

# Illinois Spanish Language Arts Standards

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## Forward

On January 19, 2006 the Illinois State Board of Education adopted Spanish Language Arts Standards for the state of Illinois. These standards were developed by WIDA, a consortium of states. As a partner state in the WIDA Consortium, Illinois was one of the states that took the lead in the development of the Spanish Language Arts Standards. Many educators from Illinois contributed to the development of the standards through work group activities and review of draft standards.

## Acknowledgements

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# WIDA Spanish Language Arts Standards

The WIDA Spanish Language Arts (SLA) Standards are the result of a collaborative effort among the departments of education in Delaware, Illinois, Wisconsin, and Washington D.C., the Illinois Resource Center, and the George Washington University Center for Equity & Excellence in Education. The Standards were developed by a group of teachers and administrators with vast language experience who used the Reading Language Arts Standards from their states, as well as their own knowledge, to inform and guide their work. The significance of the WIDA SLA Standards can only be appreciated within the context of the changing demographics of this country and the need to provide a world-class education to all students. To this end, the following principles were developed.

## Principles:

- Spanish speaking students in United States learn their native language within the context of the wider, predominantly English speaking society.
- Spanish speaking students represent a variety of Spanish language communities.
- High-level knowledge and skills developed in the native language, in this case Spanish, transfer to the second language (English).
- Students' cultural experiences and heritage are resources to be incorporated in the implementation of standards-based education.
- High levels of knowledge and skill in two languages lead to bilingualism, an individual and societal asset (TESOL, 1997).

There is tremendous diversity in the type of programs offering instruction in Spanish to students in the United States. Many different bilingual program models are implemented as well as immersion and dual language programs. The students in these programs are equally diverse. Some are new arrivals to the United States with little or no knowledge of English. Others are U.S. born native speakers of Spanish who present a wide range of proficiency in Spanish. Yet another group of students consists of native English speakers learning Spanish as a second language. The WIDA SLA Standards do not differentiate among all the groups of students but rather include the language competencies all students studying in Spanish, whether it be their native or other language, need to become fully proficient in the language. The rationale for developing the Standards in this manner is as follows.

## Rationale:

- acknowledge the growing numbers of programs serving school-age Spanish speakers in US schools
- establish rigorous and comprehensive standards that are comparable to and align with existing state English language arts standards
- foster the development of bilingual/biliterate individuals so that they may contribute to the increasingly diverse workforce and global society
- offer educators practical ways to translate the body of research that supports the cognitive and academic advantages of being bilingual into their teaching practices.
- fulfill the need for teachers and administrators to have SLA standards in this age of accountability

The WIDA Spanish Language Arts Standards were developed for educators at all levels. They are intended to provide a framework for instruction and assessment at the program as well as the classroom level. Its overall uses include:

## Uses

- To guide the development of curriculum that promotes both communicative and academic native language proficiencies
- To provide continuity of Spanish Language Arts instruction across the grades
- To promote and sustain Spanish language support for academic purposes
- To anchor assessment and instruction in settings where Spanish is the medium of instruction
- To serve as benchmarks for stakeholders, including parents, teachers, administrators, and Boards of Education and programs supporting native language instruction in Spanish

## 1. READING AND LITERATURE: Read and respond to literature and other writings representative of Spanish-speaking societies.

**Rationale:** Reading is essential. It is the process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements, and numerous other materials. Using strategies for constructing meaning before, during and after reading will help students connect what they read now with what they have learned in the past. Students who read well and widely build a strong foundation for learning in all areas of life.

### A. Apply reading strategies to improve understanding of Spanish printed text

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	HIGH SCHOOL
<b>1.A.1a</b> Demonstrate understanding of concepts of print (e.g. parts of a book, title, author, left-right tracking, top-bottom)	<b>1.A.2a</b> Identify and use organizational features of texts, such as headings, paragraphs, and format, to improve understanding.		
<b>1.A.1b</b> Apply word analysis skills, (e.g., Spanish phonics including phonemic awareness, letter-sound correspondence, spelling patterns, syllabification, diphthongs, syllable juncture, accent marks, dieresis, and tildes) to decode new words.	<b>1.A.2b</b> Apply word analysis skills to decode and comprehend unfamiliar words.	<b>1.A.3b</b> Apply knowledge of word origins and derivations, including cognates, to comprehend words used in specific content areas (e.g., scientific, political, literary, mathematical).	<b>1.A.4b</b> Identify and analyze Spanish word origins and derivations and use idioms, analogies, metaphors and similes to extend vocabulary development.
<b>1.A.1c</b> Comprehend unfamiliar words using context clues and prior knowledge; verify meanings with resource materials.	<b>1.A.2c</b> Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries and thesauruses.	<b>1.A.3c</b> Analyze the meaning of words and phrases in their context, including their cultural context.	<b>1.A.4c</b> Evaluate the choice of words, expressions, and style considering the purpose and context of a communication
<b>1.A.1d</b> Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge.	<b>1.A.2d</b> Establish purposes for reading; survey materials; ask questions; make predictions; connect, clarify and extend ideas.	<b>1.A.3d</b> Preview reading materials, make predictions and relate reading to information from other sources.	<b>1.A.4d</b> Relate reading to prior knowledge and experience and make connections with other texts.
<b>1.A.1e</b> Identify genres (forms and purposes) of fiction, nonfiction, poetry and electronic literary forms.	<b>1.A.2e</b> Identify structure (e.g., description, compare/contrast, cause and effect, sequence) of nonfiction texts to improve comprehension.	<b>1.A.3e</b> Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect.	<b>1.A.4e</b> Analyze the defining characteristics and structures of a variety of complex literary genres and describe how genre affects the meaning and function of the texts.
<b>1.A.1f</b> Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues, ask questions, retell, use meaningful substitutions).	<b>1.A.2f</b> Continuously check and clarify for understanding (e.g., <i>in addition to previous skills</i> , clarify terminology, seek additional information).	<b>1.A.3f</b> Continuously check and clarify for understanding (e.g., <i>in addition to previous skills</i> , draw comparisons to other readings).	<b>1.A.4f</b> Check for understanding and clarity by evaluating a variety of texts, in and out of school, for purpose, structure, content and details.
<b>1.A.1g</b> Read aloud grade appropriate material with fluency and accuracy.	<b>1.A.2g</b> Read aloud grade appropriate material with fluency and accuracy.	<b>1.A.3g</b> Read grade appropriate material with fluency and accuracy.	<b>1.A.4g</b> Read grade-appropriate material with fluency and understanding.
<b>1.A.1h</b> Use information to form questions and verify predictions.	<b>1.A.2h</b> Use information to form and refine questions and predictions.	<b>1.A.3h</b> Use information to form, explain and support questions and predictions.	<b>1.A.4h</b> Use a variety of strategies, including questions and predictions, to guide reading of complex materials.

**1. READING AND LITERATURE: Read and respond to literature and other writings representative of Spanish-speaking societies (continued).**

**B. Recognize, analyze, and evaluate literary elements and techniques used to convey meaning**

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	HIGH SCHOOL
<b>1.B1a</b> Identify the literary elements of theme, setting, plot and character within literary works	<b>1.B.2a</b> Identify literary elements and literary techniques (e.g., characterization, use of narration, use of dialogue) in a variety of literary works	<b>1.B.3a</b> Identify and analyze a variety of literary techniques (e.g., figurative language, allusion, dialogue, description, word choice, dialect) within classical and contemporary works representing a variety of genres.	<b>1.B.4a</b> Analyze and evaluate the effective use of literary techniques (e.g., figurative language, allusion, dialogue, description, symbolism, word choice, dialect) in classic and contemporary works of literature in Spanish representing a variety of forms and media.
<b>1.B.1b</b> Classify literary works as fiction or nonfiction.	<b>1.B.2b</b> Describe how literary elements (e.g., theme, character, setting, plot, tone, conflict) are used in literature to create meaning.	<b>1.B.3b</b> Describe how the development of theme, character, plot and setting contribute to the overall impact of a piece of literature.	<b>1.B.4b</b> Evaluate relationships between and among character, plot, setting, theme, conflict and resolution and their influence on the effectiveness of a literary piece.
<b>1.B.1c</b> Describe differences between prose and poetry.	<b>1.B.2c</b> Identify definitive features of literary forms (e.g., realistic fiction, historical fiction, fantasy, narrative, nonfiction, biography, plays, electronic literary forms).	<b>1.B.3c</b> Identify characteristics and authors of various literary forms (e.g., short stories, novels, drama, fables, biographies, documentaries, poetry, science fiction) from Spanish-speaking countries and communities.	<b>1.B.4c</b> Analyze the development of form (e.g., short stories, essays, speeches, poetry, plays, novels) and purpose in literature from Spanish-speaking countries and communities.
<b>1.B.1d</b> Distinguish fact from fantasy and fact from opinion	<b>1.B.2d</b> Distinguish fact from fantasy and fact from opinion and provide evidence to support opinions.	<b>1.B.3d</b> Distinguish between literal and non-literal meaning.	<b>1.B.4d</b> Analyze how information is presented as fact, fiction, or a combination of fact and fiction to influence the reader.

**1. READING AND LITERATURE: Read and respond to literature and other writings representative of Spanish-speaking societies (continued).**

**C. Read, interpret, and critically analyze literary and non-literary materials from Spanish-speaking countries and communities**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>HIGH SCHOOL</b>
<b>1.C.1a</b> Retell stories in proper sequence, identifying characters, main ideas and supporting details, predict outcomes, and draw conclusions.	<b>1.C.2a</b> Make and support inferences and form interpretations about main themes and topics.	<b>1.C.3a</b> Interpret and analyze entire narrative text using story elements, point of view and theme.	<b>1.C.4a</b> Develop and articulate defensible points of view on individual, community, national, and world issues reflected in literary and nonliterary texts
<b>1.C.1b</b> Make comparisons across reading selections	<b>1.C.2b</b> Compare and contrast the content and organization of a variety of selections.	<b>1.C.3b</b> Compare, contrast and evaluate ideas and information from various sources and genres.	<b>1.C.4b</b> Critically evaluate information and perspectives from multiple sources.
<b>1.C.1c</b> Summarize content of reading material using text organization (e.g., story, sequence).	<b>1.C.2c</b> Summarize content of reading material, make generalizations and connect to other readings and real-life experiences.	<b>1.C.3c</b> Summarize content of reading material, make generalizations and relate them to other materials.	<b>1.C.4c</b> Summarize and make generalizations from content and relate them to the purpose of the material.
<b>1.C.1d</b> Identify ways that an author uses word choice and style to convey the author's viewpoint.	<b>1.C.2d</b> Identify ways that an author uses language structure, word choice and style to convey the author's viewpoint.	<b>1.C.3d</b> Describe the ways that an author uses language structure, word choice and style to convey the author's viewpoint.	<b>1.C.4d</b> Describe the influence of the author's language structure and word choice to convey the author's viewpoint.
<b>1.C.1e</b> Identify how authors and illustrators express their ideas in text and graphics (e.g., dialogue, conflict, shape, color, characters.).	<b>1.C.2e</b> Explain how authors and illustrators use text and art to express their ideas (e.g., points of view, design hues, metaphor).	<b>1.C.3e</b> Compare how authors and illustrators use text and art across materials to express their ideas (e.g., foreshadowing, flashbacks, color, strong verbs, language that inspires).	<b>1.C.4e</b> Analyze how authors and illustrators use text and art to express and emphasize their ideas (e.g., imagery, multiple points of view).
<b>1.C.1f</b> Respond to literary materials by connecting them to their own experiences and culture and communicate those responses to others.	<b>1.C.2f</b> Respond to literary material by making inferences, drawing conclusions and comparing it to their own experiences and culture, prior knowledge and other texts.	<b>1.C.3f</b> Respond to literary material from personal, cultural, to creative and critical points of view.	<b>1.C.4f</b> Develop, explain, and defend interpretations of complex literary works in Spanish.
<b>1.C.1g</b> Identify themes that have been explored in literature in different societies.	<b>1.C.2g</b> Identify and explain themes that have been explored in literature in different societies and eras.	<b>1.C.3fg</b> Compare and contrast common literary themes across various cultures, societies and eras.	<b>1.C.4g</b> Apply knowledge gained from literature as a means of understanding contemporary and historical economic, social and political issues and perspectives.
<b>1.C.1h</b> Relate character, setting and plot in reading materials to real-life situations.	<b>1.C.2h</b> Relate literary works and their characters, settings and plots to current and historical events, people and perspectives.	<b>1.C.3h</b> Analyze how characters in literature deal with conflict, solve problems and relate to real-life situations.	<b>1.C.4h</b> Draw on a broad base of knowledge about the universal themes of literature in Spanish such as initiation, love and duty, heroism, illusion and reality, salvation, death and rebirth, and explain how these themes are developed in a particular work of literature.

**1. READING AND LITERATURE: Read and respond to literature and other writings representative of Spanish-speaking societies (continued).**

**C. Read, interpret, and critically analyze literary and non-literary materials from Spanish-speaking countries and communities (continued).**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>HIGH SCHOOL</b>
<b>1.C.1i</b> Compare language and literary works (e.g. myths, legends, folktales, and fables) that include customs, regions, and cultures.	<b>1.C.2i</b> Apply knowledge of different genres of literature in order to comprehend plots, make predictions and make connections.	<b>1.C.3i</b> Draw upon a reservoir of reading materials, including fairy tales, fables, and narratives from Spanish-speaking countries, the United States, and cultures worldwide, to understand plots, make predictions, and relate reading to prior knowledge and experience.	<b>1.C.4i</b> Compare texts that reflect customs, traditions, regions, and cultures.
			<b>1.C.4j</b> Investigate and report on ways in which a writer has influenced or been influenced by historical, social, and cultural issues or events.
			<b>1.C.4k</b> Apply tests of logic and reasoning to informational and persuasive texts
			<b>1.C.4l</b> Evaluate the reliability and authenticity of information conveyed in a text to determine bias, using criteria based on knowledge of the author, topic, and context and analysis of logic, evidence, propaganda, and language
			<b>1.C.4m</b> Identify philosophical assumptions and basic beliefs underlying selected Spanish text

**1. READING AND LITERATURE: Read and respond to literature and other writings representative of Spanish-speaking societies (continued).**

**D. Read in Spanish for a variety of purposes**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>HIGH SCHOOL</b>
<b>1.D.1a</b> Select a variety of materials in Spanish to read for discovery, appreciation, and enjoyment.	<b>1.D.2a</b> Select a variety of materials in Spanish to read for discovery, appreciation, and enjoyment, summarize the readings, and connect them to prior knowledge and experience		→
<b>1.D.1b</b> Respond to questions by locating and gathering information from a variety of resources	<b>1.D.2b</b> Select, read, and organize information from various sources for a specific purpose.	<b>1.D.3b</b> Seek, organize and integrate information from a variety of sources (e.g., books, interviews, library reference materials, web- sites, CD/ROMs) on a topic of interest.	<b>1.D.4b</b> Evaluate the usefulness of information, synthesize information to support a thesis, and present information in a logical manner in oral and written forms.
<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>HIGH SCHOOL</b>
<b>1.D.1c</b> Participate in group readings such as choral, echo, and shadow reading	<b>1.D.2c</b> Perform dramatic readings and presentations using correct intonation and pronunciation.	<b>1.D.3c</b> Perform expressive oral readings of prose, poetry, and drama using correct intonation and pronunciation.	
<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>HIGH SCHOOL</b>
<b>1.D.1d</b> Use information presented in simple tables, maps and charts to form an interpretation.	<b>1.D.2d</b> Connect information presented in tables, maps and charts to printed or electronic text.	<b>1.D.3d</b> Interpret tables that display textual information and data in visual formats.	<b>1.D.4d</b> Use tables, graphs and maps to challenge arguments, defend conclusions and persuade others.
<b>1.D.1e</b> Read aloud grade-appropriate material with fluency, accuracy, understanding.	<b>1.D.2e</b> Read aloud grade-appropriate material with fluency, accuracy, and understanding.	<b>1.D.3e</b> Read grade-appropriate material with fluency, accuracy and understanding.	<b>1.D.4e</b> Read grade-appropriate material with fluency, accuracy and understanding.



## 2. WRITING: Write to communicate effectively in Spanish.

**Rationale:** The ability to write clearly is essential to any person’s effective communications. Students with high-level writing skills can produce documents that show planning and organization and effectively convey the intended message and meaning. Clear writing is critical to employment and production in today’s world. Individuals must be capable of writing for a variety of audiences in differing styles, including standard rhetoric themes, business letters and reports, financial proposals and technical and professional communications. Students should be able to use word processors and computers to enhance their writing proficiency and improve their career opportunities.

### A. Produce written text in Spanish to communicate with different audiences for a variety of purposes

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	HIGH SCHOOL
<b>2.A.1a</b> Write creative pieces in response to a stimulus.	<b>2.A.2a</b> Write creative pieces (poetry, fiction, and plays) employing basic aesthetic principles appropriate to each genre.	<b>2.A.3a</b> Write creative fiction that includes major and minor characters, a coherent plot, effective imagery, descriptive language, and concrete data.	<b>2.A.4a</b> Write creative fiction that includes an authentic setting, discernible tone, coherent plot, distinct characters, effective detail, believable dialogue, and reasonable resolution of conflict
<b>2.A.1b</b> Write expressive pieces in response to a stimulus.	<b>2.A.2b</b> Write expressive pieces in response to a stimulus (reading, viewing, or life-experience) employing descriptive detail and a personal voice.	<b>2.A.3b</b> Write narrative based on experience that uses descriptive language and detail effectively, presents a sequence of events, and reveals a theme.	<b>2.A.4b</b> Write autobiographical and biographical narratives in a mature style characterized by suitable vocabulary, descriptive detail, effective syntax, an appropriate Voice, a variety of sentence structures, clear coordination and subordination of ideas, and rhetorical devices that help establish tone and reinforce meaning
<b>2.A.1c</b> Write a persuasive piece that includes a clear position with supporting evidence.	<b>2.A.2c</b> Write a persuasive piece (such as a letter to a specific person or a script promoting a particular product) that includes a clear position with supporting evidence and details.	<b>2.A.3c</b> Write a persuasive piece (such as a letter to a specific person or a script promoting a particular product) that includes a clear position, a discernable tone, and a coherent argument with reliable evidence.	<b>2.A.4c</b> Write a coherent argument that takes a position, accurately summarizes an opposing position, refutes that position, and cites persuasive evidence.
<b>2.A.1d</b> Write for a variety of purposes including description, information, explanation, persuasion and narration.	<b>2.A.2d</b> Write in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays) and persuasive writings (e.g., editorials, advertisements).	<b>2.A.3d</b> Compose narrative, informative, and persuasive writings (e.g., <i>in addition to previous writings</i> , literature reviews, instructions, news articles, correspondence) for a specified audience.	<b>2.A.4d</b> Write for real or potentially real situations in academic, professional and civic contexts (e.g., college applications, job applications, business letters, petitions).
<b>2.A.1e</b> Create media compositions or productions, which convey meaning visually for a variety of purposes.	<b>2.A.2e</b> Produce and format compositions for specified audiences using available technology.	<b>2.A.3e</b> Using available technology, produce compositions and multimedia works for specified audiences.	<b>2.A.4e</b> Communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and/or electronic formats; adapt content, vocabulary, voice and tone to the audience, purpose and situation

## 2. WRITING: Write to communicate effectively in Spanish (continued).

### A. Produce written text in Spanish to communicate with different audiences for a variety of purposes (continued).

<b>2.A.1f</b> Write letters, reports and stories based on acquired information.	<b>2.A.2f</b> Create documents to communicate acquired information for specific audiences and purposes in a variety of situations (timed and un-timed, at school and at home).	<b>2.A.3f</b> Plan, compose, edit and revise documents that synthesize new meaning gleaned from multiple sources.	<b>2.A.4f</b> Using contemporary technology, create a research presentation or prepare a documentary related to academic, technical or occupational topics and present the findings in oral or multimedia formats.
	<b>2.A.2g</b> Compare language and writing traditions that reflect customs, regions, and cultures	<b>2.A.3g</b> Write to reflect customs and culture of Spanish speaking countries and communities.	<b>2.A.4g</b> Write expository paragraphs that reflect the logic and rhetoric of the Spanish language
			<b>2.A.4h</b> Compose and publish analytic and reflective writing that conveys knowledge, experience, insights, and opinions to an intended audience

## 2. WRITING: Write to communicate effectively in Spanish (continued).

### B. Plan, compose, edit, and present clear and effective writing in Spanish

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	LATE HIGH SCHOOL
<b>2.B.1a</b> Construct complete sentences that demonstrate concordance, appropriate Spanish-specific capitalization (e.g., days of the week, months of the year), and punctuation (including in numbers and decimals).	<b>2.B.2a</b> Write paragraphs that include a variety of sentence types; appropriate use of the eight parts of speech; and accurate spelling, Spanish-specific capitalization and punctuation.	<b>2.B.3a</b> Write compositions that contain complete sentences, following Spanish word order, and paragraphs using Spanish conventions, including the correct use of verb tenses.	<b>2.B.4a</b> Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences.
<b>2.B.1b</b> Use prewriting strategies to generate and organize ideas (e.g., focus on one topic; organize writing to include a beginning, middle and end).	<b>2.B.2b</b> Generate and organize ideas using a variety of planning strategies (e.g., mapping, outlining, drafting).	<b>2.B.3b</b> Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence.	<b>2.B.4b</b> Using contemporary technology, produce documents of publication quality for specific purposes and audiences; exhibit a variety of writing techniques including clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.
<b>2.B.1c</b> Demonstrate focus, organization, elaboration and integration in written compositions (e.g., short stories, letters, essays, reports).	<b>2.B.2c</b> Establish central idea, organization, elaboration and unity in relation to purpose and audience.	.	→
<b>2.B.1d</b> Write a complete sentence using descriptive words when writing about people, places, things, and events.	<b>2.B.2d</b> Expand ideas by using modifiers and subordination.		→
<b>2.B.1e</b> Edit for capitalization and punctuation.	<b>2.B.2e</b> Edit and revise documents for clarity and subjectivity, proofread for spelling, capitalization and punctuation, and ensure that documents are formatted in final form for submission and/or publication.	<b>2.B.3e</b> Edit and revise for word choice, organization, consistent point of view and transitions among paragraphs using contemporary technology and formats suitable for submission and/or publication	<b>2.B.4e</b> Produce, edit, revise and format work for submission and/or publication (e.g., manuscript form, appropriate citation of sources) using contemporary technology.
<b>2.B.1f</b> At grade-appropriate level, write to reflect customs and culture of Spanish-speaking countries and communities, including personal experiences and references.			→
<b>2.B.1g</b> Explain the extent and reasons for revision, based on self-assessment and reflection, in conference with a teacher.	<b>2.B.2g</b> Identify questions and strategies for improving drafts, based on self-assessment and reflection, in writing conferences with a teacher.	<b>2.B.3g</b> Develop a composition through a series of drafts, using a revision strategy based on self-assessment and reflection, including awareness of personal style, strengths and weaknesses as a writer, and feedback from peers and teachers.	<b>2.B.4g</b> Evaluate written work for its effectiveness and make recommendations for its improvement, based on self-assessment and reflection,
<b>2.B.1h</b> Cite sources used.	<b>2.B.2h</b> Cite sources used using bibliographic format	<b>2.B.3h</b> Identify, evaluate and cite primary sources.	<b>2.B.4h</b> Credit primary and secondary sources in a form appropriate for presentation or publication for a particular audience.

### 3. ORAL LANGUAGE: Listen and speak effectively in Spanish in a variety of situations

**Rationale:** Of all the language arts, listening and speaking are those most often used on a daily basis at home, school and work or in the community. Skill in speaking is universally recognized as a primary indicator of a person's knowledge, skill and credibility. In person, by phone or through video, good listening and speaking skills are essential to sending, receiving and understanding messages. To understand messages spoken by others, students must be able to listen carefully, using specific techniques to clarify what they have heard. For speaking properly and making messages understood, grammar, sentence structure, tone, expression and emphasis must be part of students' repertoires.

#### A. Listen effectively in formal and informal situations.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	LATE HIGH SCHOOL
<b>3.A.1a</b> Listen attentively by facing the speaker, making eye contact and paraphrasing what is said.	<b>3.A.2a</b> Demonstrate understanding of the listening process (e.g., sender, receiver, message) by summarizing and paraphrasing spoken messages orally and in writing in formal and informal situations.	<b>3.A.3a</b> Demonstrate ways (e.g., ask probing questions, provide feedback to a speaker, summarize and paraphrase complex spoken messages) that listening attentively can improve comprehension.	<b>3.A.4a</b> Apply listening skills as individuals and members of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).
<b>3.A.1b</b> Ask clarifying questions and respond to questions from the teacher and from group members.	<b>3.A.2b</b> Ask and respond to questions related to oral presentations and messages in small and large group settings.	<b>3.A.3b</b> Compare a speaker's verbal and nonverbal messages.	<b>3.A.4d</b> Demonstrate understanding of the relationship of verbal and nonverbal messages within a context (e.g., contradictory, supportive, repetitive, substitutive)
<b>3.A.1c</b> Follow oral instructions accurately.	<b>3.A.2c</b> Restate and carry out a variety of oral instructions.	<b>3.A.3c</b> Restate and carry out multi-step oral instructions.	<b>3.A.4c</b> Follow complex oral instructions.
<b>3.A.1.d</b> Comprehend and respond to stories and other texts read aloud.	<b>3.A.2.d</b> Comprehend stories and other texts read aloud, including selections from classic and contemporary works in Spanish		

#### B. Orally communicate information, opinions, and ideas using language appropriate to the situation, purpose, and audience

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	LATE HIGH SCHOOL
<b>3.B.1a</b> Present brief oral reports, using language and vocabulary appropriate to the message and audience (e.g., show and tell).	<b>3.B.2a</b> Present oral reports to an audience using correct language, and nonverbal expressions for the intended purpose and message within a suggested organizational format.	<b>3.B.3a</b> Deliver planned oral presentations, using language and vocabulary appropriate to the purpose, message and audience; provide details and supporting information that clarify main ideas; and use visual aids and contemporary technology as support.	<b>3.B.4a</b> Deliver planned and impromptu oral presentations, as individuals and members of a group, conveying results of research, projects or literature studies to a variety of audiences using appropriate visual aids and available technology.
<b>3.B.1b</b> Use verbal and nonverbal communication in effective ways when making announcements, giving directions, or making introductions, including using Spanish conventions such as formal and informal pronouns	<b>3.B.2b</b> Identify main verbal and nonverbal communication elements and strategies to maintain communications and to negotiate and resolve conflict.	<b>3.B.3b</b> Use verbal and nonverbal communication strategies to maintain communications and to negotiate and resolve conflict.	<b>3.B.4b</b> Use verbal and nonverbal strategies to maintain communication and to resolve conflict (e.g., mediation skills, formal and informal bargaining skills).
<b>3.B.1c</b> Recognize and respond to dialectical differences.	<b>3.B.2c</b> Identify and match dialectical differences with cultures/regions.	<b>3.B.3c</b> Compare and contrast use of words and syntax as dialectical differences.	<b>3.B.4c</b> Describe and provide examples of dialectical differences as contributors to enriching Spanish cultures and societies.

### 3. ORAL LANGUAGE: Listen and speak effectively in Spanish in a variety of situations (continued).

#### B. Orally communicate information, opinions, and ideas using language appropriate to the situation, purpose, and audience (cont.)

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	HIGH SCHOOL
<b>3.B.1c</b> Participate in discussions around a common topic.	<b>3.B.2c</b> Use speaking skills and rules of discourse to participate in group discussions.	<b>3.B.3c</b> Use speaking skills to participate and lead groups to design and produce reports and multi-media compositions that represent group projects.	<b>3.B.4c</b> Use speaking skills to participate in and lead group discussions; analyze the effectiveness of the spoken interactions based upon the ability of the group to achieve its goals.
<b>3.B.1d</b> Use print, non-print, human and technological resources to acquire and use information.	<b>3.B.2d</b> Prepare and deliver oral presentations based on inquiry or research.	<b>3.B.3d</b> Prepare and orally present original work (e.g., poems, monologues, reports, plays, stories) supported by research.	<b>3.B.4d</b> Support and defend a thesis statement using various references including media and electronic resources.
3.B.1e Use the appropriate formal or informal style of speaking Spanish according to audience and purpose.	3.B.2e Differentiate between the formal and informal style of speaking Spanish and use the appropriate style according to audience and purpose.	<b>3.B.3e</b> Differentiate between formal and informal contexts and employ an appropriate style of speaking in Spanish, adjusting language, gestures, rate, and volume according to audience and purpose.	<b>3.B.4e</b> Speak fluently with varied inflection and effective eye contact, enunciating and pronouncing clearly at an appropriate rate and volume, using the appropriate style of speaking Spanish according to audience and purpose.
		<b>3.B.3f</b> Take notes, conduct interviews, organize and report information in oral, visual and electronic formats.	<b>3.B.4f</b> Prepare for and participate in formal debates by summarizing then refuting opposing positions and citing persuasive evidence.

#### 4. LANGUAGE USE AND STRUCTURE: Apply knowledge of the function and structure of the Spanish language to communicate effectively.

**Rationale:** The essential basis of Spanish language arts is language. Language exists in many variations, and the ability to use it well is frequently a source of power, respect, and financial success. However, if students are unaware of how language works, they may be unable to use it effectively.

##### A. Use correct grammar, spelling, punctuation, and capitalization

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	HIGH SCHOOL
4.A.1a Use correct tenses to indicate the relative order of events			→
4.A.1b Use correct Spanish word order and punctuation marks to distinguish statements, questions, exclamations, and commands.	4.A.2b Punctuate a variety of sentences correctly (e.g. compound-complex, questions, and dialogue) sentences correctly	4.A.3b Employ correctly the conventions of capitalization and punctuation rules.	4.A.4b Punctuate complex sentences correctly, including appropriate use of dialogue, citations, colons, hyphens, dashes, ellipses, and italics.
4.A.1c Begins to use correct Spanish orthography.	4.A.2c Use correct Spanish orthography including accents and dieresis marks.	4.A.3c Spell and use diacritical marks correctly and use effective strategies for spelling and accentuating unfamiliar words.	
4.A.1d Employ principles of agreement related to number, gender, and case			→
4.A.1e At a grade-appropriate level, recognize common errors, made by native speakers, in the use of the Spanish language and know how and when to correct them			→
4.A.1f Apply the appropriate use of “tu” and “Ud.” in oral and written communication (e.g. letter writing).	4.A.2f Differentiate and apply the appropriate use of “tu” and “Ud.” in oral and written communication (e.g. letter writing, oral presentations).	4.A.3f Make appropriate choices when speaking and writing, such as formal or informal language, considering the purpose and context of the communication	4.A.4f Identify use of different forms of tu an Ud. (such as vosotros) in Spanish speaking countries
4.A.1g Consult picture dictionaries, dictionaries, glossaries, and other sources to find the meaning of words.	4.A.2g Consult dictionaries, thesauruses and other sources to find and compare definitions, choose among synonyms, and spell words correctly.	4.A.3g Consult dictionaries, thesauruses, handbooks, and other grammar texts when choosing words, phrases, and expressions for use in oral and written presentations.	4.A.4.g Examine the origin, history, denotation, connotation, and usage of Spanish words and phrases by consulting dictionaries, thesauruses, handbooks, electronic media, and other sources of information about language.

**4. LANGUAGE USE AND STRUCTURE: Apply knowledge of the function and structure of the Spanish language to communicate effectively (continued).**

**B. Recognize and use appropriate language form and style to communicate with different audiences, for different purposes, and in different settings**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>HIGH SCHOOL</b>
<b>4.B.1a</b> Begins to use language to communicate personal feelings and ideas to different audiences (family, school, friends).	<b>4.B.2a</b> Select and use appropriate language to communicate personal feelings and ideas to different audiences for different purposes and in different settings.	<b>4.B.3a</b> Select and use appropriate language to communicate personal feelings and ideas to different audiences for different purposes and in different settings.	<b>4.B.4a</b> Analyze and explain how immediate context and broader social, cultural, regional, and professional variables influence the use of language, citing characteristics such as level of formality, slang, jargon, and emotional impact.
<b>4.B.1b</b> Use the form and function of words in phrases and simple sentences to communicate effectively.	<b>4.B.2b</b> Use the form and function of words in phrases and complex sentences to communicate effectively.	<b>4.B.3b</b> Understand the form and function of words, phrases, and clauses in complex sentences and use them effectively.	<b>4.B.4b</b> Identify the form and function of words, phrases, and clauses, including interrelated clauses in complex sentences and use them effectively
<b>4.B.1c</b> Identify the choice of words, expressions, and style considering the purpose and context of a communication.	<b>4.B.2c</b> Identify, select and use appropriately the choice of words, expressions, and style considering the purpose and context of a communication	<b>4.B.3c</b> Demonstrate understanding of the choice of words, expressions, and style considering the purpose and context of a communication.	<b>4.B.4c</b> Evaluate the choice of words, expressions, and style considering the purpose and context of a communication
<b>4.B.1d</b> Identify language and oral traditions (e.g. family stories that reflect customs, regions, and cultures)	<b>4.B.2d</b> Compare language and oral traditions (e.g. family stories that reflect customs, regions, and cultures)	<b>4.B.3d</b> Compare and contrast language and oral traditions (e.g. family stories that reflect customs, regions, and cultures)	<b>4.B.4d</b> Identify and analyze appropriate etiquette common to Hispanic cultures.
<b>4.B.1e</b> Recognize variations in Spanish that appear in different social, cultural, and regional environments.	<b>4.B.2e</b> Identify variations in Spanish that appear in different social, cultural, and regional environments.	<b>4.B.3e</b> Describe and give examples of variations in Spanish that appear in different social, cultural, regional, and professional environments	<b>4.B.4e</b> Identify and give examples of different Spanish language dialects based on geographic origin.
			<b>4.B.4f</b> Identify and explain language contact phenomena that give rise to Anglicisms and to code-switching