

Spanish Language Development Standards *Primary*

Spanish Language Development Standards and Essential Learnings

Standard 1

Spanish Language Learners listen for information and understanding, using a variety of sources, for academic and social purposes.

Primary Beginner Essential Learnings

| | |
|------|---|
| P1B1 | Follow clear one-step directions in 1:1 situations |
| P1B2 | Respond non-verbally or in one- or two-word phrases to greetings and requests in 1:1 situations |
| P1B3 | Respond to simple questions with one or two words in 1:1 situations, e.g., yes/no, personal information, either/or |
| P1B4 | Demonstrate comprehension of stories and information by responding nonverbally, e.g., listening, pointing, moving, matching, drawing or gesturing or with simple word responses |
| P1B5 | Understand key words and familiar phrases |
| P1B6 | Recognize patterns of sound in oral language, e.g., rhyming |
| P1B7 | Listen for specific purposes and main ideas |
| P1B8 | Hear and discriminate among a number of phonemes representing sounds specific to the Spanish language |

Primary Intermediate Essential Learnings

| | |
|------|--|
| P1I1 | Follow clear two/three-step directions in 1:1 situations |
| P1I2 | Respond to familiar social language |
| P1I3 | Respond to simple and some complex questions with words or phrases, |
| P1I4 | Comprehend stories, key concepts of content area information and oral presentations with contextual support, e.g., graphic organizers, posters, diagrams, charts |
| P1I5 | Identify characters and sequence in a story |

Primary Advanced Essential Learnings

| | |
|------|--|
| P1A1 | Follow multiple-step directions |
| P1A2 | Follow meaning when working in pairs, small group, or whole class discussions on personal, social, or grade-level academic topics |
| P1A3 | Demonstrate comprehension of read-aloud stories, content area information, and oral presentations with contextual support by paraphrasing, explaining, expressing opinions, etc. |
| P1A4 | Respond to complex and content-related questions about newly learned information, e.g., compare and contrast |
| P1A5 | Identify main idea and details in a story |
| P1A6 | Demonstrate understanding of some idiomatic expressions by responding appropriately to such expressions as "Ponte las pilas." |
| P1A7 | Generate questions to focus listening for purpose of predicting or to find specific information |

Spanish Language Development Standards and Essential Learnings

Standard 2

Spanish Language Learners speak to convey information and understanding, using a variety of sources, for academic and social purposes.

Primary Beginner Essential Learnings

| | |
|------|---|
| P2B1 | Use gestures, single words, and simple phrases in greetings, routine conversations and to communicate needs |
| P2B2 | Use both social and academic learned vocabulary in context |
| P2B3 | State basic personal information, e.g.: age, name, family members |
| P2B4 | Participate in classroom group activities, e.g.: chants, songs, choral readings |
| P2B5 | Retell simple stories and personal experiences using key words and phrases |
| P2B6 | Respond to simple questions related to immediate context with single words, e.g.: basic personal information |
| P2B7 | Approximate pronunciation of a number of phonemes representing sounds particular to the Spanish language and single words |

Primary Intermediate Essential Learnings

| | |
|------|---|
| P2I1 | Imitate appropriate language in formal and informal settings |
| P2I2 | Use vocabulary learned in content area and literacy based lessons |
| P2I3 | Use simple sentences to express needs and ideas about familiar topics in social and academic contexts |
| P2I4 | Retell familiar stories and experiences using simple sentences |
| P2I5 | Initiate conversation in social and academic settings using simple sentences |
| P2I6 | Contribute to classroom and small group discussions by responding to and asking simple questions |
| P2I7 | Approximate pronunciation, rhythm, stress and intonation of Spanish |

Primary Advanced Essential Learnings

| | |
|------|---|
| P2A1 | Communicate information and feelings clearly in conversations |
| P2A2 | Contribute to classroom discussions by asking/answering questions, giving opinions, disagreeing, and sharing experiences |
| P2A3 | Retells, narrates and paraphrases stories with descriptive detail including characters and setting |
| P2A4 | Use both formal and informal language, e.g.: interviewing, persuasive speech, with attention to grammar, vocabulary, intonation and pronunciation |
| P2A5 | Use expanded and descriptive vocabulary related to content areas |

Spanish Language Development Standards and Essential Learnings

Standard 3

Spanish Language Learners read for information and understanding, using a variety of sources, for academic and social purposes.

Primary Beginner Essential Learnings

| | |
|-------|--|
| P3B1 | Recognize print carries meaning |
| P3B2 | Recognize own name in print |
| P3B3 | Demonstrate understanding of sound-symbol relationships appropriate to grade level |
| P3B4 | Use illustrations and background knowledge to create meaning from read aloud stories |
| P3B5 | Respond to simple stories read aloud using physical actions and other means of non-verbal communication, e.g.: matching objects, pointing, drawing, etc. |
| P3B6 | Point out text features, e.g.: front and back cover, title, and author |
| P3B7 | Show awareness of directionality |
| P3B8 | Recognize Spanish phonemes that students are already able to hear and produce |
| P3B9 | Recognize patterns in written, e.g. rhyming, word families |
| P3B10 | Recognize the difference between letters and numbers |
| P3B11 | Demonstrate an understanding of prediction and sequence using key words and physical actions, e.g.: arranging a series of pictures into sequence |

Spanish Language Development Standards and Essential Learnings

Standard 3 (continued)

Spanish Language Learners read for information and understanding, using a variety of sources, for academic and social purposes.

Primary Intermediate Essential Learnings

| | |
|-------|---|
| P3I1 | Read patterned language and familiar stories at appropriate grade level |
| P3I2 | Has command of sound/symbol relationship and basic rules in word formation |
| P3I3 | Show command of left/right directionality |
| P3I4 | Recognize which have been taught in context |
| P3I5 | Use illustrations and background knowledge in combination with more complex vocabulary to create meaning and predict text |
| P3I6 | Read and understand the meaning of words, phrases, and short sentences with familiar vocabulary and text independently |
| P3I7 | Respond to simple stories read aloud using simple sentences |
| P3I8 | Describe text features, e.g.: front and back cover, title, and author |
| P3I9 | Demonstrate an understanding of prediction, main idea, and sequence using key words and simple sentences |
| P3I10 | Demonstrate knowledge of grade-appropriate syntax by correcting some errors when reading aloud |
| P3I11 | Comprehend key concepts of grade-appropriate content area text supported within an instructional unit |
| P3I12 | Follow simple written directions |

Primary Advanced Essential Learnings

| | |
|------|--|
| P3A1 | Use basic reading strategies to make text comprehensible and meaningful, e.g.: prior knowledge, previewing, reviewing, asking questions, predicting, self-correction |
| P3A2 | Has command of sound/symbol relationship and basic rules of word formation in phrases, simple sentences, and simple texts |
| P3A4 | Demonstrate ability to comprehend text and use new information to respond appropriately |
| P3A5 | Respond appropriately to questions about main idea and story elements |
| P3A6 | Answer questions about inferences, cause and effect, problem solving |
| P3A7 | Summarize the essential elements of a story in logically connected sentences |
| P3A8 | Demonstrate grade-appropriate syntax by correcting errors more consistently when reading |
| P3A9 | Follow written directions |

Spanish Language Development Standards and Essential Learnings

Standard 4

Spanish Language Learners write to convey information and understanding, using a variety of sources, for academic and social purposes.

Primary Beginners Essential Learnings

| | |
|-------|---|
| P4B1 | Show awareness of directionality |
| P4B2 | Reproduce upper and lower case letters legibly |
| P4B3 | Write own name |
| P4B4 | Recognize that oral language can be written |
| P4B5 | Reproduce print seen in the environment |
| P4B6 | Communicate prior knowledge through drawings, picture stories and captions |
| P4B7 | Label familiar objects and pictures, including key parts of content area objects |
| P4B8 | Write about personal experiences using pictures, letters and numbers |
| P4B9 | Write pattern sentences with assistance. |
| P4B10 | Use familiar words presented and emphasized in content, e.g.: literature, math and science area lessons |

Primary Intermediate Essential Learnings

| | |
|-------|---|
| P4I1 | Demonstrate knowledge of directionality, space between words and upper/lower case letters |
| P4I2 | Supply missing words in familiar or framed patterns |
| P4I3 | Dictate and copy a simple sentence about a picture or experience |
| P4I4 | Write a phrase or simple sentence about an event or character from a predictable text read aloud |
| P4I5 | Write simple phrases/sentences about group or shared activity with assistance |
| P4I6 | Write simple sentences with spelling approximations and accurate end punctuation |
| P4I7 | Incorporate background knowledge into writing |
| P4I8 | Use some and familiar words correctly in writing |
| P4I9 | Write a simple narrative with beginning, middle, and end including sequencing words, e.g.: |
| P4I10 | Write a simple descriptive sentence based on observation and learned vocabulary related to literacy and content areas |
| P4I11 | Use pre-writing strategies, e.g.: timelines, web, maps, pictures with assistance |
| P4I12 | Begins to revise, & edit own writing |

Spanish Language Development Standards and Essential Learnings

Standard 4 (continued)

Spanish Language Learners write to convey information and understanding, using a variety of sources, for academic and social purposes.

Primary Advanced Essential Learnings

| | |
|------|---|
| P4A1 | Write stories about a series of pictures sequentially and with details |
| P4A2 | Revise & edit (proofread) own writing |
| P4A3 | Write a variety of sentences, e.g.: interrogative, declarative, exclamatory, and negative |
| P4A4 | Write simple sentences and short paragraphs to demonstrate content area learning |
| P4A5 | Write short narrative stories that include the elements of characters, setting and events |
| P4A6 | Demonstrate effective use of organizational structures and transitional words |
| P4A7 | Write expository compositions based on classroom activities and experiences, e.g.: science experiments, field trips |
| P4A8 | Communicate in writing using a variety of genre, e.g.: expository, descriptive, letters, poetry, autobiography |
| P4A9 | Use conventional spelling, capitalization, punctuation, grammar, and sentence structure |

**Spanish Language
Development
Standards
*Intermediate***

Spanish Language Development Standards and Essential Learnings

Standard 1

Spanish Language Learners listen for information and understanding, using a variety of sources, for academic and social purposes.

Intermediate Beginner Essential Learnings

| | |
|------|---|
| I1B1 | Follow clear, one-step directions in 1:1 situations |
| I1B2 | Respond non-verbally or in one- or two-word phrases to greetings and requests in 1:1 situations |
| I1B3 | Respond to simple questions with one or two words in 1:1 situations |
| I1B4 | Demonstrate comprehension of stories, information, and academic content by responding nonverbally, e.g.: listening, pointing, moving, matching, drawing and gesturing |
| I1B5 | Understand key words and familiar phrases |
| I1B6 | Recognize patterns of sound in oral language, e.g.: rhyming |
| I1B7 | Listen for specific purposes and main ideas |
| I1B8 | Hear and discriminate among a number of phonemes representing sounds specific to the Spanish language |

Intermediate Intermediate Essential Learnings

| | |
|------|--|
| I1I1 | Follow clear two/three-step directions in 1:1 situations |
| I1I2 | Respond to familiar social language |
| I1I3 | Respond to simple and some complex questions with words or phrases |
| I1I4 | Comprehend stories, key concepts of content area information and oral presentations with contextual support, e.g.: graphic organizers, posters, diagrams, charts |
| I1I5 | Identify characters, setting, and sequence in a story |

Intermediate Advanced Essential Learnings

| | |
|------|--|
| I1A1 | Follow multiple-step directions |
| I1A2 | Follow meaning when working in pairs, small group, or whole class discussions on personal, social, or grade-level academic topics |
| I1A3 | Demonstrate comprehension of read-aloud stories, content area information, and oral presentations with contextual support by paraphrasing, explaining, expressing opinions, etc. |
| I1A4 | Respond to complex and content-related questions about newly learned information, e.g.: compare and contrast, describe |
| I1A5 | Identify main idea and details in a story |
| I1A6 | Demonstrate understanding of some idiomatic expressions by responding appropriately to such expressions as |

Spanish Language Development Standards and Essential Learnings

Standard 2

Spanish Language Learners speak to convey information and understanding, using a variety of sources, for academic and social purposes.

Intermediate Beginner Essential Learnings

| | |
|------|---|
| I2B1 | Use gestures, single words, and simple phrases in greetings, routine conversations and to communicate needs |
| I2B2 | Use both social and academic learned vocabulary in context |
| I2B3 | State basic personal information, e.g.: age, name, family members |
| I2B4 | Participate in classroom group activities, e.g.: poems, songs, choral readings |
| I2B5 | Retell predictable and familiar stories using key words and phrases. |
| I2B6 | Respond to simple questions related to immediate context with single words, e.g.: |
| I2B7 | Approximate pronunciation of a number of phonemes and single words |

Intermediate Intermediate Essential Learnings

| | |
|------|--|
| I2I1 | Use formal and informal register |
| I2I2 | Use key and descriptive vocabulary in content areas |
| I2I3 | Communicate ideas using simple sentences in social and academic settings |
| I2I4 | Retell familiar stories and identifies main idea and some details using phrases and sentences |
| I2I5 | Initiate conversation in social and academic settings |
| I2I6 | Contribute to classroom and small group discussions by responding to and asking simple questions |
| I2I7 | Contribute to content area discussions in small groups by summarizing, defining, and explaining using simple sentences |
| I2I8 | Use some humor |
| I2I9 | Approximate pronunciation, rhythm, stress and intonation of Spanish |

Spanish Language Development Standards and Essential Learnings

Standard 2 (continued)

Spanish Language Learners speak to convey information and understanding, using a variety of sources, for academic and social purposes.

Intermediate Advanced Essential Learnings

| | |
|------|--|
| I2A1 | Communicate information, observations, and ideas, and expresses feelings clearly in conversations |
| I2A2 | Engage in collaborative activities through a variety of student groupings to respond to literature and to share experiences, ideas, information and opinions |
| I2A3 | Contribute to classroom discussions by asking/answering questions, giving opinions, disagreeing |
| I2A4 | Retell, narrate and paraphrase stories with descriptive detail including characters, setting, plot, summary and analysis |
| I2A5 | Use both formal and informal language, e.g., interviewing, persuasive speech, with attention to grammar, vocabulary, intonation and pronunciation |
| I2A6 | Use figurative language, e.g.: metaphors, similes, hyperbole |
| I2A7 | Use technical, expanded and descriptive vocabulary related to content areas |

Spanish Language Development Standards and Essential Learnings

Standard 3

Spanish Language Learners read for information and understanding, using a variety of sources, for academic and social purposes.

Intermediate Beginner Essential Learnings

| | |
|------|--|
| I3B1 | Demonstrates understanding of sound-symbol relationship in context and in own reading |
| I3B2 | Uses illustrations and background knowledge to create meaning from read aloud stories |
| I3B3 | Recognizes simple words, familiar phrases, and simple sentences |
| I3B4 | Retells simple stories read aloud using non-verbal communication and one- or two-word responses, e.g.: matching objects, pointing, drawing, etc. |
| I3B5 | Recognizes and content area vocabulary that have been taught in context |
| I3B6 | Identifies the basic sequence of events and understands prediction in stories and information read aloud by using key words or pictures |
| I3B7 | Follows one-step written directions; schedules, calendars |
| I3B8 | Answers in one or two-word phrases literal questions about text |

Spanish Language Development Standards and Essential Learnings

Standard 3 (continued)

Spanish Language Learners read for information and understanding, using a variety of sources, for academic and social purposes.

Intermediate Intermediate Essential Learnings

| | |
|-------|---|
| I3I1 | Has command of sound-symbol relationship and basic rules of word formation in own reading |
| I3I2 | Understand the meaning of words, phrases, and short sentences with familiar vocabulary in text |
| I3I3 | Retell and respond to stories/text using simple sentences |
| I3I4 | Recognize some common root words, prefixes and suffixes when they are attached to known vocabulary |
| I3I5 | Identify basic story elements and make predictions in stories and information using simple sentences |
| I3I6 | Use a variety of reading strategies to interpret the meaning of unfamiliar words and gain information from text, print and media resources, e.g.: illustrations, decoding, background knowledge |
| I3I7 | Demonstrate knowledge of grade-appropriate syntax by correcting some errors when reading aloud |
| I3I8 | Summarize and discusses text |
| I3I9 | Comprehend key concepts of grade-appropriate content area text supported within an instructional unit |
| I3I10 | Follow multi-step written directions |

Intermediate Advanced Essential Learnings

| | |
|------|--|
| I3A1 | Apply reading strategies to understand more complex text and unfamiliar words, e.g.: decoding, previewing, skimming/scanning, problem solving, prior knowledge |
| I3A2 | Comprehend grade-appropriate content area text with / without support |
| I3A3 | Make inferences about information and ideas with reference to features in text |
| I3A4 | Respond to stories/text by analyzing, summarizing, giving opinions, evaluation, justifying, examining, and explaining |
| I3A5 | Recognize common root words, prefixes and suffixes |
| I3A6 | Gather, read, organize, and interpret information related to academic content areas from various sources, e.g.: glossaries, indexes, reference books, magazines, textbooks, internet media presentations, charts, maps, graphs, diagrams |
| I3A7 | Read aloud with confidence, accuracy, and fluency |
| I3A8 | Follow multi-step written directions to complete assigned tasks independently |
| I3A9 | Show awareness of language subtleties, e.g.: humor, common idioms, slang, and riddles |

Spanish Language Development Standards and Essential Learnings

Standard 4

Spanish Language Learners write to convey information and understanding, using a variety of sources, for academic and social purposes.

Intermediate Beginners Essential Learnings

| | |
|------|---|
| I4B1 | Write the Spanish alphabet legibly |
| I4B2 | Write basic personal information |
| I4B3 | Label familiar objects and pictures including key parts of content area objects |
| I4B4 | Use print seen in the environment |
| I4B5 | Communicate prior knowledge through drawing, picture stories and captions |
| I4B6 | Write pattern sentences with / without assistance |
| I4B7 | Write about personal experiences with support and using illustrations and simple phrases |
| I4B8 | Use familiar words presented and emphasized in content, e.g.: literature, math and science area lessons |
| I4B9 | Plan writing using graphic organizers, maps and pictures |

Intermediate Intermediate Essential Learnings

| | |
|-------|--|
| I4I1 | Respond to visual or written prompts using phrases and simple sentences |
| I4I2 | Write simple sentences about an event or character from a predictable text |
| I4I3 | Use standard word order and conventional spelling, punctuation, and capitalization in basic sentence patterns with support |
| I4I4 | Use correctly in writing |
| I4I5 | Incorporate key content area vocabulary in writing |
| I4I6 | Short descriptive and expository paragraphs for academic communication |
| I4I7 | Use transition words to organize writing, e.g.: first, after that, in the beginning, later |
| I4I8 | Use pre-writing strategies, e.g.: timelines, graphic organizers, maps, pictures |
| I4I9 | Write to express preferences and opinions |
| I4I10 | Revise and edit own writing |
| I4I11 | Access classroom resources including electronic media to support independent writing |

Spanish Language Development Standards and Essential Learnings

Standard 4 (continued)

Spanish Language Learners write to convey information and understanding, using a variety of sources, for academic and social purposes.

Intermediate Advanced Essential Learnings

| | |
|-------|--|
| I4A1 | Use print for social communication, e.g.: notes, invitations, e-mail, diary entries |
| I4A2 | Respond appropriately to a prompt using narrative, expository, or persuasive writing |
| I4A3 | Use a variety of sentence patterns with appropriate tenses and conventions |
| I4A4 | Utilize topic sentences, supporting details, transitions, and conclusions when writing paragraphs |
| I4A5 | Create multi-paragraphed narrative and expository compositions with a clear focus |
| I4A6 | Use informational writing in content areas, e.g., recording a math problem-solving process, summarizing a social studies concept |
| I4A7 | Write descriptions and comparisons, including the use of figurative language |
| I4A8 | Use conventional spelling, capitalization, punctuation, grammar, and sentence structure |
| I4A9 | Revise for appropriate word choice and organization and edit for conventions of writing |
| I4A10 | Gather and organize information related to academic content areas from various sources in written reports |

Scope and Sequence Key

X = Exposure

Student sees, recognizes and experiments with the knowledge/skills listed. Instructional approaches are recommended throughout the year to demonstrate the use of the skills and highly support students knowledge and skill development.

EL = Essential Learning

Student independently uses the knowledge of skills listed by the end of the grade level listed. instruction and independent practice is recommended throughout the year.

• = Proficiency and Student Use

Student continues to show proficiency through use of understanding, knowledge and skill. Teacher monitors and holds student.

Writing Scope & Sequence

| WRITING TYPES AND FORMS | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|--|---|----|----|----|----|----|----|----|----|
| Short poem, nursery rhymes, and songs from many cultures | X | X | X | X | X | EL | • | • | • |
| Poems: patterned and rhyming | X | X | X | X | EL | EL | • | • | • |
| Poems: patterned rhyming, and free verse | X | X | X | X | EL | EL | • | • | • |
| Poems: humorous and free verse | | X | X | X | X | X | • | • | • |
| Poems: metered and free verse | | | X | X | EL | • | • | • | • |
| Poems: free verse, narrative, ballad | | | | | X | X | • | • | • |
| Poems of all types | | X | X | X | X | X | EL | • | • |
| Traditional literature: fairytale and folktale | | | | X | X | X | • | • | • |
| Traditional literature: cumulative, pour quoi, beasts, cyclical, fables, tall tales, folktales | | | X | X | X | X | • | • | • |
| Traditional literature: cultural variance of tales, humorous twists | | | | X | X | X | • | • | • |
| Traditional literature: folktales, myths, legends, fables, humorous twists, tall tales, cultural variance of tales | | | | X | X | X | • | • | • |
| Simple fantasy—many with talking animals (K-3) Fantasy (4-12) | | X | X | X | EL | EL | • | • | • |
| Science fiction | | | | X | X | EL | • | • | • |
| Realistic fiction | | | X | X | X | EL | • | • | • |
| Historical fiction | | | | X | EL | EL | • | • | • |
| Informational texts | X | X | X | EL | EL | EL | EL | EL | EL |
| Factual texts (ABC books, label books, concept books, counting books, simple informational books) | X | EL | EL | • | • | • | • | • | • |
| Biographies on well known subjects | | | X | X | EL | EL | • | • | • |
| Autobiographies | | | X | X | EL | EL | • | • | EL |
| Memoir on a variety of subjects | | X | X | X | EL | EL | • | • | EL |
| Memoir: personal narrative, small moments | X | X | X | EL | EL | EL | • | • | • |
| Special types of genres: mystery, adventure, survival | | | X | X | X | EL | EL | EL | • |
| Hybrid texts—a text in one genre with a simple form of another genre embedded in it | | | X | X | X | X | X | X | EL |
| Essay documents | | | | | | | X | X | EL |
| Short stories | | | | | X | X | X | EL | • |
| Novels | | | | | | | EL | • | • |

Writing Mechanics Scope & Sequence

| Writing | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|----|----|----|----|----|---|---|---|
| Capitalization | | | | | | | | | |
| First and last name | X | EL | • | • | • | • | • | • | • |
| Names of people (proper nouns: people) | X | EL | • | • | • | • | • | • | • |
| First word in a sentence | X | X | EL | • | • | • | • | • | • |
| Calendar words (holidays) | X | X | EL | • | • | • | • | • | • |
| Geographic locations (proper nouns: places) | X | X | EL | • | • | • | • | • | • |
| A speakers first word in dialogue | | X | X | X | EL | • | • | • | • |
| Proper nouns (things) and proper adjectives | | X | X | X | EL | • | • | • | • |
| Abbreviations | | X | X | EL | • | • | • | • | • |
| Book titles: <u>only the first word</u> | X | X | X | EL | • | • | • | • | • |
| Organizations | | | | X | X | EL | • | • | • |
| Historical events | | | X | X | EL | • | • | • | • |

Writing Mechanics Scope & Sequence (continued)

| z | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|----|----|----|----|----|----|----|
| Periods, question marks, exclamation marks | | | | | | | | | |
| Period at the end of a sentence | X | X | EL | ● | ● | ● | ● | ● | ● |
| Period for abbreviations | | X | X | X | EL | ● | ● | ● | ● |
| Period after a person's initials | | X | X | EL | ● | ● | ● | ● | ● |
| Question marks at the <u>beginning and end</u> of direct questions | X | X | EL | ● | ● | ● | ● | ● | ● |
| To show doubt, mark at the <u>beginning and end</u> | | | | X | X | EL | ● | ● | ● |
| Exclamation point to express strong feelings <u>Use at the beginning and end</u> | X | X | X | EL | ● | ● | ● | ● | ● |
| Commas | | | | | | | | | |
| Between items in a series | X | X | X | EL | ● | ● | ● | ● | ● |
| In letter writing: closing | | X | X | EL | ● | ● | ● | ● | ● |
| In compound sentences | | | X | X | X | EL | ● | ● | ● |
| In addresses: between city and state | | | X | X | EL | ● | ● | ● | ● |
| In direct address to name a person spoken to | | | | X | X | EL | ● | ● | ● |
| Between adjectives | | | X | X | EL | ● | ● | ● | ● |
| To keep numbers clear | | | X | X | EL | ● | ● | ● | ● |
| To set off interruptions | | | | X | X | X | EL | ● | ● |
| To set off interjections | | | | | X | EL | ● | ● | ● |
| To separate introductory phrases and clauses | | | | | X | X | X | EL | ● |
| To set off explanatory phrases and appositives | | | | | X | X | X | EL | ● |
| To set off non-restrictive phrases and clauses | | | | | | X | X | X | EL |

Writing Mechanics Scope & Sequence (continued)

| Writing | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|----|----|----|----|----|----|
| Abbreviations | | | | | | | | | |
| Titles of peoples names (Dr., Mrs.) | | X | X | EL | • | • | • | • | • |
| Calendar words | | X | X | X | X | EL | • | • | • |
| State and address | | | | X | EL | • | • | • | • |
| Acronyms | | | | X | X | X | EL | • | • |
| Initialisms | | | | | | X | X | X | EL |
| Quotation Marks | | | | | | | | | |
| Before and after a <u>person's thoughts</u> | | | X | X | EL | • | • | • | • |
| To punctuate titles | | | | X | EL | • | • | • | • |
| For special words <u>and/or foreign words</u> | | | | X | X | X | X | EL | • |
| Single quotation for quoting a quotation | | | | | | | X | X | X |
| Underlining and Italics | | | | | | | | | |
| For titles of books and magazines | | | X | X | EL | • | • | • | • |
| For special words | | | | X | X | X | EL | • | • |
| For foreign words (underlining) | | | | | | | X | X | X |
| Accents and Dieresis | | | | | | | | | |
| Prosodic and orthographical accent in acute words | X | X | X | X | EL | • | • | • | • |
| Prosodic and orthographical accent in grave words (stressed on the penultimate syllable) | X | X | X | X | EL | • | • | • | • |
| Prosodic and orthographical accent in the antepenultimate syllable of words | X | X | X | X | EL | • | • | • | • |
| Hard and soft vowels: diphthongs and hiatuses | | X | X | X | EL | • | • | • | • |
| Dieresis: used to indicate that the u is not silent, normally it is silent between the g and the e, or between the g and the i. | X | X | X | X | EL | • | • | • | • |

Reading Scope & Sequence

| READING GENRES | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|--|----|----|----|----|----|----|----|----|----|
| Short poem, nursery rhymes, chants and songs from many cultures | X | X | X | X | EL | EL | EL | EL | EL |
| Poems: patterned and rhyming | X | X | X | X | EL | EL | EL | EL | EL |
| Poems: patterned rhyming, chants, free verse | X | X | X | X | EL | EL | EL | EL | EL |
| Poems: humorous and free verse | | X | X | X | EL | EL | EL | EL | EL |
| Poems: metered and free verse | | | X | X | EL | • | • | • | • |
| Poems: free verse, narrative, ballad | | | | X | X | X | X | X | X |
| Poems of all types | X | X | X | X | X | X | X | X | X |
| Traditional literature: fairytale and folktale | X | X | X | EL | EL | • | • | • | • |
| Traditional literature: cumulative, pour quoi, beasts, cyclical, fables, tall tales, folktales | | X | X | EL | EL | • | • | • | • |
| Traditional literature: cultural variance of tales, humorous twists | | | X | X | X | X | EL | EL | EL |
| Traditional literature: folktales, myths, legends, fables, humorous twists, tall tales, cultural variance of tales | | | | X | X | X | EL | EL | EL |
| Simple fantasy—many with talking animals (K-3) Fantasy (4-12) | X | X | EL | • | EL | EL | • | • | • |
| Science fiction | | | | X | X | EL | • | • | • |
| Realistic fiction | | X | X | X | EL | EL | • | • | • |
| Historical fiction | | | | X | EL | EL | • | • | • |
| Informational texts | X | X | X | EL | EL | EL | EL | EL | EL |
| Factual texts (ABC books, label books, concept books, counting books, simple informational books) | EL | EL | • | • | • | • | • | • | • |
| Biographies on well known subjects | | | X | X | EL | EL | • | • | • |
| Autobiographies | | | X | X | X | EL | • | • | • |
| Memoir on a variety of subjects | | X | X | X | X | EL | • | • | • |
| Memoir: personal narrative, small moments | X | X | X | EL | • | • | • | • | • |
| Special types of genres: mystery, adventure, survival | | | X | X | X | EL | EL | EL | • |
| Hybrid texts —a text in one genre with a simple form of another genre embedded in it | | X | X | X | X | X | X | X | EL |
| Essay documents | | | | | | | X | X | EL |
| Short stories | | | | | | X | X | EL | • |
| Novels | | | | | X | X | EL | • | • |

Writing Mechanics Scope & Sequence (continued)

| Writing | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|--|---|----|----|----|----|----|----|----|----|
| Parenthesis | | | | | | | | | |
| To add information | | | | X | X | X | X | EL | • |
| Parenthetical Reference | | | | | | X | X | EL | • |
| Hyphens –Guiones | | | | | | | | | |
| To divide a word | | X | X | EL | • | • | • | • | • |
| To divide words in syllables | | X | EL | • | • | • | • | • | • |
| To add information | | X | EL | • | • | • | • | • | • |
| Before and after speakers words | X | X | EL | • | • | • | • | • | • |
| Colons | | | | | | | | | |
| To introduce a list | X | X | X | X | X | EL | • | • | • |
| As a formal introduction | | X | X | X | X | X | EL | • | • |
| In letters after greetings | X | EL | • | • | • | • | • | • | • |
| Between numbers in time | | X | X | EL | • | • | • | • | • |
| For emphasis, for descriptions | | | | | | | X | X | X |
| Semicolons | | | | | | | | | |
| To join two independent clauses | | | | | X | X | X | EL | • |
| To separate groups in a series with commas | | | | | X | X | X | X | EL |
| With conjunctive adverbs | | | | | | | X | X | X |
| To set off two independent clauses | | | | | | | X | X | EL |
| Ellipses (puntos suspensivos) | | | | | | | | | |
| To show omitted words | | | | | X | X | EL | • | • |
| To show a pause | | X | X | X | EL | • | • | • | • |