3); ¤3.5, 3.6, 3.7, 4.2, 4.7, 4.9 Gr. 4-8)] • Identify culturally relevant topics for interaction that are appropriate to audience and setting. [*SSALD R/E 1.26, 1.27; FL 3.17 (4-12); ¤4.14 (Gr. 2-3); ¤3.5 (Gr. 4-8)] • Practice formal and informal oral language. •WIDA 3.B.1f, 3.B.2f, 3.B.3f • Identify and match dialectical differences with cultures/regions. •WIDA 3.B.2c	**Culturally Appropriate Language** • Rephrase an utterance when a culturally based misunderstanding occurs. [*SSALD R 1.2; F 3.12. 3.13 (4-12); ¤4.13 (Gr. K-1); ¤4.14 (Gr. 2-3); ¤3.6 (Gr. 4-8)]; •WIDA 3.A.1a, 3.A.3a • Use formal and informal oral language. •WIDA 3.B.1f, 3.B.2f, 3.B.3f • Compare and contrast use of words and syntax as dialectical differences. •WIDA 3.B.3c
Pronunciation • Demonstrate understanding of differences in Spanish/Portuguese intonation patterns (tales como *levantar la entonación de la voz en preguntas de si o no*; tais como *entoação de voz para indicar perguntas de tipo "sim o não"*); (such as *rising intonation in "yes-no" questions*).	**Pronunciation** • Demonstrate understanding of syllabic stress in spoken Spanish/Portuguese (tales como *papá – papa; él – el; está – esta*; tais como *óculos, macarrão, boneca*).	**Pronunciation** • Communicate intended meaning utilizing Spanish/Portuguese intonation patterns (tales como en in *preguntas, oraciones, exclamaciones*; tais como *em perguntas, afirmação, interjeição*); (such as *questions, statements, exclamations*) (¤3.7, 4.6, 4.8, 4.10 (Gr.4-8)) • Demonstrate comprehension of the basic differences in meaning produced by varying word stress within a statement (tales como *"__No__ lo voy a hacer".* y *"No __lo__ voy a hacer"*; tais como *"Eu __não__ vou fazer isso!"* e *"Eu não vou fazer __isso!__"*); (such as "I __won't__ do that!" and "I won't do __that!__"	**Pronunciation** • Demonstrate comprehension of basic differences in meaning produced by intonation patterns in Spanish/Portuguese (tales como *preguntas afirmativas al final de la oración*: *"Tú vas al cine, ¿verdad?*; tais como *interrogacoes no final de frases: ex. Voce foi cinema, nao foi?*); (such as *falling intonation in tag questions*: *"You are from Concord, aren't you*?") (¤3.7, 4.6, 4.8, 4.10 (Gr.4-8)) • Adjust meaning by varying pace, rhythm, and pauses in speech. • Employ pronunciation, syllabic and word stress, and intonation appropriate to communicative intent.
Grammar/Syntax • Re-tell stories. [*SSALD FL 3.5, FL 3.12, 3.13 (4-12); ¤4.15 (Gr. 2-3); ¤3.6 (Gr. 4-8)]	**Grammar/Syntax** • Re-tell stories with a beginning, middle, and end. [*SSALD FL 3.5, FL 3.12, 3.13 (4-12); ¤4.15 (Gr. 2-3); ¤3.6 (Gr. 4-8)]; •WIDA 3.A.1a, 3.A.3a Use basic grammar patterns in speaking. [*SSALD E 2.9,-2.12; FL 3.8; R/E 1.21; FL 3.13, 3.15 (4-12); ¤5.13 Gr. 2-3); ¤7.1, 7.8 (Gr. 4-8)]; •WIDA 3.A.1a, 3.A.3a	**Grammar/Syntax** • Employ a range of oral responses, using single words, phrases, statements, and monologues. [*SSALD E 2.2 – 2.14, 3.1, 3.2, 3.4; R/E 1.19, 1.23, 3.12, 3.13 (4-12); ¤4.1- 4.11, 5.1-5.11 (Gr. K-1); ¤4.1-4.12; 5.1-5.14 (Gr. 2-3); ¤3.2-3.4; 4.1-4.5 (Gr. 4-8)] • Use basic grammar patterns in speaking to produce familiar statements, questions, and commands. [*SSALD E 2.9,-2.12; FL 3.8; R/E 1.21; FL 3.13, 3.15 (4-12); ¤5.13 Gr. 2-3); ¤7.1, 7.8 (Gr. 4-8)]	**Grammar/Syntax** • Use basic and complex sentence structures when participating in interpersonal conversations. [*SSALD E 2.14; R 1.27; F 3.12, 3.13 (4-12); ¤4.12 (Gr. K-1); ¤4.14, 4.9, 5.5, 5.11 (Gr. 2-3); ¤3.5, 7.1-7.8, 3.7 (Gr. 4-8)] • Construct original oral statements, using basic and complex sentence structures. [*SSALD R 1.13, 1.14; E 2.10, 2.14; R/E 1.21, 1.22, 1.24; F 3.13, 3.15 (4-8); ¤4.1-4.15; 5.1-5.14 (Gr. 2-3) ¤3.1-3.7; 4.1-4.10; 7.1-7.8 (Gr. 4-8)]
Cultural Perspectives • Demonstrate personal cultural experiences.	**Cultural Perspectives** • Describe aspects of personal experience and different cultures. (FL 6.5); [*SSALD R/E 1.27 (4-12); ¤4.12, 5.10 (Gr. K-1); ¤5.14, 4.14, 5.6 (Gr. 2-3); ¤3.5, 4.9, 4.6 (Gr. 4-8)]	**Cultural Perspectives** • Identify and describe differing behavior norms of various communities (tales como *compañeros, familia, vecindario, region*; tais como *amigos, família, vizinhança, região*); (such as *peers, family neighborhood, region*). (FL 4.14); [¤5.8, 5.12, 5.14 (Gr. 2-3); ¤4.7, 4.9 (Gr. 4-8)]; WIDA 3.B.2d • Compare aspects or features of various cultural	**Cultural Perspectives** • Compare personal experiences and perspectives with those of other cultures. (FL 6.4); [*SSALD R/E 1.27 (4-12); ¤4.12, 5.10 (Gr. K-1); ¤5.14, 4.14, 5.6 (Gr. 2-3); ¤3.5, 4.9, 4.6 (Gr. 4-8)]

		communities (presentados en *materiales impresos, artes visuales, películas y videos*; *imprensa, artes visuais, fimes, y videos*); (as presented in *print visual arts, films and videos* (FL 4.10); (FL 4.14); [¤5.8, 5.12, 5.14 (Gr. 2-3)]	
Strategies • Observe and imitate how others speak and behave in various setting. [*SSALD R 1.27, FL 3.12, 3.13; ¤4.12, 4.13, 5.11, 5.6, 5.10 (Gr. K-1); *¤5.1, 5.2, 4.11, 5.5, 5.6, 5.11 (Gr. 2-3) ¤ 3.5, 3.7,4.1,4.2, 4.6, 4.7, 4.8 (Gr. 4-8)] • Request help. (FL 1.9); [SSALD R 1.26, 1.28, FL 3.5, 3.12, 3.13; *4.13 (Gr. K-1); 4.15 (Gr. 2-3) *3.5, 3.6 (Gr. 4-8)]	**Strategies** • Identify and rehearse ways of speaking (tales como/tais como *formal/informal*); (such as *formal/informal*) that are appropriate to audience and purpose. [SSALD RE 1.6, 1.26, 1.27 FL 3.12, 3.13 (4-12) *4.12, 4.13, 5.7, 5.8,5.10, 5.11 (Gr. K-1) *4.14, 4.15, 5.4, 5.5, 5.6 (Gr. 2-3) *3.5, 3.7, 4.6, 4.8 (Gr. 4-8)]; •WIDA 3.B.1f, 3.B.2f • Request help and feedback. (FL 1.9); [*SSALD R 1.26, 1.28, FL 3.5, 3.12, 3.13; ¤4.13 (Gr. K-1); ¤4.15 (Gr. 2-3) ¤3.5, 3.6 (Gr. 4-8)]	**Strategies** • Practice ways of speaking (tales como/tais como *formal/informal*); (such as *formal/informal* in English) that are appropriate to audience and purpose. [SSALD RE 1.6, 1.26, 1.27 FL 3.12, 3.13 (4-12) *4.12, 4.13, 5.7, 5.8,5.10, 5.11 (Gr. K-1) *4.14, 4.15, 5.4, 5.5, 5.6 (Gr. 2-3) *3.5, 3.7, 4.6, 4.8 (Gr. 4-8)]; •WIDA 3.B.1f, 3.B.2f • Request, clarify, and restate information to enhance understanding in social interactions. (FL 1.9); [*SSALD F 3.5; R/E 1.27, 1.28 (4-12); ¤4.12, 4.13.5.10 (Gr.K-1); ¤4.14, 4.15, 5.4, 5.5, 5.6 5.11 (Gr. 2-3); ¤3.5, 3.6, 3.7, 4.6, 4.8 4.10 (Gr. 4-8)]; •WIDA 3.B.2d	**Strategies** • Rephrase ideas and thoughts orally to clarify meaning in social interactions. (FL 1.21); [*SSALD F 3.12, 3.13 4-12); ¤5.9, 5.10, 5.11 (Gr. K-1); ¤4.15, 5.11 (Gr. 2-3); ¤3.4, 3.6, 3.7, 4.6, 4.7, 4.8, 4.10 (Gr. 4-8)]; •WIDA 3.A.1a, 3.A.3a • Employ ways of speaking (tales como/tais como *formal/informal*); (such as *formal/informal* in English) that are appropriate to audience and purpose. [SSALD RE 1.6, 1.26, 1.27 FL 3.12, 3.13 (4-12) *4.12, 4.13, 5.7, 5.8,5.10, 5.11 (Gr. K-1) *4.14, 4.15, 5.4, 5.5, 5.6 (Gr. 2-3) *3.5, 3.7, 4.6, 4.8 (Gr. 4-8)]; •WIDA 3.B.1f, 3.B.2f

Notes:

S.3 Academic Interaction: Students will comprehend and communicate orally, using spoken Spanish/Portuguese to participate in academic settings.

Beginning	Early Intermediate	Intermediate	Transitioning
LAU Categories A[1] and A[2]	LAU Categories B[1] and B[2]	LAU Category C[1]	LAU Category C[2]
LAU Categories E[1] and E[2]	LAU Categories D[1] and D[2]	LAU Categories C[1]	LAU Categories C[2]
CSLA-O: 0 0 – 1 1	CSLA-O: 1 1 – 2 2	CSLA-O: 2 2 – 3 3	CSLA-O: 4 4 – 5 5
Comprehension • Demonstrate comprehension of oral directions that include visual cues. (FL 2.1); (*SSALD R 1.1, 1.2, 1.3, 1.4, 1.8, 1.9, 1.10 FL 3.3; R/E 1.20; FL 3.12, 3.13); •WIDA 3.A.1c • Demonstrate comprehension of one-step oral directions. (FL 2.1); [*SSALD R 1.1; FL 3.12, 3.13 (4-12)]; •WIDA 3.A.1c • Demonstrate understanding when simple information is given. (FL 2.4); [*SSALD R 1.1, 1.3; FL 3.3; FL 3.16 (4-12)] • Identify the characters and setting of a story that is heard. (ELA 12.1); •WIDA 3.A.1d • Demonstrate comprehension of oral questions on academic content that require short responses. [*SSALD E 2.11; FL 3.12, 3.13 (4-12)] • Demonstrate comprehension of simple sentences, including statements, questions, and commands, when spoken slowly, and with repetitions as needed, [*SSALD R 1.1, 1.3, 1.6, 1.8, 1.9, 1.10; E 2.7, 2.8; FL 3.3, 3.7, 3.9; ¤4.8 (Gr. K-1); ¤4.8 Gr. 2-3)]; •WIDA 3.A.1c • Demonstrate comprehension of oral, 1-3 step directions. [*SSALD R 1.1, 1.3; FL 3.3; R/E 1.20 FL 3.12 (4-12)]; •WIDA 3.A.1c	**Comprehension** • Demonstrate comprehension of a simple story or poem that is heard using prior knowledge or visual cues. [*SSALD R 1.11, 1.17; E 2.15; R/E 1.25, 3.17 (4-12)]; •WIDA 3.A.1d • Identify the beginning, middle, and end of a story that is heard. (ELA 8.7); (*SSALD R 1.12; FL 3.7); •WIDA 3.A.1c • Identify important information about academic content, using prior knowledge and/or visual cues as needed. [*SSALD R/E 1.27; FL 3.12, 3.13 (4-12) ¤4.12 (Gr. K-1); ¤4.14 (Gr. 2-3) ¤3.5 (Gr. 4-8)] • Identify a main event from a story that is heard. (ELA 8.2) [*SSALD R 1.11, 1.17; R/E 1.25; FL 3.17, 3.18 (4-12)]; •WIDA 3.A.1d • Demonstrate comprehension of classroom discussions and interactions when clarification is given. [*SSALD R 1.11; R/E 1.27; FL 3.19 (4-8); ¤4.12 (Gr. K-1); ¤4.14 (Gr. 2-3); ¤3.5, 4.8 (Gr. 4-8)]	**Comprehension** • Demonstrate comprehension of oral questions that are based on academic content. [*SSALD R/E 1.27; FL 3.12, 3.13 (4-12) ¤4.12 (Gr. K-1); ¤4.14 (Gr. 2-3) ¤3.5 (Gr. 4-8)]; WIDA 3.A.1d, 3.A.3a • Identify details that support a main idea in a literary or informational text that is heard. (ELA 8.14); [*SSALD F 3.18 (4-12)]; WIDA 3.A.1d • Demonstrate comprehension of specific information heard in an academic context. [*SSALD R 1.11, 1.18; R/E 1.25; F 3.17, 3.18 (4-8); ¤4.13 (Gr. K-1); ¤4.15 (Gr. 2-3); ¤3.6 (Gr. 4-8)] • Demonstrate comprehension of the main points of classroom discussions. (¤4.8 (Gr. 4-8)	**Comprehension** • Demonstrate comprehension of the use of referents (tales como *pronombres, adjetivos demostrativos*; tais como *pronomes demonstrativo e adjetivos*) in academic discourse. (such as *pronouns demonstrative adjectives*). [*SSALD R 1.8, 1.9, 1.10, 1.13, 1.14; E 2.9, 2.12, 2.14; R/E 1.21, 1.22, 1.24; F 3.15 (4-12); ¤4.13 (Gr. K-1); ¤4.15 (Gr. 2-3); ¤3.6, 7.1-7.8 (Gr. 4-8)] • Demonstrate comprehension of transition words and phrases (tales como *luego, entonces, primero, después*; tais como *portanto, então, também*); (such as *furthermore, otherwise, likewise, instead*) that connect ideas in extended academic discourse. [*SSALD F 3.12, 3.13 (4-12); ¤4.13 (Gr. K-1); ¤4.15 (Gr. 2-3); ¤3.6 (Gr. 4-8)] • Demonstrate comprehension of classroom discussions, extended classroom discourse, and other academic interactions that include basic and complex sentence structures. (*SSALD All skills); •WIDA 3.A.3a
Communication • Give one-step direction. [*SSALD FL 3.4, 3.6, FL 3.14 (4-12)] • Make and respond to oral request. (FL 1.4); [¤4.13 (Gr. K-1)]; •WIDA 3.A.1b, 3.A.2b • Express confusion. [¤4.8 (Gr. K-1) *4.6 (Gr.2-3) ¤3.2 (Gr. 4-8)] • Respond briefly to questions. (FL 1.9); [*SSALD FL 3.5, FL 3.12, 3.13 (4-12; ¤4.15 (Gr. 2-3); ¤3.6 (Gr. 4-8)]; WIDA 3.A.1b, 3.A.2b • Respond briefly to questions on academic content. [*SSALD FL 3.12, 3.13 (4-12)]; •WIDA 3.A.1b, 3.A.2b	**Communication** • Retell events in a simple or familiar story using relevant words and phrases. [*SSALD R 1.11; E 2.15; R/E 1.25; FL 3.18 (4-12)]; WIDA 3.A.1a, 3.A.3a, 3.A.1d • Retell steps of a process in logical order. (FL 3.6); (*SSALD E 2.15 (2-3); FL 3.7; R/E 1.28 (4-8)); •WIDA 3.A.1a, 3.A.3a • Respond to questions (*¿Quién? ¿Cuándo? ¿Qué? ¿Dónde? ¿Por que? ¿Cómo?*); (*Quem, O quê, Onde, Quando*), (*When? What? Where? Why? How? Who?*) based on a text that is heard. (ELA 8.15); [*SSALD R 1.8, R/E 1.25 FL 3.19 (4-12); ¤5.5 (Gr. 4-8)]; •WIDA 3.A.1d, 3.A.3a, 3.A.1b, 3.A.2b • Retell the beginning, middle, and end of a story that is heard. (ELA 12.1); [*SSALD FL 3.5, FL 3.12, 3.13 (4-12); ¤4.15 (Gr. 2-3); ¤3.6 (Gr. 4-8)]; •WIDA 3.A.1a, 3.A.1a, 3.A.3a	**Communication** • Participate in reaching consensus in groups. (FL 1.18) [*SSALD R/E 1.27; ¤5.8, 5.10, 4.12 (Gr. K-1); ¤4.6, 4.8,4.14; 5.6, (Gr. 2-3); ¤3.5, 4.6, 4.8, 4.10 (Gr. 4-8)] • Respond to factual questions that are based on academic content. [*SSALD R 1.18; F 3.12, 3.13, 3.19 (4-12)]; WIDA 3.A.1d • Ask and respond to questions to clarify information. (FL 1.9); [*SSALD FL 3.5, FL 3.12, 3.13 (4-12); ¤4.15 (Gr. 2-3); ¤3.6 (Gr. 4-8)]; •WIDA 3.A.3a • Ask and respond to questions (*¿Quién? ¿Cuándo? ¿Qué? ¿Dónde? ¿Por que? ¿Cómo?*); (*Quem, O quê, Onde, Quando);* (*When? What? Where? Why? How? Who?*) based on a text that is heard. (ELA 8.15); [*SSALD R 1.8, R/E 1.25 FL 3.19 (4-12); ¤5.5 (Gr. 4-8)]; •WIDA 3.A.3a • Describe how two things within a given academic content are alike or different. [*SSALD E 2.16, R/E 1.27 (4-12); ¤4.6, 4.8, 4.14 (Gr. 2-3); ¤3.5, 4.8, 4.10 (Gr. 4-8)] • Summarize a story orally. (*SSALD E 2.15); •WIDA 3.A.1d • Participate in classroom discussions and activities, when	**Communication** • Support a conclusion or finding by stating facts or logical reasons. [SSALD F 3.9; F 3.18, 3.19 (4-12); *4.13 (Gr. K-1); *4.15 (Gr. 2-3); *3.6 (Gr. 4-8)] • Respond to factual and inferential questions that are based on academic content. [*SSALD R 1.18; F 3.12, 3.13, 3.19 (4-12)] • Participate in classroom discussions and other academic interactions. [SSALD R 1.18, F 3.7, 3.9; R/E 1.27; F 3.12, 3.13 (4-12); *4.12, 4.13, 5.10 (Gr. K-1); *4.14, 4.15, 5.15, 5.16 (Gr. 2-3) *3.6, 3.7, 4.6, 4.8 7.1-7.8 (Gr. 4-8)]; •WIDA 3.A.3a • Compare and contrast information orally. [*SSALD E 2.16 (2-3) *5.14 (Gr.2-3); *4.9 (GR.4-8)] • Make predictions or inferences based on a story or information that has been heard. (*SSALD R 1.18); •WIDA 3.A.1d • Summarize information that is heard during a class or lesson. (ELA 2.5); (*SSALD E 2.15); •WIDA 3.A.3a, 3.A.1d

		frequent clarification is given. [*SSALD F 3.8; F 3.12 (4-12); ¤5.5, 5.6 (Gr. 2-3); ¤4.8 (Gr. 4-8)] • Restate a main event from a story that is heard. (ELA 8.7); [*SSALD R 1.17, FL 3.17 (4-12)]; •WIDA 3.A.1a, 3.A.3a, 3.A.1d	
Culturally Appropriate Language • Identify and follow classroom expectations and conventions (tales como *levantar la mano, tomar turno*; tais como *levanter a mão para falar, esperar a vez*); (such as *raising hand, taking turns*). (ELA 1.1); [¤5.11 (Gr. K-1); ¤5.2, 5.12 (Gr. 2-3); ¤4.2, 4.3, 4.7 (Gr. 4-8)] • Use appropriate words, phrases, and simple expressions to interact with peers and adults. [¤5.7, 5.8, (Gr. K-1) ¤5.2, 5.4, 5.6 (Gr. 2-3) ¤3.6, 3.7 (Gr. 4-8)] • Participate in small-group activities. (ELA 1.3); (*SSALD FL 3.12, 3.13, 3.16 (4-8); ¤4.11, 5.6, 5.8, 5.11, (Gr. K-1) ¤ 4.5, 5.5,, 5.6 (Gr. 2-3) ¤3.6, 4.10 (Gr. 4-8) • Demonstrate comprehension of agreed-upon rules (tal como *tomar turno*; tais como *esperar a vez*); (such as *taking turns*) for small-group decision making. (ELA 1.3)	**Culturally Appropriate Language** • Participate orally in class activities, using appropriate words, phrases, and expressions. [¤5.10 (Gr. K-1); ¤5.5, 5.6 (Gr. 2-3); ¤4.6, 4.8 (Gr. 4-8)] • Use appropriate words, phrases, and expressions to interact with peers and adults. [¤5.7, 5.8, (Gr. K-1) ¤5.2, 5.4, 5.6 (Gr. 2-3) ¤3.6, 3.7 (Gr. 4-8)] • Participate in small-group activities, playing various roles. (ELA 1.3); [*SSALD FL 3.12, 3.13, 3.16 (4-8); ¤4.11, 5.6, 5.8, 5.11, (Gr. K-1); ¤ 4.5, 5.5,, 5.6 (Gr. 2-3); ¤3.6, 4.10 (Gr. 4-8)] • Demonstrate comprehension of agreed-upon rules (tal como *tomar turno*; tais como *esperar a vez*); (such as *taking turns*) for small-group decision making. (ELA 1.3)	**Culturally Appropriate Language** • Employ varying degrees of formality in language as appropriate to audience and purpose. [*SSALD F 3.12, 3.13 (4-12); ¤4.13, 5.7, 5.8, 5.10 (Gr. K-1); ¤4.15, 5.6 (Gr. 2-3); ¤3.6, 3.7, 4.6 (Gr. 4-8)]; •WIDA 3.B.1f, 3.B.2f	**Culturally Appropriate Language** • Employ varying degrees of formality in language as appropriate to audience and purpose. [*SSALD F 3.12, 3.13 (4-12); ¤4.13, 5.7, 5.8, 5.10 (Gr. K-1); ¤4.15, 5.6 (Gr. 2-3); ¤3.6, 3.7, 4.6 (Gr. 4-8)]; •WIDA 3.B.1f, 3.B.2f
Grammar/Syntax • Use familiar phrases when speaking with simple grammar patterns. (*SSALD E 2.10, 2.14; FL 3.13, 3.15 (4-12))	**Grammar/Syntax** • Use familiar phrases and expressions when speaking with simple grammar patterns. [*SSALD E 2.10, 2.14; FL 3.13, 3.15 (4-12)]	**Grammar/Syntax** • Use familiar phrases, expressions and statements when speaking with simple grammar patterns. [*SSALD E 2.10, 2.14; FL 3.13, 3.15 (4-12)]	**Grammar/Syntax** • Express original statement in classroom discussions, using basic and complex sentence structures related to academic topics. [*SSALD E 2.10; ¤7.1-7.8 (Gr. 4-8)] • Employ selected specialized language structures from varied academic areas. (*SSALD (All skills)
Strategies • Identify verbal and nonverbal cues to determine when to focus attention. [*SSALD R 1.1, 1.3; FL 3.3; RE 1.20; FL 3.12, 3.16 (4-12)] • Identify whom to consult for assistance. [*SSALD E 2.7; R/E 1.27 (4-12) ¤3.5 (Gr. 4-8)]	**Strategies** • Connect new information to prior knowledge. • Ask questions to clarify meaning in an academic context. [SSALD F 3.5; R/E 1.28 (4-12); *4.13 (Gr. K-1); *4.15 (Gr. 2-3); *3.6 (Gr. 4-8)]	**Strategies** • Demonstrate understanding of grammatical constructions (tales como *el tiempo del verbo, género, concordancia del sujeto y el verbo*; tais como *tempo verbal, gênero, concordância verbal*); (such as *tense, gender, subject-verb agreement*) in Spanish/Portuguese and the student's first language. (FL 5); [*SSALD R 1.8, 1.9, 1.10, 1.13, 1.14; E 2.8-2.12, 2.14; R/E 1.21-1.24; F 3.13, 3.15 (4-8); V7.1-7.8 (Gr. 4-8)] • Take notes (using graphic organizers) about information that is heard. [*SSALD R 1.11; R/E 1.25; F 3.18 (4-12); ¤9.6 (Gr. 4-8)]	**Strategies** • Identify differences between spoken and written patterns. (ELA 6.6); [*SSALD R/E 1.27; F 3.12, 3.13 (4-12); ¤4.12, 4.13, 5.7, 5.8, 5.10 (Gr. K-1); ¤4.14, 4.15, 5.4, 5.6 (Gr. 2-3); ¤3.5, 3.6, 3.7, 4.6, 4.8, (Gr. 4-8)] • Explain the thinking processes used (tales como *resolviendo problemas matemáticos en cuentos, usando el proceso científico*; tais como *em resolução de problemas matemáticos, uso de método científico*); (such as *solving math story problems, using the scientific process*) in academic content areas.

Notes:

S.4 Presentation: Students will present information orally and participate in performances in Spanish/Portuguese that demonstrate appropriate consideration of audience, purpose, and information to be conveyed.

Beginning	Early Intermediate	Intermediate	Transitioning
LAU Categories A^1 and A^2	LAU Categories B^1 and B^2	LAU Category C^1	LAU Category C^2
LAU Categories E^1 and E^2	LAU Categories D^1 and D^2	LAU Categories C^1	LAU Categories C^2
CSLA-O: 0 0 – 1 1	CSLA-O: 1 1 – 2 2	CSLA-O: 2 2 – 3 3	CSLA-O: 4 4 – 5 5
Comprehension • Plan, rehearse, and orally present information about personal experiences or interest, using visual cues as needed. (ELA 3.1); [¤4.1-4.11 (Gr. K-1); ¤4.1-4.9 (Gr. 2-3): ¤3.1-3.4 4.4 (Gr. 4-8)]; •WIDA 3.B.1a, 3.B.2a • Maintain focus on a topic during an oral presentation, using visual cues.	**Comprehension** • Plan, rehearse, and orally present information about personal experiences or interest, using visual cues as needed. (ELA 3.1); [¤4.1-4.11 (Gr. K-1); ¤4.1-4.9 (Gr. 2-3): ¤3.1-3.4 4.4 (Gr. 4-8)]; •WIDA 3.B.1a, 3.B.2a • Maintain focus on a topic during an oral presentation. (ELA 3.2); •WIDA 3.B.1a	**Comprehension** • Plan, rehearse, and orally present information about personal experiences or interest. (ELA 3.1); (¤4.1-4.11 (Gr. K-1); ¤4.1-4.9 (Gr. 2-3): ¤3.1-3.4 4.4 (Gr. 4-8)); •WIDA 3.B.1a, 3.B.2a • Maintain focus on a topic during an oral presentation. (ELA 3.2); •WIDA 3.B.1a	**Comprehension** • Plan, rehearse, and orally present information about personal experiences or interest. (ELA 3.1); [¤4.1-4.11 (Gr. K-1); ¤4.1-4.9 (Gr. 2-3): ¤3.1-3.4 4.4 (Gr. 4-8)]; •WIDA 3.B.1a, 3.B.2a • Maintain focus on a topic during an oral presentation. (ELA 3.2); •WIDA 3.B.1a, 3.B.2a
Communication • Rehearse and dramatize stories, plays, and poems, using eye contact and voice volume appropriate for an identified audience. (ELA 18.1); (FL 4.6); [*SSALD R 1.6, 1.12; E 2.15; FL 3.12, 3.13 (4-12)]; •WIDA 3.B.1a, 3.B.2a	**Communication** • Plan, rehearse, and orally present information in a brief report, using visual cues. (FL 3.6); [*SSALD FL 3.5; R/E 1.27, 1.28; FL 3.13, 3.17, 3.18 (4-8)]; •WIDA 3.B.1a, 3.B.2a • Plan, rehearse and dramatize stories, plays, and poems, using eye contact and voice volume appropriate for an identified audience. (ELA 18.1); (FL 4.6); [*SSALD R 1.6, 1.12; E 2.15; FL 3.12, 3.13 (4-12)]; •WIDA 3.B.1a, 3.B.2a	**Communication** • Make informal oral presentations that have recognizable organization (tales como *secuencia, resumen*; tais como *sequência, resumo*); (such as *sequence, summary*). (ELA 3.5); •WIDA 3.B.1a, 3.B.2a • Use teacher-developed assessment criteria to prepare oral presentations. (ELA 3.7) • Plan, rehearse and dramatize stories, plays, and poems, using eye contact and voice volume appropriate for an identified audience. (ELA 18.1) (FL 4.6); [*SSALD R 1.6, 1.12; E 2.15; FL 3.12, 3.13 (4-12)]; •WIDA 3.B.1a, 3.B.2a	**Communication** • Use teacher-developed assessment criteria to prepare oral presentations. (ELA 3.7) • Give formal oral presentation that focus on specified academic content (tales como *vocabulario adecuado y pronunciación clara*; tais como *vocabulário apropriado e pronúncia clara*); (such as *appropriate vocabulary and clear pronunciation*) (ELA 3.4); (*SSALD All Skills); •WIDA 3.B.1a, 3.B.2a • Plan, rehearse and dramatize stories, plays, and poems, using eye contact and voice volume appropriate for an identified audience. (ELA 18.1); (FL 4.6); [*SSALD R 1.6, 1.12; E 2.15; FL 3.12, 3.13 (4-12)]; •WIDA 3.B.1a, 3.B.2a
Culturally Appropriate Language • Practice and dramatize stories, plays, and poems using pace, visual aids, and gestures. [*SSALD R 1.27; ¤4.12, 4.13, 5.7, 5.8, 5.11 (Gr. K-1); ¤4.14, 4.15, 5.4, 5.7, 5.12 (Gr. 2-3); ¤3.5, 3.6, 3.7, 4.6, 4.7, 4.8 (Gr. 4-8)]	**Culturally Appropriate Language** • Plan delivery of an oral presentation, using pace, visual aids, and gestures. (ELA 3.8, 3.12, 3.17); [*SSALD R 1.27; ¤4.12, 4.13, 5.7, 5.8, 5.11 (Gr. K-1); ¤4.14, 4.15, 5.4, 5.7, 5.12 (Gr. 2-3); ¤3.5, 3.6, 3.7, 4.6, 4.7, 4.8 (Gr. 4-8)]; •WIDA 3.B.1a, 3.B.2a, 3.B.1b • Plan, rehearse, and orally present information on planned activities or cultural topics. (FL 3.11); [SSALD FL 3.5; R/E 1.27, 1.28; FL 3.13, 3.17, 3.18 (4-8); ¤5.14 (Gr.K-1); ¤4.9 (Gr. 4-8)]; •WIDA 3.B.1a, 3.B.2a	**Culturally Appropriate Language** • Express an opinion on a literary text or film in an organized way, using supporting details. (ELA 3.6); [*SSALD R/E 1.27; F 3.12, 3.13, 3.18 (4-8); ¤4.12 (Gr. K-1); ¤4.14 (Gr. 2-3); ¤3.6, 4.10 (Gr. 4-8)] • Plan delivery of an oral presentation, using pace, visual aids, and gestures. (ELA 3.8, 3.12, 3.17); [*SSALD R 1.27; ¤4.12, 4.13, 5.7, 5.8, 5.11 (Gr. K-1); ¤4.14, 4.15, 5.4, 5.7, 5.12 (Gr. 2-3); ¤3.5, 3.6, 3.7, 4.6, 4.7, 4.8 (Gr. 4-8)]; •WIDA 3.B.1a, 3.B.2a, 3.B.1b, 3.B.3a	**Culturally Appropriate Language** • Plan delivery of an oral presentation, using pace, visual aids, and gestures. (ELA 3.8, 3.12, 3.17); [*SSALD R 1.27; ¤4.12, 4.13, 5.7, 5.8, 5.11 (Gr. K-1); ¤4.14, 4.15, 5.4, 5.7, 5.12 (Gr. 2-3); ¤3.5, 3.6, 3.7, 4.6, 4.7, 4.8 (Gr. 4-8)]; •WIDA 3.B.1a, 3.B.2a, 3.B.1b, 3.B.3a • Participate in performances, following agreed-upon criteria for audience, purpose, and information to be conveyed. (ELA 25.3); [*SSALD R/E 1.27; F 3.12, 3.13 (4-12); ¤4.12, 4.13 Gr. K-1); ¤3.5, 3.6, 3.7, 4.8, 4.10 (Gr. 4-8)] • Present an organized oral interpretation of a literary text, film, or dramatic production. (ELA 3.10); [*SSALD R 1.18; R/E 1.27; F 3.12, 3.13 (4-12); ¤4.12, 4.13 (Gr. K-1); ¤4.14, 4.14 (Gr. 2-3); ¤3.5, 3.6 (Gr. 4-8)]; •WIDA 3.B.1a, 3.B.2a, 3.B.3a

Grammar/Syntax	Grammar/Syntax	Grammar/Syntax	Grammar/Syntax
• Use beginning oral communication skills before audience. •WIDA 3.A.2b	• Use beginning oral communication skills before audience such as speaking in phrases and simple sentences with basic grammar and syntax. •WIDA 3.A.2b	• Use effective oral communication skills before audience such as speaking in complete sentences with basic grammar and syntax, speaking clearly and distinctly. WIDA 3.A.2b	• Use effective oral communication skills before audience such as speaking in complete sentences with appropriate grammar and syntax, speaking clearly and distinctly. •WIDA 3.B.2a, 3.B.3a • Present information orally, using an appropriate degree of formality for the audience and setting. (ELA 3.14); WIDA 3.B.3a
Strategies • Comprehend and answer questions following a presentation. [*SSALD E 2.11, 2.14; F 3.7, 3.9; F 3.12 (4-12); ¤4.13 (Gr. K-1); ¤4.15 (Gr. 2-3); * 3.6 4.8 (Gr. 4-8)]; •WIDA 3.A.2b	**Strategies** • Comprehend and answer questions following a presentation. [SSALD E 2.11, 2.14; F 3.7, 3.9; F 3.12 (4-12); ¤4.13 (Gr. K-1); ¤4.15 (Gr. 2-3); ¤ 3.6 4.8 (Gr. 4-8)]; •WIDA 3.A.2b	**Strategies** • Plan oral presentations, considering the audience, purpose, and information to be conveyed. [*SSALD R/E 1.27; F 3.12, 3.13 (4-12); ¤4.12, 4.13 Gr. K-1); ¤3.5, 3.6, 3.7, 4.8, 4.10 (Gr. 4-8)]; •WIDA 3.B.1a, 3.B.2a, 3.B.3a • Use a scoring guide to assess oral presentation. • Comprehend and answer questions following a presentation. [*SSALD E 2.11, 2.14; F 3.7, 3.9; F 3.12 (4-12); ¤4.13 (Gr. K-1); ¤4.15 (Gr. 2-3); ¤3.6, 4.8 (Gr. 4-8)]; •WIDA 3.A.2b	**Strategies** • Plan and revise oral presentations, considering the audience, purpose, and information to be conveyed. [*SSALD R/E 1.27; F 3.12, 3.13 (4-12); ¤4.12, 4.13 Gr. K-1); ¤3.5, 3.6, 3.7, 4.8, 4.10 (Gr. 4-8)]; •WIDA 3.B.1a, 3.B.2a, 3.B.1a • Use a scoring guide to prepare, improve, and assess oral presentations. (ELA 3.16) • Comprehend and answer questions following a presentation. [*SSALD E 2.11, 2.14; F 3.7, 3.9; F 3.12 (4-12); ¤4.13 (Gr. K-1); ¤4.15 (Gr. 2-3); ¤ 3.6 4.8 (Gr. 4-8)]; •WIDA 3.a.2b

Notes:

Cambridge Public School District - Bilingual and English Language Acquisition Department
TEJIDO/TECIDO-Trenzas Extension Join/Collaboration Project In Developing Ongoing Spanish/Portuguese Language Arts
[(*The Cambridge, MA Step By Step Assessment to Language Dominance (SSALD); ¤Social, Affective and Cognitive Student Profile Checklist; *Cambridge Spanish Language Assessment-Oral (SLA-O); •World-Class Instructional Design and Assessment (WIDA); Foreign Language (FL); English Language Arts (ELA)]

READING: Grades JK - 8

R.1 Vocabulary and Syntax in Print: Students will acquire Spanish/Portuguese vocabulary and apply knowledge of correct syntax to comprehend written text.

Beginning	Early Intermediate	Intermediate	Transitioning
LAU Categories A^1 and A^2	LAU Categories B^1 and B^2	LAU Categories C^1	LAU Categories C^2
LAU Categories E^1 and E^2	LAU Categories D^1 and D^2	LAU Categories C^1	LAU Categories C^2
CSLA-O: 0 0 – 1 1	CSLA-O: 1 1 – 2 2	CSLA-O: 2 2 – 3 3	CSLA-O: 4 4 – 5 5
Essential Vocabulary • Read previously learned words with personal meaning (palabras tales *como si mismo, familia y escuela*; palavras tais como *dela/dele, próprio, familia e escola*); (such as words about *self, family, and school*) that has been presented as images, objects, and/or printed text. (¤K-1: 6.1, 6.10, 6.15) • Read words previously learned from grade-level content. (¤K-1: 6.15) • Read previously learned words that have been classified by themes or topics. (¤K-1: 6.15) • Read previously learned words that have been organized by concept. (¤K-1: 6.15) • Read previously learned words. (¤K-1: 6.9, 6.13, 7.6, 7.7, 7.8); [¤2-3: 7.0 (all skills)]	**Essential Vocabulary** • Read previously learned words with personal meaning (palabras tales *como si mismo, familia y escuela*; palavras tais como *dela/dele, próprio, familia e escola*); (such as words about *self, family, and school*) that has been presented as images, objects, and/or printed text. (¤2-3: 6.2); (¤4-8: 5.1) • Read words previously learned from grade-level content. (¤2-3: 6.3, 6.6, 6.8); (¤4-8: 5.1) • Read previously learned words that have been classified by themes or topics. (¤2-3: 6.3, 6.6, 6.8); (¤4-8: 5.1) • Read previously learned words that have been organized by concept. (¤2-3: 6.3, 6.6, 6.8); (¤4-8: 5.1) • Read previously learned words. (¤K-1: 6.9, 6.13, 7.6, 7.7, 7.8); [¤2-3: 7.0 (all skills)]	**Essential Vocabulary** • Read previously learned words with personal meaning (palabras tales *como si mismo, familia y escuela*; palavras tais como *dela/dele, próprio, familia e escola*); (such as words about *self, family, and school*) that has been presented as images, objects, and/or printed text. (¤2-3: 6.2); (¤4-8: 5.1) • Read words previously learned from grade-level content. (¤2-3: 6.3, 6.6, 6.8); (¤4-8: 5.1) • Read previously learned words that have been classified by themes or topics. (¤2-3: 6.3, 6.6, 6.8); (¤4-8: 5.1) • Read previously learned words that have been organized by concept. (¤2-3: 6.3, 6.6, 6.8); (¤4-8: 5.1) • Read previously learned words. (¤4-8: 6.0 (all skills)] • Read frequently used sight words (tales como *de la lista de palabras*; tais como *listas de vocabulario*); (such as those from *word lists*). • Read frequently used sight phrases (tales como *los complementos prepocionales*; tais como *locução preposional*); (such as *prepositional phrases*).	**Essential Vocabulary** • Read previously learned words with personal meaning (palabras tales *como si mismo, familia y escuela*; palavras tais como *dela/dele, próprio, familia e escola*); (such as words about *self, family, and school*) that has been presented as images, objects, and/or printed text. (¤2-3: 6.2); (¤4-8: 5.1) • Read words previously learned from grade-level content. (¤2-3: 6.3, 6.6, 6.8); (¤4-8: 5.1) • Read previously learned words that have been classified by themes or topics. (¤2-3: 6.3, 6.6, 6.8); (¤4-8: 5.1) • Read previously learned words that have been organized by concept. (¤2-3: 6.3, 6.6, 6.8); (¤4-8: 5.1) • Read previously learned words. (¤4-8: 6.0 (all skills)] • Read frequently used sight words (tales como *de la lista de palabras*; tais como *listas de vocabulario*; (such as those from *word lists*). • Read frequently used sight phrases (tales como *los complementos prepocionales*; tais como *locução preposional*); (such as *prepositional phrases*)

• Read frequently used idioms and phrases. [SSALD 3.20 (Gr. 4-12)]

Outcome: Read and understand previously learned essential vocabulary words. (FL 2; ELA 7.4)

Word Analysis	Word Analysis	Word Analysis	Word Analysis
• Use a bilingual and/or beginning dictionary to determine word meaning. (ELA 4.8) • Identify forms for regular plural nouns (tales como *libro: libros*; tais *como livro: livros*); (such as *book: books*). (¤K-1: 7.4, 7.8); (¤2-3: 7.1, 7.14) • Demonstrate comprehension of compound words made of familiar words (tales como *rompecabezas, espantapajaros, lavamanos*; tais como *aguardente, furacão*); (such as *snowman, daydream*). (ELA 4.7) • Identify base words and their inflectional forms (tales como *camina, caminan, caminando: grande, grandote*; tais como *trabalhar, trabaljo, trabalhei, cantar, canta, cantei, cantando*); (such as *work: works, worked, working; tall: taller, tallest*). (¤2-3: 7.2, 7.14, 7.16); (¤4-8: 6.6) • Apply knowledge of word families to determine word meaning. (ELA 7.5); (¤2-3: 7.12) • Identify common prefixes (tales como *des-, in-, ante-, re-*; tais como *des-, in-, em*); (such as *un-, re-, dis-*) and use them to determine word meaning. (ELA 4.9); (¤2-3: 7.16); (¤4-8: 6.6)	• Use a bilingual and/or beginning dictionary to determine word meaning. (ELA 4.8) • Identify forms for regular plural nouns (tales como *libro: libros*; tais como *livro: livros*); (such as *book: books*). (¤K-1: 7.4, 7.8); (¤2-3: 7.1, 7.14) • Demonstrate comprehension of compound words made of familiar words (tales como *rompecabezas, espantapajaros, lavamanos*; tais como *aguardente, furacão*); (such as *snowman, daydream*). (ELA 4.7) • Identify base words and their inflectional forms (tales como *camina, caminan, caminando: grande, grandote*; tais como *trabalhar, trabaljo, trabalhei, trabalhando: cantar, canta, cantei, cantando*); (such as *work: works, worked, working; tall: taller, tallest*). (¤2-3: 7.2, 7.14, 7.16); (¤4-8: 6.6) • Apply knowledge of word families to determine word meaning. (ELA 7.5); (¤2-3: 7.12) • Identify common prefixes (tales como *des-, in-, ante-, re-*; tais como *des-, in-, em*); (such as *un-, re-, dis-*) and use them to determine word meaning. (ELA 4.9); (¤2-3: 7.16); (¤4-8: 6.6)	• Use a bilingual and/or beginning dictionary to determine word meaning. (ELA 4.8); (¤4-8: 9.4, 9.5) • Identify forms for regular plural nouns (tales como *libro: libros*; tais como *livro: livros*); (such as *book: books*). (¤2-3: 7.1, 7.14); (¤4-8: 7.4) • Identify selected Latin and Greek roots (tales como *cronos, auto, hiper, super, trans, circum*; tais como *crono, auto, hiper, super, trans, circun*); (such as *chronos, auto, hyper, super, trans, circum)* to help determine meanings of unfamiliar words. (ELA 4.21) • Demonstrate comprehension of compound words made of familiar words (tales como *rompecabezas, espantapajaros, lavamanos*; tais como *aguardente, furacão*); (such as *snowman, daydream*). (ELA 4.7) • Identify base words and their inflectional forms (tales como *camina, caminan, caminando: grande, grandote*; tais como *trabalhar, trabaljo, trabalhei, trabalhando: cantar, canta, cantei, cantando*); (such as *work: works, worked, working; tall: taller, tallest*). (¤2-3: 7.2, 7.14, 7.16); (¤4-8: 6.6) • Apply knowledge of word families to determine word meaning. (ELA 7.5); (¤2-3: 7.12) • Identify common prefixes (tales como *des-, in-, ante-, re-*; tais como *des-, in-, em*); (such as *un-, re-, dis-*) and use them to determine word meaning. (ELA 4.9); (¤2-3: 7.16); (¤4-8: 6.6) • Identify cognates to determine word meaning. (FL 5) • Use knowledge of prefixes and suffixes to determine word meaning. (ELA 4.21); (¤6.0: 6.2, 6.3)	• Use a bilingual and/or beginning dictionary to determine word meaning. (ELA 4.8); (¤4-8: 9.4, 9.5) • Identify forms for regular plural nouns (tales como *libro: libros*; tais como *livro: livros*); (such as *book: books*). (¤2-3: 7.1, 7.14); (¤4-8: 7.4) • Identify selected Latin and Greek roots (tales como *cronos, auto, hiper, super, trans, circum*; ; tais como *crono, auto, hiper, super, trans, circun*); (such as *chronos, auto, hyper, super, trans, circum)* to help determine meanings of unfamiliar words. (ELA 4.21) • Demonstrate comprehension of compound words made of familiar words (tales como *rompecabezas, espantapajaros, lavamanos*; tais como *aguardente, furacão*); (such as *snowman, daydream*). (ELA 4.7) • Identify base words and their inflectional forms (tales como *camina, caminan, caminando: grande, grandote*; tais como *trabalhar, trabaljo, trabalhei, trabalhando: cantar, canta, cantei, cantando*); (such as *work: works, worked, working; tall: taller, tallest*). (¤2-3: 7.2, 7.14, 7.16); (¤4-8: 6.6) • Apply knowledge of word families to determine word meaning. (ELA 7.5); (¤2-3: 7.12) • Identify common prefixes (tales como *des-, in-, ante-, re-*; tais como *des-, in-, em*); (such as *un-, re-, dis-*) and use them to determine word meaning. (ELA 4.9); (¤2-3: 7.16); (¤4-8: 6.6) • Identify cognates to determine word meaning. (FL 5) • Use knowledge of prefixes and suffixes to determine word meaning. (ELA 4.21); (¤6.0: 6.2, 6.3)

Outcome: Apply knowledge of words analysis to expand comprehension of vocabulary found in text.

Word Context	Word Context	Word Context	Word Context
• Use labeled text illustrations, charts, and other graphics to increase comprehension of vocabulary. (ELA 13.2) • Identify synonyms and antonyms for frequently used words. (ELA 4.6) • Select the relevant meaning of a word with multiple meanings, using its context. (ELA 4.5); (¤2-3: 6.13); (¤4-8: 5.9)	• Use labeled text illustrations, charts, and other graphics to increase comprehension of vocabulary. (ELA 13.2) • Use labeled text illustrations, charts, and other graphics to increase comprehension of vocabulary. (ELA 13.2); (¤4-8: 9.5, 9.6) • Identify synonyms and antonyms for frequently used words. (ELA 4.6) • Select the relevant meaning of a word with multiple meanings, using its context. (ELA 4.5); (¤2-3: 6.13);	• Use labeled text illustrations, charts, and other graphics to increase comprehension of vocabulary. (ELA 13.2); (¤4-8: 9.5, 9.6) • Identify synonyms and antonyms for frequently used words. (ELA 4.6) • Select the relevant meaning of a word with multiple meanings, using its context. (ELA 4.5); (¤2-3: 6.13); (¤4-8: 5.9) • Distinguish the meaning of a homophone (tales como	• Use labeled text illustrations, charts, and other graphics to increase comprehension of vocabulary. (ELA 13.2); (¤4-8: 9.5, 9.6) • Identify synonyms and antonyms for frequently used words. (ELA 4.6) • Select the relevant meaning of a word with multiple meanings, using its context. (ELA 4.5); (¤4-8: 5.9) • Identify the meanings of familiar idioms from their contexts. (ELA 4.11); [SSALD 3.20 (Gr. 4-12)]

	(¤4-8: 5.9) • Distinguish the meaning of a homophone (tales como *caza/casa, hecho/echo*; tais como *cinto/sinto*); (such as *to/too/two*) by identifying the function of the words in its context. (ELA 4.16); (¤2-3: 6.13); (¤4-8: 5.9)	*caza/casa, hecho/echo*; tais como *cinto/sinto*); (such as *to/too/two*) by identifying the function of the words in its context. (ELA 4.16); (¤2-3: 6.13); (¤4-8: 5.9) • Identify signal words in context clues that indicate word meaning by <u>example</u> or <u>definition</u>. (ELA 4.17); (¤9.0: 9.3, 9.4) • Identify signal words in <u>contrast</u> and <u>cause/effect</u> clues to determine the meaning of unfamiliar words. (ELA 4.20); (¤5.0: 5.5, 5.8)	• Distinguish the meaning of a homophone (tales como *caza/casa, hecho/echo*; tais como *cinto/sinto*); (such as *to/too/two*) by identifying the function of the words in its context. (ELA 4.16); (¤4-8: 5.9) • Identify signal words in context clues that indicate word meaning by <u>example</u> or <u>definition</u>. (ELA 4.17); (¤9.0: 9.3, 9.4) • Identify and use <u>contrast</u> and <u>cause/effect</u> context clues in text to determine the meaning of unfamiliar words.

Outcome: Use context to determine the meanings of words. (ELA 4.13)

Sentence Structure	**Sentence Structure**	**Sentence Structure**	**Sentence Structure**
• Identify ways in which orthographic conventions (tales como *puntuación, el uso de letras mayúsculas*; tais como *pontuação, capitalização*); (such as *punctuation, capitalization*) signal meaning in various kinds of sentence. (ELA 5.7)	• Identify ways in which orthographic conventions (tales como *puntuación, el uso de letras mayúsculas*; tais como *pontuação, capitalização*); (such as *punctuation, capitalization*) signal meaning in various kinds of sentence. (ELA 5.7) • Identify the four basic parts of speech (*sustantivos, verbos, adjetivos*; *nomes, verbos, adjetivos*); (*noun, verb, adjective*) in text. (ELA 5.6); [¤4-8: 7.0 (all skills)] • Recognize the subject-predicate relationship in written sentences. (ELA 5.4) • Identify subject-verb agreement in a simple sentence. (ELA 5.7); [¤4-8: 7.0 (all skills)] • Distinguish between a complete sentence and a sentence fragment. (ELA 5.7); [¤4-8: 7.0 (all skills)]	• Identify ways in which orthographic conventions (tales como *puntuación, el uso de letras mayúsculas*; tais como *pontuação, capitalização*); (such as *punctuation, capitalization*) signal meaning in various kinds of sentences. (ELA 5.7); [¤4-8: 7.0 (all skills)] • Identify the structures and functions of contractions. (ELA 5.4) • Identify the basic parts and function of the sentence (*sustantivos, verbos, adjetivos, adverbios*; *nomes, verbos, adjetivos, adverbo*); (*noun, verb, adjective, adverb*) in text. (ELA 5.6); [¤4-8: 7.0 (all skills)] • Recognize the subject-predicate relationship in written sentences. (ELA 5.4) • Identify subject-verb agreement in a simple sentence. (ELA 5.7); [¤4-8: 7.0 (all skills)] • Identify verb phrases and verb tenses in sentences. (ELA 5.11); [SSALD 1.24, 3.15 (Gr. 4-12)]; (¤7.0: 7.2) • Distinguish between a complete sentence and a sentence fragment. (ELA 5.7); [¤4-8: 7.0 (all skills)]	• Identify ways in which orthographic conventions (tales como *puntuación, el uso de letras mayúsculas*; tais como *pontuação, capitalização*); (such as *punctuation, capitalization*) signal meaning in various kinds of sentence. (ELA 5.7); [¤4-8: 7.0 (all skills)] • Identify the structures and functions of contractions. (ELA 5.4) • Distinguish between a complete sentence and a sentence fragment. (ELA 5.7); [¤4-8: 7.0 (all skills)] • Recognize verbs whose definitions change when prepositions are added to them (tales como *venir a, venire de*; N/A in Portuguese); (such as *run over, give in, take on*). (¤4-8: 7.5) • Identify verb phrases and verb tenses in sentences. (ELA 5.11); [SSALD 1.24, 3.15 (Gr. 4-12)]; (¤7.0: 7.2) • Identify varied sentence structures (tales como *oraciones simples y compuestas*; tais como ____ *simples y compuestas*); (such as *simple, compound, complex*) as they affect meaning. (ELA 5.18) • Recognize types of pronouns (tales como *pronombres reflexivos, posesivos*; tais como *reflexive e possessive*); (such as *reflexive, possessive*) and their functions in context. [SSALD 1.22 (Gr. 4-12)]; (¤7.0: 7.3)

Outcome: Apply knowledge of the basic parts of speech (noun, verb, adjective, adverb) and simple sentence structures to comprehend text. (ELA 5.7)

Paragraph Structure	**Paragraph Structure**	**Paragraph Structure**	**Paragraph Structure**
• Recognize paragraph.	• Recognize and identify paragraph.	• Identify words and phrases that introduce ideas in a paragraph (tales como *por ejemplo, para empezar*; tais como *inicialmente, por ejemplo*); (such as *to begin with, for example*). • Identify words and phrases that add ideas in a paragraph (tales como *además, segundamente*; tais como *em*	• Identify words and phrases that introduce ideas in a paragraph (tales como *por ejemplo, para empezar*; tais como *inicialmente, por ejemplo*); (such as *to begin with, for example*). • Locate topic and supporting sentences in an expository paragraph. (ELA 13.13); [SSALD 3.17 (Gr. 4-12)]; (¤5.0: 5.2, 5.3)

		seguida, além disso); (such as *in addition, secondly*). [SSALD 3.18 (Gr. 4-12)]; (¤5.0: 5.3) • Identify words and phrases that indicate a conclusion in a paragraph (tales como *finalmente, en otras palabras*; tais como *finalmente, resuming*); (such as *finally, in short*). [SSALD 3.18 (Gr. 4-12)]; (¤5.0: 5.3) • Identify concluding sentence (s) in an expository paragraph. (ELA 13.13); [SSALD 3.18 (Gr. 4-12)]; (¤5.0: 5.3)	• Identify words and phrases that indicate contrast of ideas in a paragraph (tales como *pero, sin embargo, aungue*; tais como *mas, no en tanto, porém*); (such as *but, however, although*). • Identify words and phrases that indicate a conclusion in a paragraph (tales como *finalmente, en otras palabras*; tais como *finalmente, resumindo*); (such as *finally, in short*). [SSALD 3.28 (Gr. 4-12)]; (¤5.0: 5.3) • Identify concluding sentence (s) in an expository paragraph. (ELA 13.13); [SSALD 3.18 (Gr. 4-12)]; (¤5.0: 5.3)

Text Structure	**Text Structure**	**Text Structure**	**Text Structure**
• Predict the purpose and meaning of text by reading its title. (ELA 8.1) • Predict the purpose and meaning of text by interpreting accompanying illustrations. (ELA 8.1, 8.4); (¤2-3: 6.13)	• Predict the purpose and meaning of text by reading its title. (ELA 8.1) • Predict the purpose and meaning of text by interpreting accompanying illustrations. (ELA 8.1, 8.4); (¤2-3: 6.13) • Identify orthographic conventions for dialogue (tales como *letras mayúsculas, comillas*; tais como *letra maiúscula, entre aspas no texto*); (such as *capital letters, quotations marks*) in text.	• Identify orthographic conventions for dialogue (tales como *letras mayúsculas, comillas*; tais como *letra maiúscula, entre aspas no texto*); (such as *capital letters, quotations marks*) in text. • Predict the purpose and meaning of text by reading its title. (ELA 8.1) • Predict the purpose and meaning of text by interpreting accompanying illustrations. (ELA 8.1, 8.4); (¤2-3: 6.13); (¤4-8: 5.9)	• Identify orthographic conventions for dialogue (tales como *letras mayúsculas, comillas*; tais como *letra maiúscula, entre aspas no texto*); (such as *capital letters, quotations marks*) in text. • Predict the purpose and meaning of text by reading its title. (ELA 8.1) • Predict the purpose and meaning of text by interpreting accompanying illustrations. (ELA 8.1, 8.4); (¤2-3: 6.13); (¤4-8: 5.9) • Locate topic words by scanning a text. (ELA 13.13) • Identify topic sentence(s) by scanning a text. (ELA 13.13) • Identify pronouns and their references in text. (ELA 5.19); [SSALD 1.22 (Gr. 4-12)]; (¤7.0: 7.3)

Outcome: Apply knowledge of text structures to comprehend text. (ELA 13.8)

Linguistic Comparisons	**Linguistic Comparisons**	**Linguistic Comparisons**	**Linguistic Comparisons**
• Compare orthographic conventions (tales como *puntuación, el uso de letras mayúsculas*; tais como *pontuação, capitalização*); (such as *punctuation, capitalization*) between and among languages. (FL 5.4)	• Compare orthographic conventions (tales como *puntuación, el uso de letras mayúsculas*; tais como *pontuação, capitalização*); (such as *punctuation, capitalization*) between and among languages. (FL 5.4) • Compare structures of sentences between and among languages. (FL 5.4)	• Compare orthographic conventions (tales como *puntuación, el uso de letras mayúsculas*; tais como *pontuação, capitalização*); (such as *punctuation, capitalization*) between and among languages. (FL 5.4) • Compare structures of sentences and paragraphs between and among languages. (FL 5.4)	• Compare orthographic conventions (tales como *puntuación, el uso de letras mayúsculas*; tais como *pontuação, capitalização*); (such as *punctuation, capitalization*) between and among languages. (FL 5.4) • Compare structures of sentences and paragraphs between and among languages. (FL 5.4) • Identify words or word parts from other languages that have been adopted in Spanish/Portuguese. (FL 5.10); (ELA 5.29) • Compare and contrast Spanish/Portuguese words that come from other languages. (FL 5.15)

Outcome: Recognize similarities and differences in orthographic conventions and structures between and among languages. (FL 5.2)

Notes:

R.2 Beginning to Read in Spanish/Portuguese: Using the foundations of oral language and previous reading experience, students will understand the nature of written Spanish/Portuguese and the relationships of letters to the sounds of Spanish/Portuguese speech.

Beginning	Early Intermediate	Intermediate	Transitioning
LAU Categories A^1 and A^2	LAU Categories B^1 and B^2	LAU Categories C^1	LAU Categories C^2
LAU Categories E^1 and E^2	LAU Categories D^1 and D^2	LAU Categories C^1	LAU Categories C^2
CSLA-O: 0 0 – 1 1	CSLA-O: 1 1 – 2 2	CSLA-O: 2 2 – 3 3	CSLA-O: 4 4 – 5 5
Reading Readiness • Listen to stories read aloud. (SSALD 1.18); (¤K-1: 1.11) • Choose to look at books. • Repeat words and phrases from text that is read. (SSALD 1.5, 1.6); (¤K-1: 7.2, 7.4) • Participate in choral reading. • Recite memorized parts of chants, pattern books, and familiar books. (SSALD 1.5, 1.6); (¤K-1: 7.5) • Use text as well as illustrations to gain meaning of text. (SSALD 1.2, 1.4, 1.8, 1.9, 1.10) • Recognize that printed text can provide information. • Recognize that printed text can provide entertainment. • Demonstrate how to handle a book and turn the pages. • Identify the covers and title page of a book. (ELA 7.1)	**Reading Readiness** • Listen to stories read aloud. (SSALD 1.18); (¤K-1: 1.11) • Choose to look at books. • Repeat words and phrases from text that is read. (SSALD 1.5, 1.6); (¤K-1: 7.2, 7.4) • Participate in choral reading. • Recite memorized parts of chants, pattern books, and familiar books. (SSALD 1.5, 1.6); (¤K-1: 7.5) • Use text as well as illustrations to gain meaning of text. (SSALD 1.2, 1.4, 1.8, 1.9, 1.10) • Recognize that printed text can provide information. • Recognize that printed text can provide entertainment. • Respond to stories and informational texts that are heard. [SSALD 3.19 (gr. 4-12)]	**Reading Readiness** • Listen to stories read aloud. (SSALD 1.18); (¤K-1: 1.11) • Choose to look at books. • Repeat words and phrases from text that is read. (SSALD 1.5, 1.6) • Participate in choral reading. • Recite memorized parts of chants, pattern books, and familiar books. (SSALD 1.5, 1.6); (¤K-1: 7.5) • Use text as well as illustrations to gain meaning of text. (SSALD 1.2, 1.4, 1.8, 1.9, 1.10) • Recognize that printed text can provide information. • Recognize that printed text can provide entertainment. • Respond to stories and informational texts that are heard. [SSALD 3.19 (gr. 4-12)]	**Reading Readiness** • Listen to stories read aloud. (SSALD 1.18); (¤K-1: 1.11) • Use text as well as illustrations to gain meaning of text. (SSALD 1.2, 1.4, 1.8, 1.9, 1.10) • Recognize that printed text can provide information. • Recognize that printed text can provide entertainment. • Respond to stories and informational texts that are heard. [SSALD 3.19 (gr. 4-12)] • Compare first-language reading experiences with learning to read in Spanish/Portuguese. (FL 5.5)

Outcome: Demonstrate awareness of and readiness for reading for meaning.

Sight Vocabulary • Match previously learned spoken words to written words. (ELA 7.4) • Identify labels and signs in the school environment. (FL 2.4) • Read familiar high-frequency words. (ELA 7.6); (¤2-3: 6.3, 6.6, 6.8, 6.15) • Read phrases containing previously learned words (los complementos sustantivos tal como *mi casa*; los complementos preposicionales tal como *alrededor de*; frases como a *minha casa*; locacaó prepositiva *debaixo da mesa*); (noun phrases such as *my house*; prepositional phrases such as *on the bus*) as units meaning. (FL 2); (¤K-1: 6.15)	**Sight Vocabulary** • Match previously learned spoken words to written words. (ELA 7.4) • Identify labels and signs in the school environment. (FL 2.4) • Recognize previously learned words and phrases. (ELA 7.4); [¤K-1: 6.10, 7.0 (all skills)] • Read familiar high-frequency words. (ELA 7.6); (¤2-3: 6.3, 6.6, 6.8, 6.15) • Read phrases containing previously learned words (los complementos sustantivos tal como *mi casa*; los complementos preposicionales tal como *alrededor de*; frases como a *minha casa*; locacaó prepositiva *debaixo da mesa*); (noun phrases such as *my house*; prepositional phrases such as *on the bus*) as units of meaning. (FL 2);	**Sight Vocabulary** • Read phrases containing previously learned words (los complementos sustantivos tal como *mi casa*; los complementos preposicionales tal como *alrededor de*; frases como a *minha casa*; locacaó prepositiva *debaixo da mesa*); (noun phrases such as *my house*; prepositional phrases such as *on the bus*) as units meaning. (FL 2) • Recognize and read previously learned words and phrases. (ELA 7.4); (¤4-8: 6.0, 6.7) • Identify cognates in printed, grade-level, academic content vocabulary terms. (link to FL 5) • Read printed words and phrases with personal meaning (tales como *nombres en una lista de clase, palabras claves en un cuento o en un diario*; tais como *nomes de uma lista, palavras chaves, huma estória su diário*);	**Sight Vocabulary** • Read phrases containing previously learned words (los complementos sustantivos tal como *mi casa*; los complementos preposicionales tal como *alrededor de*; frases como a *minha casa*; locacaó prepositiva *debaixo da mesa*); (noun phrases such as *my house*; prepositional phrases such as *on the bus*) as units meaning. (FL 2) • Recognize and read previously learned words and phrases. (ELA 7.4); (¤4-8: 6.0, 6.7) • Identify cognates in printed, grade-level, academic content vocabulary terms. (link to FL 5) • Read printed words and phrases with personal meaning (tales como *nombres en una lista de clase, palabras claves en un cuento o en un diario*; tais como *nomes de uma lista, palavras chaves, huma estória su diário*);

		(such as *names on a class list*, *key words in a story or journal*). (ELA 7.4); [SSALD 3.13 (Gr. 4-12)] • Use correct spelling of high frequency words, whether regularly or irregularly spelled. (ELA 7.4); [¤6.0: (all skills)]	(such as *names on a class list*, *key words in a story or journal*). (ELA 7.4); [SSALD 3.13 (Gr. 4-12)] • Use correct spelling of high frequency words, whether regularly or irregularly spelled. (ELA 7.4); [¤6.0: (all skills)]
[¤4-8: 7.0 (all skills)]			

Outcome: Read and understand high-frequency and familiar words and phrases. (FL 2)

Concept of Print	**Concept of Print**	**Concept of Print**	**Concept of Print**
• Match symbols, pictures, and/or letters with words or ideas. [¤K-1: 6.0 (all skills)] • Recognize that spoken words are represented in written Spanish/Portuguese by sequences of letters. (ELA 7.4); (¤K-1: 6.13, 6.15, 7.5) • Recognize that, in Spanish/Portuguese, print moves from left to right across the page, and from top to bottom. (ELA 7.1) • Identify upper and lower case letters of the alphabet. (ELA 7.1) • Locate distinctive features of words, letters, parts of words, and whole words. [¤K-1: 7.0 (all skills)] • Recognize that written words are separated by spaces. (ELA 7.1) • Recognize that printed sentences are made up of separate words. (ELA 7.1); (¤K-1: 6.15)	• Match symbols, pictures, and/or letters with words or ideas. • Recognize that spoken words are represented in written Spanish/Portuguese by sequences of letters. (ELA 7.4);); (¤K-1: 6.13, 6.15, 7.5) • Recognize that, in Spanish/Portuguese, print moves from left to right across the page, and from top to bottom. (ELA 7.1) • Identify upper and lower case letters of the alphabet. (ELA 7.1); (¤2-3: 6.1) • Locate distinctive features of words letters, parts of words, and whole words. [¤2-3: 7.0 (all skills)] • Recognize that written words are separated by spaces. (ELA 7.1) • Recognize that printed sentences are made up of separate words. (ELA 7.1); (¤K-1: 6.15)	• Match symbols, pictures, and/or letters with words or ideas. • Recognize that spoken words are represented in written Spanish/Portuguese by sequences of letters. (ELA 7.4); (ELA 7.4); (¤K-1: 6.13, 6.15, 7.5) • Locate distinctive features of words, letters, parts of words, and whole words • Recognize that written words are separated by spaces. (ELA 7.1) • Recognize that printed sentences are made up of separate words. (ELA 7.1); (¤K-1: 6.15)	• Recognize that spoken words are represented in written Spanish/Portuguese by sequences of letters. (ELA 7.4); (¤K-1: 6.13, 6.15, 7.5)

Outcome: Recognize that printed text has specific form and carries meanings. (ELA 7.1)

Phonemic Awareness	**Phonemic Awareness**	**Phonemic Awareness**	**Phonemic Awareness**
• Recognize that a phoneme is one distinct sound. (ELA 7.2) • Recognize differences between and among Spanish/Portuguese language sounds that are heard. (¤K-1:7.1, 7.2, 7.8) • Recognize rhyming words in Spanish/Portuguese. (ELA 7.2); (¤K-1: 7.5) • Produce rhyming words in Spanish/Portuguese using activities such as word games. (ELA 7.2) • Identify the initial sounds of familiar words. (ELA 7.2); (¤K-1: 7.6) • Identify the final sounds of familiar words. (ELA 7.2); (¤K-1: 7.8)	• Recognize that a phoneme is one distinct sound. (ELA 7.2) • Recognize differences between and among Spanish/Portuguese language sounds that are heard. (¤K-1:7.1, 7.2, 7.8) • Recognize rhyming words in Spanish/Portuguese. (ELA 7.2); (¤K-1: 7.5) • Produce rhyming words in Spanish/Portuguese using activities such as word games. (ELA 7.2) • Identify the initial sounds of familiar words. (ELA 7.2); (¤K-1: 7.6); (¤2-3: 7.3, 7.8, 7.9) • Identify the final sounds of familiar words. (ELA 7.2) • Identify the medial sounds of familiar words. (ELA 7.2); (¤K-1: 7.6); (¤2-3: 7.5, 7.10, 7.11) • Demonstrate knowledge of consonant blends, using recognizable words. (ELA 7.5); (¤K-1: 7.9); (¤2-3: 7.8, 7.10)	• Recognize that a phoneme is one distinct sound. (ELA 7.2) • Recognize differences between and among Spanish/Portuguese language sounds that are heard. (¤K-1:7.1, 7.2, 7.8) • Recognize rhyming words in Spanish/Portuguese. (ELA 7.2); (¤K-1: 7.5) • Produce rhyming words in Spanish/Portuguese using activities such as word games. (ELA 7.2) • Identify the medial sounds of familiar words. (ELA 7.2) • Demonstrate knowledge of consonant blends, using recognizable words. (ELA 7.5); (¤2-3: 7.8, 7.10); (¤4-8: 6.1, 6.2, 6.4) • Demonstrate understanding that words are made up of syllables. (ELA 7.2); (¤2-3: 7.3, 7.8, 7.9); (¤4-8: 6.5)	• Recognize that a phoneme is one distinct sound. (ELA 7.2) • Recognize differences between and among Spanish/Portuguese language sounds that are heard. • Recognize and produce Spanish/Portuguese phonemes that are like phonemes heard and spoken in the student's first language. (ELA 7.2) • Produce rhyming words in Spanish/Portuguese using activities such as word games. (ELA 7.2) • Demonstrate knowledge of consonant blends, using recognizable words. (ELA 7.5); (¤4-8: 6.1, 6.2, 6.4) • Demonstrate understanding that words are made up of syllables. (ELA 7.2); (¤2-3: 7.3, 7.8, 7.9); (¤4-8: 6.5)

Outcomes: 1) Demonstrate that phonemes exist and can be isolated and manipulated. (ELA 7.2) 2) Demonstrate knowledge of Spanish/Portuguese phonemes and their relationships to familiar words. (ELA 7.5)

Phonics/Letter-Sound Knowledge	**Phonics/Letter-Sound Knowledge**	**Phonics/Letter-Sound Knowledge**	**Phonics/Letter-Sound Knowledge**
• Recognize letter-sound matches by identifying and	• Demonstrate knowledge of vowel digraphs, vowel	• Demonstrate knowledge of vowel digraphs, vowel	• Demonstrate knowledge of vowel digraphs, vowel

naming each letter of the alphabet. (ELA 7.3);); (¤K-1:6.8, 6.9, 6.13, 7.3) • Demonstrate knowledge that written words are composed of letters that represent sounds. (ELA 7.3); (¤K-1: 6.15) • Decode familiar words in text. (ELA 7.7); (¤K-1: 7.9) • Match letters to sounds to decode simple unknown words. (ELA 7.7); [¤K-1: 7.0 (all skills)]	diphthongs (tales como *abuela, aire, pie;* tais como *naõ, meu, feudal, causa*) by reading. (ELA 7.5); (¤2-3: 7.7, 7.9, 7.11, 7.13) • Demonstrate knowledge of ch, ll, ñ, rr (tales como *chaqueta, lluvia, niño, carro*; tais como rr, lh, ch, nh, *carro, colher, chave, moinho*). • Decode familiar words in text. (ELA 7.7); (¤2-3: 7.1) • Match letters to sounds to decode simple unknown words. (ELA 7.7); [¤2-3: 7.0 (all skills)] • Identify familiar Spanish/Portuguese morphemes, the smallest grammatical units (tales como *–aba en hablaba, -ando en hablando*; tais como *gerúndio –ndo em falando*): (such as *–ed* in *waited*) in phrases and simple sentences. (ELA 7.7); (¤6.0: 6.2, 6.3) • Apply knowledge of known words and of more difficult word families (tales como *–arro en barro, carro*; tais como *arra/asa*); (*ought*) to decode unknown words. (ELA 7.7); (¤6.0: 6.7)	diphthongs (tales como *abuela, aire, pie;* tais como *naõ, meu, feudal, causa*) by reading. (ELA 7.5); (¤2-3: 7.7, 7.9, 7.11, 7.13) • Identify phonetically regular one-syllable and multi-syllable words. (ELA 7.7); (¤6.0: 6.4, 6.6, 6.7) • Read words with several syllables. (ELA 7.7); (¤6.0: 6.4) • Apply knowledge of letter patterns to identify syllables. (ELA 7.7); (¤6.0: 6.4) • Identify familiar Spanish/Portuguese morphemes, the smallest grammatical units (tales como *–aba en hablaba, -ando en hablando*; tais como *gerúndio –ndo em falando*): (such as *–ed* in *waited*) in phrases and simple sentences. (ELA 7.7); (¤6.0: 6.2, 6.3) • Apply knowledge of known words and of more difficult word families (tales como *–arro en barro, carro*; tais como *arra/asa*); (*ought*) to decode unknown words. (ELA 7.7); (¤6.0: 6.7)	diphthongs (tales como *abuela, aire, pie;* tais como *naõ, meu, feudal, causa*) by reading. (ELA 7.5); (¤2-3: 7.7, 7.9, 7.11, 7.13) • Identify phonetically regular one-syllable and multi-syllable words. (ELA 7.7); (¤6.0: 6.4, 6.6, 6.7) • Read words with several syllables. (ELA 7.7); (¤6.0: 6.4) • Apply knowledge of letter patterns to identify syllables. (ELA 7.7); (¤6.0: 6.4) • Identify familiar Spanish/Portuguese morphemes, the smallest grammatical units (tales como *–aba en hablaba, -ando en hablando*; tais como *gerúndio –ndo em falando*): (such as *–ed* in *waited*) in phrases and simple sentences. (ELA 7.7); (¤6.0: 6.2, 6.3) • Apply knowledge of known words and of more difficult word families (tales como *–arro en barro, carro*; tais como *arra/asa*); (*ought*) to decode unknown words. (ELA 7.7); (¤6.0: 6.7)

Outcome: Apply letter-sound knowledge to connect meaning with printed words. (ELA 7.3, 7.5, 7.7)

Word Analysis	**Word Analysis**	**Word Analysis**	**Word Analysis**
• Decode word patterns (tales como *pato, gato*; tais como *gato, pato, padrão de palavra*); such as *f-ish, d-ish, w-ish*). (ELA 7.5); (¤K-1: 7.2, 7.9) • Decode phonetically regular, monosyllabic words. (ELA 7.7); (¤K-1: 7.2, 7.4, 7.9)	• Decode word patterns (tales como *pato, gato*; tais como *gato, pato, padrão de palavra*); (such as *f-ish, d-ish, w-ish*). (ELA 7.5); (¤K-1: 7.2, 7.9) • Decode phonetically regular, monosyllabic words. (ELA 7.7); (¤K-1: 7.2, 7.4, 7.9); (¤2-3: 7.1)	• Decode word patterns (tales como *pato, gato*; tais como *gato, pato, padrão de palavra*); (such as *f-ish, d-ish, w-ish*). (ELA 7.5); (¤K-1: 7.2, 7.9) • Apply knowledge of letter patterns to identify syllables. (ELA 7.7); (¤2-3: 7.15, 7.14, 7.16); (¤4-8: 6.5, 6.6) • Decode phonetically regular, monosyllabic words. (ELA 7.7); (¤2-3: 7.1); (¤4-8: 6.1, 6.2, 6.3, 6.4) • Decode phonetically regular, multisyllabic words. (ELA 7.7); (¤2-3: 7.14, 7.15, 7.16); (¤4-8: 6.1, 6.6)	• Decode word patterns (tales como *pato, gato*; tais como *gato, pato, padrão de palavra*); such as *f-ish, d-ish, w-ish*). (ELA 7.5); (¤K-1: 7.2, 7.9) • Apply knowledge of letter patterns to identify syllables. (ELA 7.7); (¤2-3: 7.15, 7.14, 7.16) • Decode phonetically regular, multisyllabic words. (ELA 7.7); (¤4-8: 6.1, 6.2, 6.3, 6.4)

Outcome: Apply word analysis to decode printed words, both known and unknown. (ELA 7.7)

Word Context	**Word Context**	**Word Context**	**Word Context**
• Comprehend a word in its context.	• Comprehend a word in its context.	• Comprehend a word in its context, using self-monitoring (tales como preguntándose a si mismo *¿Se oye bien?, ¿Parece correcta?, ¿Tiene sentido?*; tais como pergunta a si próprio, *Soa bem?, Parece correcto?, Faz sentido?*); (such as asking oneself, *"Does it sound right?", "Does it look right?", "Does it make sense?"*).	• Comprehend a word in its context, using self-monitoring (tales como preguntándose a si mismo *¿Se oye bien?, ¿Parece correcta?, ¿Tiene sentido?*; tais como pergunta a si próprio, *Soa bem?, Parece correcto?, Faz sentido?*); (such as asking oneself, *"Does it sound right?", "Does it look right?", "Does it make sense?"*). • Rephrase information that has been read in order to demonstrate understanding of a word in its context.

Outcome: Apply knowledge of word context to gain meaning from text.

Features of Written Spanish/Portuguese	**Features of Written Spanish/Portuguese**	**Features of Written Spanish/Portuguese**	**Features of Written Spanish/Portuguese**
• Recognize orthographic features of Spanish/Portuguese	• Recognize capitalization in a sentence. (ELA 5.3, 7.4)	• Identify common abbreviations (tales como *Srta., Sra.,*	• Comprehend the meaning of common abbreviations

words (tales como *tamaño y forma de las letras*; tais como *tamanhos e formas*); such as *sizes and shapes of letters*). (¤K-1: 6.8, 6.13) • Recognize capitalization in a sentence. (ELA 5.3, 7.4) • Recognize punctuation (tales como *signo de interrogación y signo de admiración*; tais como *puntuacaõ final*); (such as *end mark*) in sentence. (ELA 5.4) • Recognize common abbreviations (tales como *Srta., Sra., Sr.*; tais como *Jan., Sra., Exc., Dr.*); such as *Jan., Ms., St., Tues., lb.*).	• Recognize punctuation (tales como *signo de interrogación y signo de admiración*; tais como *puntuacaõ final*); (such as *end mark*) in sentence. (ELA 5.4) • Recognize common abbreviations (tales como *Srta., Sra., Sr.*; tais como *Jan., Sra., Exc., Dr.*); such as *Jan., Ms., St., Tues., lb.*).	*Sr.;* tais como *Jan., Sra., Exc., Dr.*); (such as *Jan., Ms., St., Tues., lb.*). • Identify unique spelling patterns for Spanish/Portuguese words (tales como *lápiz-lapices*; tais como *mão-mãos, cão-cães, coração-corações*). [¤6.0: (all skills)] • Recognize indentation in a paragraph. (ELA 7.4)	(tales como *Srta., Sra., Sr.*; tais como *Jan., Sra., Exc., Dr.*); (such as *Jan., Ms., St., Tues., lb.*). • Identify unique spelling patterns for Spanish/Portuguese words (tales como *lápiz-lapices*; tais como *mão-mãos, cão-cães, coração-corações*) [¤6.0: (all skills)] • Recognize indentation in a paragraph. (ELA 7.4)

Outcome: Demonstrate understanding of selected features of written Spanish/Portuguese. (ELA 7.4)

Linguistic Comparisons	Linguistic Comparisons	Linguistic Comparisons	Linguistic Comparisons
• Recognize examples of how the writing system of Spanish/Portuguese and of other languages are similar and different (tales como *en la puntuación de preguntas, el uso de la mayúscula y el uso de minúsculas*; tais como *capitatalizacaõ de e meses do ano*); (such as in *punctuating questions, capitalizing names of days and months*). (FL 5.1)	• Recognize how the writing system of Spanish/Portuguese and of other languages are similar and different (tales como *en la puntuación de preguntas, el uso de la mayúscula y el uso de minúsculas*; tais como *capitatalizacaõ de e meses do ano*); (such as in *punctuating questions, capitalizing names of days and months*). (FL 5.1)	• Give examples of how the writing system of Spanish/Portuguese and of other languages are similar and different (tales como *en la puntuación de preguntas, el uso de la mayúscula y el uso de minúsculas*; tais como *capitatalizacaõ de e meses do ano*); (such as in *punctuating questions, capitalizing names of days and months*). (FL 5.1)	• Give examples of how the writing system of Spanish/Portuguese and of other languages are similar and different (tales como *en la puntuación de preguntas, el uso de la mayúscula y el uso de minúsculas*; tais como *capitatalizacaõ de e meses do ano*); (such as in *punctuating questions, capitalizing names of days and months*). (FL 5.1) • Compare the writing system of Spanish/Portuguese and the student's first language. (FL 5.11)

Outcome: Identify, compare, and provide examples of the linguistic features (such as *orthography, words and word parts, sounds related to print*) of Spanish/Portuguese and other languages in print. (FL 5.4)

Notes:

R.3 Comprehension: Students will read Spanish/Portuguese fluently and identify facts and evidence in order to interpret and analyze text.

Beginning	Early Intermediate	Intermediate	Transitioning
LAU Categories A[1] and A[2]	LAU Categories B[1] and B[2]	LAU Categories C[1]	LAU Categories C[2]
LAU Categories E[1] and E[2]	LAU Categories D[1] and D[2]	LAU Categories C[1]	LAU Categories C[2]
CSLA-O: 0 0 – 1 1	CSLA-O: 1 1 – 2 2	CSLA-O: 2 2 – 3 3	CSLA-O: 4 4 – 5 5

Main Ideas and Details (Beginning)
- Make predictions about main ideas before reading a story, using prior knowledge and visual cues. (ELA 8.1); (¤K-1: 6.13)
- Identify a main event from a story. (ELA 8.2); (SSALD 6.9, 1.17, 3.17)
- Identify important information, using prior knowledge and visual cues from an informational text.
- Identify the beginning, middle, and end of a story. (ELA 8.7); (SSALD 1.12)
- Identify the characters and setting of a story. (SSALD 2.16)
- Use visual organizers to illustrate a main idea in a story.
- Identify the characters and setting of a story.
- Use visual organizers (tales como *en la secuencia de eventos, esquema de cuentos y personajes*; tais como *ciclo de eventos, plano de historia, diagrama dos personagens*); (such as *cycle of events, story map, character web*) to demonstrate comprehension of facts that support main ideas in a text.

Main Ideas and Details (Early Intermediate)
- Make predictions about main ideas before reading a story, using prior knowledge and visual cues. (ELA 8.1); (¤K-1: 6.13)
- Make predictions about important information before reading an informational text, using prior knowledge, text features, and visual cues. (ELA 8.4, 13)
- Identify a main event from a story. (ELA 8.2); (SSALD 6.9, 1.17, 3.17)
- Identify important information, using prior knowledge and visual cues from an informational text. (¤2-3: 6.7, 6.9)
- Retell a main event from a story. (ELA 8.2)
- Restate important information, using prior knowledge and/or visual cues from an informational text. (ELA 8.10)
- Identify the beginning, middle, and end of a story.
- Retell the beginning, middle, and end of a story.
- Identify the characters and setting of a story.
- Use visual organizers (tales como *en la secuencia de eventos, esquema de cuentos y personajes*; tais como *ciclo de eventos, plano de historia, diagrama dos personagens*); (such as *cycle of events, story map, character web*) to demonstrate comprehension of facts that support main ideas in a text.
- Identify and select main idea and/or important fact or detail in a text. (SSALD 3.18); (¤2-3: 6.4, 6.5, 6.7, 6.9, 6.10)
- Rephrase main idea(s) and important facts in a text that is read. (ELA 8.10); (SSALD 1.27, R/W 5.9); (¤2-3: 6.13)

Main Ideas and Details (Intermediate)
- Make predictions about main ideas before reading a story, using prior knowledge and visual cues. (ELA 8.1) (¤K-1: 6.13)
- Identify a main event from a story. (ELA 8.2); (¤4-8: 5.4)
- Identify important information, using prior knowledge and visual cues from an informational text. (¤4-8: 5.5)
- Retell a main event from a story. (ELA 8.2)
- Restate important information, using prior knowledge and/or visual cues from an informational text. (ELA 8.10)
- Identify the beginning, middle, and end of a story.
- Describe the characters and/or setting of a story.
- Use visual organizers (tales como *en la secuencia de eventos, esquema de cuentos y personajes*; tais como *ciclo de eventos, plano de historia, diagrama dos personagens*); (such as *cycle of events, story map, character web*) to demonstrate comprehension of facts that support main ideas in a text.
- Identify and select main ideas and important facts in a text. (SSALD 3.18); (¤2-3: 6.4, 6.5, 6.7, 6.9, 6.10)
- Rephrase main idea(s) and important facts in a text that is read. (ELA 8.10); (SSALD 1.27, R/W 5.9); (¤2-3: 6.13)
- Identify sensory details that support main ideas in a variety of texts. (ELA 8.19); (SSALD 3.18 (Gr. 4-12)); (¤5.0: 5.3)
- Identify descriptive language in a text. (ELA 8.20)
- Categorize information, using graphic organizers (tales como *bosquejo, tabla de comparacion, apuntes en dos columnas*; tais como *pontos principais, tabelas de comparação, organizador de duas colunas*); (such as *outlines, comparison charts, two-column notes*). (¤9.0: 9.5, 9.6, 9.7)

Main Ideas and Details (Transitioning)
- Make predictions about important information before reading an informational text, using prior knowledge, text features, and visual cues. (ELA 8.4, 13)
- Identify a main event from a story. (ELA 8.2); (¤4-8: 5.4)
- Identify important information, using prior knowledge and visual cues from an informational text. (¤4-8: 5.5)
- Retell a main event from a story. (ELA 8.2)
- Restate important information, using prior knowledge and/or visual cues from an informational text. (ELA 8.10); (¤4-8: 5.5, 5.9)
- Identify the beginning, middle, and end of a story.
- Retell the beginning, middle, and end of a story.
- Identify the characters and setting of a story.
- Use visual organizers (tales como *en la secuencia de eventos, esquema de cuentos y personajes*; tais como *ciclo de eventos, plano de historia, diagrama dos personagens*); such as *cycle of events, story map, character web*) to demonstrate comprehension of facts that support main ideas in a text.
- Identify sensory details that support main ideas in a variety of texts. (ELA 8.19); [SSALD 3.18 (Gr. 4-12)]; (¤5.0: 5.3)
- Analyze the effect of sensory details in a text. (ELA 8.19); (¤5.0: 5.4, 5.7)
- Identify descriptive language in a text. (ELA 8.20)
- Analyze the effect of descriptive language in a text. (ELA 8.20); [SSALD 1.27 (Gr. 4-12)]; (¤5.0: 5.8)
- Identify evidence that supports main idea(s) in a text. (ELA 8.27); [SSALD 3.18 (Gr. 4-12)]; (¤5.0: 5.3)
- Categorize information, using graphic organizers (tales como *bosquejo, tabla de comparacion, apuntes en dos columnas*; tais como *pontos principais, tabelas de*

<table>
<tr><td></td><td></td><td>• Identify differences between retelling and summarizing a text. (SSALD 1.27, R/W 5.9); (¤2.3: 6.13)</td><td>*comparação, organizador de duas colunas*); (such as *outlines, comparison charts, two-column notes)*. (¤9.0: 9.5, 9.6, 9.7)
• Distinguish between summarizing main ideas and retelling all of a text.
• Annotate (tales como *recalcador, codigo de color, nota pegatina*; tais como *marcador de texto, canetas coloridas e papel adesivo*); (such as with a *highlighter, color coding, sticky notes*) important information in a text to include in a summary. (¤9.0: 9.6)
• Identify differences between retelling and summarizing a text. (SSALD 1.27, R/W 5.9); (¤2.3: 6.13)</td></tr>
</table>

Outcomes: 1) Identify main idea(s) or important information in a literary or an informational text. (FL 2.8, 2.12; ELA 8.2, 8.10); 2) Identify details that support main idea(s) in a literary or an informational text. (FL 2.8; ELA 18.18);   3) Summarize information from a literary or an informational text that is read. (ELA 8.18)

Text Interpretation	**Text Interpretation**	**Text Interpretation**	**Text Interpretation**
• Recognize words and phrases that signal steps of a process in a text (tales *como primero, después, por último*; tais como *primeiro, segundo, por último*); (such as *first, second, last*), using visual cues.	• Recognize words and phrases that signal steps of a process in a text (tales *como primero, después, por último*; tais como *primeiro, segundo, por último*); (such as *first, second, last*), using visual cues.
• Identify words and phrases that signal steps of a process in a text (tales *como primero, después, por último*; tais como *primeiro, segundo, por último*); (such as *first, second, last*).
• Identify the speaker of a story. (ELA 8.13)
• Describe setting, characters, and/or events in a text. (ELA 8.14)
• Identify fact(s) from opinion in a text. (ELA 8.17); (¤4-8: 5.9)	• Identify words and phrases that signal chronology in a text (tales *como después, y finalmente*; tais como *depois, finalmente*); (such as *after, finally*).
• Identify words and phrases that signal steps of a process in a text (tales *como primero, después, por último*; tais como *primeiro, segundo, por último*); (such as *first, second, last*).
• Identify the speaker of a story and/or a poem. (ELA 8.13)
• Identify words and phrases that signal a cause and effect relationship in a text (tales como *porque, si . . . entonces*; tais como *porque, se . . .depois*); (such as *because, if . . . then*). (ELA 8.16)
• Describe setting, characters, and/or events in a text, and support opinions about them with evidence from the text. (ELA 8.14)
• Identify fact(s) from opinion in a text. (ELA 8.17); (¤4-8: 5.9)
• Draw a conclusion from a text. (ELA 13.13); (¤4-8: 5.8, 5.9)	• Identify words and phrases that signal chronology in a text (tales *como después, y finalmente*; tais como *depois, finalmente*); (such as *after, finally*).
• Identify words and phrases that signal steps of a process in a text (tales *como primero, después, por último*; (such as *first, second, last*).
• Identify the speaker of a story and/or a poem. (ELA 8.13)
• Identify words and phrases that signal a cause and effect relationship in a text (tales como *porque, si . . . entonces*; tais como *porque, se . . .depois*); (such as *because, if ... then*). (ELA 8.16)
• Describe setting, characters, and/or events in a text, and support opinions about them with evidence from the text. (ELA 8.14)
• Distinguish fact from opinion in a text. (ELA 8.17); (¤4-8: 5.9)
• Draw a conclusion from a text. (ELA 13.13); (¤4-8: 5.8, 5.9)
• Identify an author's purpose in writing a literary text.
• Identify a character's traits, emotions, and/or motivation and include supporting details from a text. (ELA 8.25)
• Interpret a text's mood and tone and support that interpretation with details from the text. (ELA 8.24)
• Identify words and phrases that signal organizational structure in a text, tales como – tais como (such as
- cronologia: *antes, despues*
- cronologia: *antes, despois* (chronology: *earlier, then*)
- causa y efecto: *como resultado, para*

			que - causa e efeito: *como resultado, de modo que* (cause-and-effect: *as a result, so that*) - problema-solucion: *proponer, los estudios muestran* - problema-solucion: *É proposto, pesquiza mostra* (problem-solution: *propose, research shows*) (ELA 8.21) • Identify evidence used to support an argument and/or a conclusion. (ELA 8.27); [SSALD R/W 5.9 (4-12)]

Outcome: Support individual interpretations and conclusions, using evidence from a literary or an informational text. (ELA 8)

Theme	**Theme**	**Theme**	**Theme**
• Identify a theme of a story. (ELA 11.2) • Relate fiction and nonfiction texts to personal experience and background knowledge. (ELA 11.1; FL 2.10)	• Identify a theme of a story. (ELA 11.2) • Relate fiction and nonfiction texts to personal experience and background knowledge. (ELA 11.1; FL 2.10)	• Identify a theme as a lesson in folktales, fables, and myths. (ELA 11.2); (¤5.0: 5.9) • Relate fiction and nonfiction texts to personal experience and background knowledge. (ELA 11.1; FL 2.10)	• Identify a theme as a lesson in folktales, fables, and myths. (ELA 11.2); (¤5.0: 5.9) • Relate fiction and nonfiction texts to personal experience and background knowledge. (ELA 11.1; FL 2.10) • Compare examples of familiar themes and topics. (ELA 11.4); (¤5.0: 5.8) • Explain how a theme differs from a topic. • Explain how a stated theme refers to the main idea of a text. (ELA 11.3) • Provide evidence that a theme is present in more than one text. (ELA 11.4)

Outcome: Identify a theme in a variety of texts. (ELA 11)

Learner Strategies	**Learner Strategies**	**Learner Strategies**	**Learner Strategies**
• Identify text features (tales como *el título, autor e ilustraciones*; tais como *título, autor e ilustrações*); (such as *title, author and illustrations*). (ELA 13.3) • Preview text features to predict meaning. (ELA 13.3)	• Identify text features (tales como *el título, autor e ilustraciones*; tais como *título, autor e ilustrações*); (such as *title, author and illustrations*). (ELA 13.3) • Preview text features to predict meaning. (ELA 13.3)	• Identify text features (tales como *el título, autor, ilustraciones, encabezamientos y el pie de fotos*; tais como *título, autor, ilustrações, cabecalhos, legendas*); (such as *title, author, illustrations, headings, captions*). (ELA 13.3) • Preview text features to predict meaning. (ELA 13.3) • Pause while reading silently to check that information makes sense. • Identify the reader's purpose for reading a text. • Identify and apply reading rate to match the reader's purpose in reading a given text.	• Identify text features (tales como *el título, ilustraciones, encabezamientos y el pie de fotos, gráficas y letras negrillas*; tais como *título, autor, ilustrações, cabecalhos, legendas, gráficas, negritos*); (such as *title, illustrations, headings, captions, graphics, bold-face type*). (ELA 13.3) • Preview text features to predict meaning. (ELA 13.3) • Pause while reading silently to check that information makes sense. • Identify the reader's purpose for reading a text. • Paraphrase periodically in order to check comprehension of a text. • Scan to locate specific information in a text.

Outcome: Identify and apply strategies to enhance comprehension of texts.

Notes:

R.4 Literacy Elements and Techniques: Students will identify and analyze text elements and techniques of written Spanish/Portuguese as used in various literary genres.

Beginning	Early Intermediate	Intermediate	Transitioning
LAU Categories A^1 and A^2	LAU Categories B^1 and B^2	LAU Categories C^1	LAU Categories C^2
LAU Categories E^1 and E^2	LAU Categories D^1 and D^2	LAU Categories C^1	LAU Categories C^2
CSLA-O: 0 0 – 1 1	CSLA-O: 1 1 – 2 2	CSLA-O: 2 2 – 3 3	CSLA-O: 4 4 – 5 5
Characteristics of Genres • Recognize characteristics specific to common genres of literature (tales como *ficción/no ficción*; tais como *ficção/não ficcional*); (such as *fiction/nonfiction*). • Recognize differences in characteristics among genres of literature. (ELA 10.1)	**Characteristics of Genres** • Identify characteristics specific to common genres of literature (tales como *poesía/prose, ficción/no ficción* y *literatura dramática*; tais como *poesia/prosa, ficção/não ficcional, literatura dramática*); (such as *poetry/prose, fiction/nonfiction, dramatic literature*). • Identify differences in characteristics among genres of literature. (ELA 10.1)	**Characteristics of Genres** • Identify characteristics specific to common genres of literature (tales como *poesía/prose, ficción/no ficción* y *literatura dramática*; tais como *poesia/prosa, ficção/não ficcional, literatura dramática*); (such as *poetry, prose, fiction, nonfiction, dramatic literature*). • Identify differences in characteristics among genres of literature. (ELA 10.1)	**Characteristics of Genres** • Identify characteristics specific to common genres of literature (tales como *poesía/prose, ficción/no ficción* y *literatura dramática*; tais como *poesia/prosa, ficção/não ficcional, literatura dramática*); (such as *poetry, prose, fiction, nonfiction, dramatic literature*). • Identify differences in characteristics among genres of literature. (ELA 10.1) • Identify the purpose(s) of various literary genres. (ELA 10.4); (¤5.0: 5.9) • Compare characteristics of various literary genres (tales como *biografia, poesia, relatos cortos, literature dramática*; tais como *romance, biografia, poesia, contos, literature dramática e ficção*); (such as *novel, biography, poetry, short story, dramatic literature, fiction*). (ELA 10.3; FL 2.14); (¤5.0: 5.9)

Outcomes: Apply knowledge of general characteristics of a literary genre as a strategy for reading. (ELA 10.2)

| **Elements of Style and Language**
• Recognize words that are related to the senses. (ELA 15.1)
• Locate words that appeal to the senses in written language. (ELA 15.1) | **Elements of Style and Language**
• Identify words that appeal to the senses in language and literature that is heard. (ELA 15.1)
• Locate words that appeal to the senses in written language. (ELA 15.1) | **Elements of Style and Language**
• Identify words that appeal to the senses in language and literature that is heard. (ELA 15.1)
• Locate words that appeal to the senses in written language. (ELA 15.1) | **Elements of Style and Language**
• Identify words that appeal to the senses in language and literature that is heard. (ELA 15.1)
• Locate words that appeal to the senses in written language. (ELA 15.1)
• Provide examples of how an author's use of words creates mood or tone. (ELA 15.6); (¤6.0: 6.7)
• Identify imagery in a literary text. (ELA 15.3); (¤6.0: 6.7)
• Provide examples of imagery that suggests mood or tone in a literary text. (¤6.0: 6.7) |

Outcome: Classify spoken or written words as belonging to sense categories (such as visual, auditory, tactile) when found in literary texts. (ELA 15.1)

Fiction	**Fiction**	**Fiction**	**Fiction**

• Recognize the elements of a personal or familiar story (tales como *personaje, scenario y la trama*; tais como *personagem e lugar*); (such as *character, and setting*). (ELA 12.1) • Recognize the elements of a story read in class.	• Identify the elements of a personal or familiar story (tales como *personaje, escenario y la trama*; tais como *personagem, lugar e trama*); (such as *character, setting and plot*). (ELA 12.1) • Identify the elements of a story read in class.	• Identify the elements of a personal or familiar story (tales como *personaje, escenario y la trama*; tais como *personagem, lugar e trama*); (such as *character, setting and plot*). (ELA 12.1) • Identify the elements of a story read in class. • Identify the elements of a story read in class. • Identify elements of setting and plot, including conflict. (ELA 12.3)	• Identify the elements of a personal or familiar story (tales como *personaje, escenario y la trama*; tais como *personagem, lugar e trama*); (such as *character, setting and plot*). (ELA 12.1) • Identify the elements of a story read in class. • Identify elements of setting and plot, including conflict. (ELA 12.3) • Identify and compare qualities of the main characters in a text. (ELA 12.4) • Explain how qualities of the main characters of a text influence the resolution of the conflict. (ELA 12.4)

Outcome: Analyze the elements of plot, character, and setting in stories. (ELA 12.2)

Poetry	**Poetry**	**Poetry**	**Poetry**
• Recognize a regular beat (*rhythm*) and/or similarities in sounds among words (*rhyming*) in poems. (ELA 12.1) • Recognize various patterns of repetition in poems.	• Identify a regular beat (*rhythm*) and/or similarities in sounds among words (*rhyming*) in poems. (ELA 12.1) • Identify various patterns of repetition in poems.	• Identify a regular beat (*rhythm*) and/or similarities in sounds among words (*rhyming*) in poems. (ELA 12.1) • Compare and contrast sounds (*rhythm, rhyme*) in poetry. (FL 5.8) • Identify sensory images in poems. (ELA 14.2) • Locate similes in poems. (ELA 14.2) • Identify graphic elements (tales como *mayúsculas, longitude de líneas, posición de palabras*; tais como *maiúsculas, comprimento dos versos, posição das palabras*); (such as *capital letters, line length, word position*) that contribute to meaning in a poem. (ELA 14.4)	• Identify a regular beat (*rhythm*) and/or similarities in sounds among words (*rhyming*) in poems. (ELA 12.1) • Compare and contrast sounds (*rhythm, rhyme*) in poetry. (FL 5.8) • Identify sensory images in poems. (ELA 14.2) • Locate similes in poems. (ELA 14.2) • Identify graphic elements (tales como *mayúsculas, longitude de líneas, posición de palabras*; tais como *maiúsculas, comprimento dos versos, posição das palabras*); (such as *capital letters, line length, word position*) that contribute to meaning in a poem. (ELA 14.4) • Identify examples of alliteration, onomatopoeia, rhyme scheme, and internal rhyme as heard in poetry. (ELA 14.3) • Identify examples of personification in poetry. (ELA 14.3) • Identify examples of metaphor and simile in poetry. (ELA 14.3) • Identify hyperbole in poetry. (ELA 14.3)

Outcome: Identify the elements of poetry and analyze how they add to the meaning and enjoyment of a poem. (ELA 14)

Myth and Traditional Narrative	**Myth and Traditional Narrative**	**Myth and Traditional Narrative**	**Myth and Traditional Narrative**
• Recognize recurring phrases in nursery rhymes, fables, fairy tales, tall tales, lullabies, and myths (tales como *Erase una vez/Había una vez, hace mucho tiempo*; *Era uma vez, há muito tempo atrás*); such as *Once upon a time, long ago*). (ELA 16.3) • Predict recurring phrases in nursery rhymes, fables, fairy tales, tall tales, lullabies, and myths. (ELA 16.3)	• Identify recurring phrases in nursery rhymes, fables, fairy tales, tall tales, lullabies, and myths (tales como *Erase una vez/Había una vez, hace mucho tiempo*; *Era uma vez, há muito tempo atrás*); such as *Once upon a time, long ago*). (ELA 16.3) • Predict recurring phrases in nursery rhymes, fables, fairy tales, tall tales, lullabies, and myths. (ELA 16.3) • Recognize character types (tales como *trampista, héroes y heroínas*; tais como *impostor, herói, heroina*); such as *tricksters, heroes, heroines*) in traditional literature from various cultures. (ELA 16.5; FL 6.9)	• Identify recurring phrases in nursery rhymes, fables, fairy tales, tall tales, lullabies, and myths (tales como *Erase una vez/Había una vez, hace mucho tiempo*; *Era uma vez, há muito tempo atrás*); such as *Once upon a time, long ago*). (ELA 16.3) • Predict recurring phrases in nursery rhymes, fables, fairy tales, tall tales, lullabies, and myths. (ELA 16.3) • Identify phenomena explained in origin myths from various cultures. (ELA 16.4); (⊠5.0: 5.5, 5.8) • Identify and compare character types (tales como *trampista, héroes y heroínas*; tais como *impostor, herói, heroina*); such as *tricksters, heroes, heroines*) in	• Identify recurring phrases in nursery rhymes, fables, fairy tales, tall tales, lullabies, and myths (tales como *Erase una vez/Había una vez, hace mucho tiempo*; *Era uma vez, há muito tempo atrás*); such as *Once upon a time, long ago*). (ELA 16.3) • Predict recurring phrases in nursery rhymes, fables, fairy tales, tall tales, lullabies, and myths. (ELA 16.3) • Identify and compare character types (tales como *trampista, héroes y heroínas*; tais como *impostor, herói, heroina*); such as *tricksters, heroes, heroines*) in traditional literature from various cultures. (ELA 16.5; FL 6.9)

		traditional literature from various cultures. (ELA 16.5; FL 6.9) • Describe significant characters in traditional literature from various cultures. (ELA 16.6) • Compare significant heroes and/or heroines in traditional literature from various cultures. (FL 5.17)	• Describe significant characters in traditional literature from various cultures. (ELA 16.6) • Compare significant heroes and/or heroines in traditional literature from various cultures. (FL 5.17) • Identify similarities and differences between and among mythologies of different cultures. (ELA 16.10)

Outcomes: 1) Recognize nursery rhymes, fables, fairy tales, tall tales, lullabies, and myths as traditional literature. (ELA 16.1) 2) Identify culturally significant characters and events represented in traditional literature (including Greek, Roman, Norse mythology). ELA 16.6

Dramatic Literature	**Dramatic Literature**	**Dramatic Literature**	**Dramatic Literature**
• Recognize dialogue as an element in a play. (ELA 17.1)	• Identify dialogue as an element in a play. (ELA 17.1) • Recognize elements of character and plot as presented through dialogue in scripts. (ELA 17.2)	• Identify dialogue as an element in a play. (ELA 17.1) • Identify elements of plot and character as presented through dialogue in scripts. (ELA 17.2) • Explain how dialogue can develop the plot or characters of a play, using specific examples.	• Identify dialogue as an element in a play. (ELA 17.1) • Identify elements of plot and character as presented through dialogue in scripts. (ELA 17.2) • Explain how dialogue can develop the plot or characters of a play, using specific examples. • Identify the structural elements of dramatic literature (tales como *escenas, actos, cuadros de actores, direcciones de montaje*; tais como *cenas, atos, elenco, orientação do palco*); (such as *scenes, acts, cast of characters, stage directions*). (ELA 17.3) • Identify the setting of dramatic literature (tales como *sitio, tiempo histórico, hora del día*; tais como *lugar, período histórico, hora do dia*); (such as *place, historical period, time of day*). (ELA 17.5) • Identify the plot elements of dramatic literature (tales como *exposición, conflicto, culminante*; tais como *introdução, conflito, climax e resolução*); (such as *exposition, conflict, rising action, falling action*) using graphic organizers. (ELA 17.5) • Identify and explain key elements of characterization in dramatic literature (tales como *motivación, acción, desarrollo de pensamiento*; tais como *motivo, ação, desenvolvimiento do pensamento*); (such as *motivation, action, thought development)*. (ELA 17.5) • Compare and contrast setting, character, and plot among texts, plays and films. (ELA 17.6) • Analyze the effect of dialogue in dramatic literature, using specific examples. (ELA 17.2)

Outcome: Demonstrate understanding that dialogue develops the plot and characters of a play. (ELA 17.2)

Notes:

R.5 Informational/ Expository Text: Students will identify and analyze purposes, structures, and elements of nonfiction Spanish/Portuguese texts.

Beginning	Early Intermediate	Intermediate	Transitioning
LAU Categories A^1 and A^2	LAU Categories B^1 and B^2	LAU Categories C^1	LAU Categories C^2
LAU Categories E^1 and E^2	LAU Categories D^1 and D^2	LAU Categories C^1	LAU Categories C^2
CSLA-O: 0 0 – 1 1	CSLA-O: 1 1 – 2 2	CSLA-O: 2 2 – 3 3	CSLA-O: 4 4 – 5 5
Characteristics of Nonfiction Genres • Recognize purposes of expository texts.	**Characteristics of Nonfiction Genres** • Identify forms and purposes of expository texts.	**Characteristics of Nonfiction Genres** • Identify purposes and forms of expository texts. • Identify purposes and forms of informational texts (tales como *artículos enciclopédicos*;); (such as *encyclopedia articles*).	**Characteristics of Nonfiction Genres** • Identify purposes and forms of expository texts. • Identify purposes and forms of informational texts (tales como *artículos enciclopédicos*;); (such as *encyclopedia articles*).

Outcome: Distinguish forms and purposes of informational and expository materials (such as *encyclopedias, CD-ROMs, newspapers, magazines, letters, content texts*). (ELA 10.2)

Text Features	Text Features	Text Features	Text Features
• Recognize common text features (tales como *título y tabla de contenido*; tais como *título, índice*); (such as *title, table of contents)* as sources of information in a text. • Identify common text features (tales como *título y tabla de contenido*; tais como *título, índice*); (such as *title, captions, table of contents)* as sources of information in a text	• Identify common text features (tales como *título, encabezamiento, píe de fotos, índice, palabras claves, glosario y tabla de contenido*; tais como *título, cabeçalho, legenda, palavras chave, glossário e índice*); such as *title, headings, captions, index, key words, glossary, and table of contents)* as sources of information in a text. • Identify common structural features in text (tales como *párrafos, oraciones temáticas y de conclusion*; tais como *parágrafos, orações temáticas, orações conclusivas*); (such as *paragraphs, topic sentences, concluding sentence)*. (ELA 13.6).	• Identify common text features (tales como *título, encabezamiento, píe de fotos, índice, palabras claves, glosario y tabla de contenido*; tais como *título, cabeçalho, legenda, palavras chave, glossário e índice*); (such as *title, headings, captions, index, key words, glossary, table of contents)* as sources of information in a text. • Identify common structural features in text (tales como *párrafos, oraciones temáticas y de conclusion*; tais como *parágrafos, orações temáticas, orações conclusivas*); (such as *paragraphs, topic sentences, concluding sentence)*. (ELA 13.6)	• Identify common text features (tales como *título, encabezamiento, píe de fotos, guia de pronunciación, palabras claves, glosario y tabla de contenido*; tais como *título, cabeçalho, legenda, palavras chave, glossário e índice*); (such as *title, headings, captions, pronunciation guide, key words, glossary, and table of contents)* as sources of information in a text. (¤5.0: 5.3) • Identify common structural features in text (tales como *párrafos, oraciones temáticas y de conclusion*; tais como *parágrafos, orações temáticas, orações conclusivas*); (such as *paragraphs, topic sentences, concluding sentence)*. (ELA 13.6); (¤5.0: 5.3) • Identify text features (tales como *prólogo, glosario, tabla de contenido, apéndice, índice, resumen del capítulo, nota a píe de página, biografía*; tais como *prefácio, glossário, indice, resumo de capitulo, notas de roda-pé, bibliografia*); (such *as preface, glossary, table of contents, appendix, index, chapter summary, footnotes, bibliography)* as sources for specific information. (ELA 13.18); (¤5.0: 5.3, 9.0: 9.1) • Identify structural features within text that indicate purpose and meaning (tales como *oraciones temáticas y de concluciones, introducción, conclusión*; tais como *orações temáticas, orações conclusive, introdução,*

			conclusão); (such as *topic sentences, concluding sentences, introduction, conclusion*). (ELA 13.18)

<div align="center">Outcome: Use knowledge of text features to determine the purpose and meaning of a text. (ELA 13.6)</div>

Graphic Features	**Graphic Features**	**Graphic Features**	**Graphic Features**
• Recognize graphic features found in text (tales como *ilustraciones, dibujos rotulados, cartels, mapas y diagramas*; tais como *ilustrações, figures com etiquetas, tabelas, mapas e diagramas*); (such as *illustrations, labeled drawings, charts, maps, diagrams*). (ELA 13.2)	• Identify graphic features found in text (tales como *ilustraciones, dibujos rotulados, tamaño de la letra, carteles, mapas y diagramas*; tais como *ilustrações, figures com etiquetas, tabelas, mapas e diagramas*); (such as *illustrations, labeled drawings, type size, charts, maps, diagrams*). (ELA 13.2)	• Locate and identify graphic features found in text (tales como *ilustraciones, dibujos rotulados, tamaño de la letra, carteles, mapas y diagramas*; tais como *ilustrações, figures com etiquetas, tabelas, mapas e diagramas*); (such as *illustrations, labeled drawings, type size, charts, maps, diagrams*). (ELA 13.2)	• Locate and identify graphic features found in text (tales como *ilustraciones, dibujos rotulados, tamaño de la letra, carteles, mapas y diagramas*; tais como *ilustrações, figures com etiquetas, tabelas, mapas e diagramas*); (such as *illustrations, labeled drawings, type size, charts, maps, diagrams*). (ELA 13.2)

<div align="center">Outcome: Use knowledge of common graphic features to determine the purpose and meaning of text. (ELA 13.7)</div>

Organization	**Organization**	**Organization**	**Organization**

• Recognize words that signal chronological order in text (tales como *antes, después, primero y último*; tais como *antes, depois, primeiro, por último/ao final*); (such as *before, after, first, last*).
• Recognize chronological order found in text.
	• Identify words that signal chronological order in text (tales como *antes, después, primero y último*; tais como *antes, depois, primeiro, por último/ao final*); (such as *before, after, first, last*).
	• Identify chronological order found in text. (ELA 13.8)
		• Identify words that signal chronological order in text (tales como *antes, después, al fin/al final/finalmente, primero y último*; tais como *antes, depois, finalmente, primeiro, por último/ao final*); (such as *before, after, finally, first, last*).
		• Identify chronological order found in text. (ELA 13.8)
		• Identify logical order structure in text. (ELA 13.20)
		• Identify cause and effect structure in text. (ELA 13.20); (¤5.0: 5.5)
		• Identify classification structure in text. (ELA 13.20); [¤7.0: (all skills)]
		• Identify comparison and contrast organization in text. (ELA 13.20); [¤7.0: (all skills)]
			• Identify words that signal chronological order in text (tales como *antes, después, al fin/al final/finalmente, primero y último*; tais como *antes, depois, finalmente, primeiro, por último/ao final*); (such as *before, after, finally, first, last*).
			• Identify chronological order found in text. (ELA 13.8)
			• Identify logical order structure in text. (ELA 13.20)
			• Identify cause and effect structure in text. (ELA 13.20); (¤5.0: 5.5)
			• Identify classification structure in text. (ELA 13.20); [¤7.0: (all skills)]
			• Identify comparison and contrast organization in text. (ELA 13.20); [¤7.0: (all skills)]
			• Identify signal words that indicate text organization, such as (tales como
			  - comparación/contraste: *semejante, opuestos a, después de todo, todavía, sin embargo*
			  - comparação/constraste: *igualmente, ao contrário, a pesar de todo, ainda assim, mesmo assim*
			  - comparison/contrast: *similarly, as opposed to,*
			  - *after all, yet, nevertheless*
			  - causa y efecto: *desde, por cuenta de, debido a, por esta razon, por lo tanto, de ese modo*
			  - causa/consequència: *devido, por causa de, por esta razão, portanto*
			  - cause/effect: *since, on account of, due to, for this reason, therefore, thus*
			[¤7.0: (all skills)]

Outcome: Use knowledge of common organizational structure (chronological order) to determine meaning of text. (ELA 13.8)

Text Analysis	**Text Analysis**	**Text Analysis**	**Text Analysis**
• Identify simple facts in a text to answer the reader's or other questions. (ELA 13.9) • Identify main ideas and facts in a text.	• Identify facts in a text to answer the reader's or other questions. (ELA 13.9) • Identify main ideas and important facts in a text. • Restate main ideas and important facts from a text. (ELA 13.5) • Identify examples in a text that show causes. (ELA 13.10) • Identify examples in a text that show effect or results.	• Identify facts in a text to answer the reader's or other questions. (ELA 13.9); (¤5.0: 5.5) • Identify main ideas and important facts in a text. • Restate main ideas and important facts from a text. (ELA 13.5) • Identify examples in a text that show causes. (ELA 13.10); (¤5.0: 5.5) • Identify examples in a text that show effect or results. (¤5.0: 5.5) • Identify examples of fact in expository or informational texts. (ELA 13.11); (¤5.0: 5.6, 5.9) • Identify examples of opinion in expository or informational texts. (¤5.0: 5.6, 5.9) • Identify examples of fiction in expository or informational texts. (¤5.0: 5.6, 5.9, 9.0: 9.6) • Identify and represent graphically main ideas and supporting details in text. (ELA 13.17); (¤5.0: 5.6, 5.9, 9.0: 9.7) • Identify content words to locate needed information in text. (¤5.0: 5.6, 5.9, 9.0: 9.7) • Identify the author's purpose in informational texts.	• Identify facts in a text to answer the reader's or other questions. (ELA 13.9) • Identify main ideas and important facts in a text. • Restate main ideas and important facts from a text. (ELA 13.5) • Identify examples in a text that show causes. (ELA 13.10) • Identify examples in a text that show effect or results. • Identify examples of fact in expository or informational texts. (ELA 13.11) • Identify examples of opinion in expository or informational texts. (¤5.0: 5.6, 5.9) • Identify examples of fiction in expository or informational texts. (¤5.0: 5.6, 5.9, 9.0: 9.6) • Identify and represent graphically main ideas and supporting details in text. (ELA 13.17); (¤5.0: 5.6, 5.9, 9.0: 9.7) • Identify content words to locate needed information in text. (¤5.0: 5.6, 5.9, 9.0: 9.7) • Identify the author's purpose in informational texts. • Select materials and artifacts that represent different cultural experiences related to a selected topic or theme. [SSALD 1.27 (GR. 4-12)]; (¤5.0: 5.9, 9.0: 9.7) • Compare primary source documents and other materials. (SSALD1.27, ¤5.0: 5.9, 9.0: 9.7)

Outcomes: 1) Summarize main ideas and supporting details. (ELA 13.12); 2) Distinguish cause from effect in text. (ELA 13.10); 3) Distinguish fact from opinion or fiction in informational texts. (ELA 13.11)

Notes:

R.6 Research: Students will gather information in Spanish/Portuguese from a variety of sources, analyze and evaluate the quality of the information obtained, and use it to answer their own and others' questions.

Beginning	Early Intermediate	Intermediate	Transitioning
LAU Categories A[1] and A[2]	LAU Categories B[1] and B[2]	LAU Categories C[1]	LAU Categories C[2]
LAU Categories E[1] and E[2]	LAU Categories D[1] and D[2]	LAU Categories C[1]	LAU Categories C[2]
CSLA-O: 0 0 – 1 1	CSLA-O: 1 1 – 2 2	CSLA-O: 2 2 – 3 3	CSLA-O: 4 4 – 5 5
Gathering Information • Generate topic to guide research on a topic of interest. (ELA 24.1) • Recognize key words to assist in searching for helpful information.	**Gathering Information** • Select questions from a list to guide research on a given topic. • Generate questions to guide research on a topic of interest. (ELA 24.1) • Identify key words to assist in searching for helpful information. • Use sources to locate information (tales como *libros, enciclopedias, red electrónica, gráficos, discos compactos y recursos del primer idioma*; tais como *livros, encyclopédias, internet, gráficos, CD, materiais em língua nativa*); (such *as books, encyclopedias, Internet, graphics, CDs, first-language resources*) and use them to answer the questions generated.	**Gathering Information** • Select questions from a list to guide research on a given topic. • Generate questions to guide research on a topic of interest. (ELA 24.1) • Identify key words to assist in searching for helpful information. • Identify sources of information (tales como *libros, enciclopedias, red electrónica, gráficos, discos compactos y recursos del primer idioma*; tais como *livros, encyclopédias, internet, gráficos, CD, materiais em língua native*); (such *as books, encyclopedias, Internet, graphics, CDs, first-language resources*) and use them to answer the questions generated. • Formulate open-ended questions in order to explore a topic of interest. (ELA 24.6); (¤9.0: 9.7) • Initiate a plan to search for information. (¤9.0: 9.7) • Identify specific, topic-related information in resources, using indexes, tables of contents, and electronic search key words. [¤9.0 (all skills)]	**Gathering Information** • Select questions from a list to guide research on a given topic. • Generate questions to guide research on a topic of interest. (ELA 24.1) • Identify key words to assist in searching for helpful information. • Identify sources of information (tales como *libros, enciclopedias, red electrónica, gráficos, discos compactos y recursos del primer idioma*; tais como *livros, encyclopédias, internet, gráficos, CD, materiais em língua native*); (such *as books, encyclopedias, Internet, graphics, CDs, first-language resources*) and use them to answer the questions generated. • Formulate open-ended questions in order to explore a topic of interest. (ELA 24.6); (¤9.0: 9.7) • Initiate a plan to search for information. (¤9.0: 9.7) • Identify specific, topic-related information in resources, using indexes, tables of contents, and electronic search key words. [¤9.0 (all skills)]

Outcome: Generate questions and list sources to be in research. (ELA 19.8)

Organizing and Analyzing Information	Organizing and Analyzing Information	Organizing and Analyzing Information	Organizing and Analyzing Information
• Gather information for research topic. • Visually represent data gathered through research (tales como *gráfica, cartel, línea cronológica*; tais como *gráfico, tabela, linha cronológica*); (such as in a *graph, chart)*	• Gather information in order to answer research questions. • Visually represent data gathered through research (tales como *gráfica, cartel, línea cronológica*; tais como *gráfico, tabela, linha cronológica*); (such as in a *graph, chart, timeline*). • Select information pertinent to a research question from all information gathered.	• Gather information in order to answer research questions. • Visually represent data gathered through research (tales como *gráfica, cartel, línea cronológica*; tais como *gráfico, tabela, linha cronológica*); (such as in a *graph, chart, timeline*). • Select information pertinent to a research question from all information gathered. • Determine the relevance of information gathered and	• Gather information in order to answer research questions. • Visually represent data gathered through research (tales como *gráfica, cartel, línea cronológica*; tais como *gráfico, tabela, linha cronológica*); (such as in a *graph, chart, timeline*). • Select information pertinent to a research question from all information gathered. • Determine the relevance of information gathered and

| | | discard irrelevant information. (ELA 24.3); [SSALD 1.27, R/W 5.9 (Gr. 4-12)], [♮5.0: 5.8, 9.0 (all skills)] | discard irrelevant information. (ELA 24.3); [SSALD 1.27, R/W 5.9 (Gr. 4-12)]; [♮5.0: 5.8, 9.0 (all skills)]
• Differentiate between paraphrasing and using direct quotations in a report. (ELA 24.4); [SSALD 1.27 (Gr. 4-12)]; (♮5.0: 5.8)
• Identify information that will require quotations. (ELA 24.4); [SSALD 1.27 (Gr. 4-12)]; (♮5.0: 5.8)
• Use standard bibliographic format to document sources. (ELA 24.4) |

Outcome: Summarize data gathered through research.

| **Evaluating Research Criteria**
• Participate in whole group work to plan and complete a research project.
• Participate in a job required to complete a whole group research project. | **Evaluating Research Criteria**
• Participate in small-group work to plan and complete a research project.
• Participate in all jobs required to complete a small-group research project.
• Self-assess individual and group work for a research project. (ELA 24.2) | **Evaluating Research Criteria**
• Participate in small-group work to plan and complete a research project.
• Participate in all jobs required to complete a small-group research project.
• Self-assess individual and group work for a research project. (ELA 24.2)
• Relate report writing to questions asked at the beginning of the research process. [SSALD 1.27 (Gr.4-12)]; [♮5.0: 5.8, 9.0 (all skills)]
• Evaluate a research project as a whole, using a teacher-created scoring guide. (ELA 24.3); [SSALD 1.27 (Gr. 4-12)]; [♮5.0: 5.8, 9.0 (all skills)] | **Evaluating Research Criteria**
• Participate in small-group work to plan and complete a research project.
• Participate in all jobs required to complete a small-group research project.
• Self-assess individual and group work for a research project. (ELA 24.2)
• Determine and describe the essential features of an effective research report or project. [SSALD 1.27 (GR. 4-12)]; [♮5.0: 5.8, 9.0 (all skills)]
• Relate report writing to questions asked at the beginning of the research process. [SSALD 1.27 (Gr.4-12)]; [♮5.0: 5.8, 9.0 (all skills)]
• Evaluate a research project as a whole, using a teacher-created scoring guide. (ELA 24.3); [SSALD 1.27 (Gr. 4-12)]; [♮5.0: 5.8, 9.0 (all skills)] |

Outcome: Use a scoring guide to evaluate group work on a research project.

Notes:

Cambridge Public School District - Bilingual and English Language Acquisition Department
TEJIDO/TECIDO-Trenzas Extension Join/Collaboration Project In Developing Ongoing Spanish/Portuguese Language Arts
[(*The Cambridge, MA Step By Step Assessment to Language Dominance (SSALD); ¤Social, Affective and Cognitive Student Profile Checklist; *Cambridge Spanish Language Assessment-Oral (SLA-O); •World-Class Instructional Design and Assessment (WIDA); Foreign Language (FL); Spanish/Portuguese Language Arts (ELA)]

WRITING: Grades JK - 8