

Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 1: Foundational Language Skills</b>						
<b>SLA.1 Developing and Sustaining Foundational Language Skills:</b> listening, speaking, discussion, and thinking— <b>oral language.</b> The student develops oral language through listening, speaking, and discussion. The student is expected to do the following:						
<p><b>II.A.1</b> Child shows understanding by responding appropriately.</p> <p><b>II.A.3</b> Child show understanding of the language being spoken by teachers and peers.</p> <p><b>II.B.3</b> Child provides appropriate information for various situations.</p> <p><b>II.E.3</b> Child uses sentences with more than one phrase.</p>	<p><b>SLA.K.1A</b> Listen actively and ask questions to understand information and answer questions using multi-word responses.</p>	<p><b>SLA.1.1A</b> Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.</p>	<p><b>SLA.2.1A</b> Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.</p>	<p><b>SLA.3.1A</b> Listen actively, ask relevant questions to clarify information, and make pertinent comments.</p>	<p><b>SLA.4.1A</b> Listen actively, ask relevant questions to clarify information, and make pertinent comments.</p>	<p><b>SLA.5.1A</b> Listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments.</p>
<p><b>I.B.1.a</b> Child follows classroom rules and routines with occasional reminders from teacher.</p> <p><b>II.A.2</b> Child shows understanding by following two-step oral directions and usually follows three-step directions.</p>	<p><b>SLA.K.1B</b> Restate and follow oral directions that involve a short, related sequence of actions.</p>	<p><b>SLA.1.1B</b> Follow, restate, and give oral instructions that involve a short, related sequence of actions.</p>	<p><b>SLA.2.1B</b> Follow, restate, and give oral instructions that involve a short, related sequence of actions.</p>	<p><b>SLA.3.1B</b> Follow, restate, and give oral instructions that involve a series of related sequences of action.</p>	<p><b>SLA.4.1B</b> Follow, restate, and give oral instructions that involve a series of related sequences of action.</p>	<p><b>SLA.5.1B</b> Follow, restate, and give oral instructions that include multiple action steps.</p>
<p><b>I.C.1</b> Child uses effective verbal and nonverbal communication skills to build relationships with teachers/adults.</p> <p><b>II.B.1</b> Child is able to use language for different purposes.</p> <p><b>II.C.1</b> Child’s speech is understood by both the teacher and other adults in the school.</p>	<p><b>SLA.K.1C</b> Share information and ideas by speaking audibly and clearly using the conventions of language.</p>	<p><b>SLA.1.1C</b> Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.</p>	<p><b>SLA.2.1C</b> Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.</p>	<p><b>SLA.3.1C</b> Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.</p>	<p><b>SLA.4.1C</b> Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.</p>	<p><b>SLA.5.1C</b> Give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.</p>

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<p><b>II.B.4</b> Child demonstrates knowledge of verbal conversational rules.</p> <p><b>I.C.4</b> Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.</p>	<p><b>SLA.K.1D</b> Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.</p>	<p><b>SLA.1.1D</b> Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.</p>	<p><b>SLA.2.1D</b> Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others.</p>	<p><b>SLA.3.1D</b> Work collaboratively with others by following agreed-upon rules, norms, and protocols.</p>	<p><b>SLA.4.1D</b> Work collaboratively with others to develop a plan of shared responsibilities.</p>	<p><b>SLA.5.1D</b> Work collaboratively with others to develop a plan of shared responsibilities.</p>
<p><b>I.B.2.b</b> Child can communicate basic emotions/feelings.</p> <p><b>II.E.7</b> Child uses single words and simple phrases to communicate meaning in social situations.</p> <p><b>II.B.4</b> Child demonstrates knowledge of verbal conversational rules.</p> <p><b>II.B.5</b> Child demonstrates knowledge of nonverbal conversational rules.</p>	<p><b>SLA.K.1E</b> Develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.</p>	<p><b>SLA.1.1E</b> Develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.</p>	<p><b>SLA.2.1E</b> Develop social communication such as distinguishing between asking and telling.</p>	<p><b>SLA.3.1E</b> Develop social communication such as conversing politely in all situations.</p>		
<p><b>SLA.2 Developing and Sustaining Foundational Language Skills:</b> listening, speaking, reading, writing, and thinking—<b>beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to do the following:</p>						
<p><b>SLA.2A</b> Demonstrate phonological awareness by doing the following:</p>						
<p><b>II.C.2</b> Child perceives differences between similar sounding words.</p> <p><b>II.C.3</b> Child investigates and demonstrates growing understanding of the sounds and intonation of language.</p> <p><b>III.B.6</b> Child can recognize rhyming words.</p>	<p><b>SLA.K.2A.i</b> Demonstrate phonological awareness by identifying and producing rhyming words.</p>	<p><b>SLA.1.2A.i</b> Demonstrate phonological awareness by producing a series of rhyming words.</p>				

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<p><b>II.C.3</b> Child investigates and demonstrates growing understanding of the sounds and intonation of language.</p> <p><b>II.B.7</b> Child can produce a word that begins with the same sound as a given pair of words.</p>	<p><b>SLA.K.2A.ii</b> Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sounds.</p>	<p><b>SLA.1.2A.ii</b> Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sounds.</p>				
<p><b>III.B.1</b> Child separates a normally spoken four-word sentence into individual words.</p>	<p><b>SLA.K.2A.iii</b> Demonstrate phonological awareness by identifying the individual words in a spoken sentence.</p>	<p><b>SLA.1.2A.iii</b> Demonstrate phonological awareness by recognizing the change in spoken word when a specified syllable is added, changed, or removed.</p>				
<p><b>III.B.5</b> Child can segment a syllable from a word.</p>	<p><b>SLA.K.2A.iv</b> Demonstrate phonological awareness by identifying syllables in spoken words.</p>	<p><b>SLA.1.2A.iv</b> Demonstrate phonological awareness by segmenting spoken words into individual syllables.</p>				
<p><b>III.B.4</b> Child blends syllables into words.</p>	<p><b>SLA.K.2A.v</b> Demonstrate phonological awareness by blending syllables to form multisyllabic words.</p>	<p><b>SLA.1.2A.v</b> Demonstrate phonological awareness by blending spoken complex syllables, including sílabas trabadas, to form multisyllabic words.</p>				
<p><b>III.B.5</b> Child can segment a syllable from a word.</p>	<p><b>SLA.K.2A.vi</b> Demonstrate phonological awareness by segmenting multisyllabic words into syllables.</p>	<p><b>SLA.1.2A.vi</b> Demonstrate phonological awareness by segmenting spoken words into syllables, including words with sílabas trabadas.</p>				
<p><b>II.C.3</b> Child investigates and demonstrates growing understanding of the sounds and intonation of language.</p> <p><b>III.C.2</b> Child recognizes at least 20 distinct letter sounds in the language of instruction.</p>	<p><b>SLA.K.2A.vii</b> Demonstrate phonological awareness by identifying initial and final sounds in simple words.</p>					

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<b>III.B.9</b> Child recognizes and blends spoken phonemes into one syllable words with pictorial support.	<b>SLA.K.2A.viii</b> Demonstrate phonological awareness by blending spoken phonemes to form syllables.					
<b>III.B.5</b> Child can segment a syllable from a word. <b>III.B.4</b> Child blends syllables into words.	<b>SLA.K.2A.ix</b> Demonstrate phonological awareness by manipulating syllables within a multisyllabic word.	<b>SLA.1.2A.vii</b> Demonstrate phonological awareness by manipulating syllables within words.				
	<b>SLA.2B</b> Demonstrate and apply phonetic knowledge by doing the following:	<b>SLA.2A</b> Demonstrate and apply phonetic knowledge by doing the following:				
<b>III.C.2</b> Child recognizes at least 20 distinct letter sounds in the language of instruction. <b>III.C.3</b> Child produces at least 20 distinct letter sound correspondences in the language of instruction.	<b>SLA.K.2B.i</b> Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent.	<b>SLA.1.2B.i</b> Demonstrate and apply phonetic knowledge by identifying and matching sounds to individual letters.	<b>SLA.2.2A.i</b> Demonstrate and apply phonetic knowledge by decoding multisyllabic words.	<b>SLA.3.2A.i</b> Demonstrate and apply phonetic knowledge by decoding words with a prosodic or orthographic accent.	<b>SLA.4.2A.i</b> Demonstrate and apply phonetic knowledge by decoding palabras agudas, graves, esdrújulas, and sobreesdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate).	<b>SLA.5.2A.i</b> Demonstrate and apply phonetic knowledge by decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate).
<b>III.C.3</b> Child produces at least 20 distinct letter sound correspondences in the language of instruction.	<b>SLA.K.2B.ii</b> Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.	<b>SLA.1.2B.ii</b> Demonstrate and apply phonetic knowledge by decoding words with sílabas trabadas such as /bla/, /bra/, and /gla/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.	<b>SLA.2.2A.ii</b> Demonstrate and apply phonetic knowledge by decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.	<b>SLA.3.2A.ii</b> Demonstrate and apply phonetic knowledge by decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.		
<b>III.C.3</b> Child produces at least 20 distinct letter sound correspondences in the language of instruction.	<b>SLA.K.2B.iii</b> Demonstrate and apply phonetic knowledge by decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/.	<b>SLA.1.2B.iii</b> Demonstrate and apply phonetic knowledge by decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.	<b>SLA.2.2A.iii</b> Demonstrate and apply phonetic knowledge by decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.	<b>SLA.3.2A.iii</b> Demonstrate and apply phonetic knowledge by decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.		

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		<b>SLA.1.2B.iv</b> Demonstrate and apply phonetic knowledge by decoding words with diphthongs such as /ai/, /au/, and /ei/.	<b>SLA.2.2A.iv</b> Demonstrate and apply phonetic knowledge by decoding words with diphthongs and hiatus.	<b>SLA.3.2A.iv</b> Demonstrate and apply phonetic knowledge by becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents.	<b>SLA.4.2A.ii</b> Demonstrate and apply phonetic knowledge by using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus.	<b>SLA.5.2A.ii</b> Demonstrate and apply phonetic knowledge by using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus.
		<b>SLA.1.2B.v</b> Demonstrate and apply phonetic knowledge by decoding contractions such as al and del.	<b>SLA.2.2A.v</b> Demonstrate and apply phonetic knowledge by decoding common abbreviations.			
				<b>SLA.3.2A.v</b> Demonstrate and apply phonetic knowledge by decoding and differentiating meaning of a word based on a diacritical accent.	<b>SLA.4.2A.iii</b> Demonstrate and apply phonetic knowledge by decoding and differentiating the meaning of a word based on the diacritical accent.	<b>SLA.5.2A.iii</b> Demonstrate and apply phonetic knowledge by decoding and differentiating meaning of word based on the diacritical accent.
		<b>SLA.1.2B.vi</b> Demonstrate and apply phonetic knowledge by decoding three- to four-syllable words.				
<b>III.B.2</b> Child combines words to make a compound word. <b>III.B.3</b> Child deletes a word from a compound word.		<b>SLA.1.2B.vii</b> Demonstrate and apply phonetic knowledge by using knowledge of base words to decode common compound words.				
<b>III.B.4</b> Child blends syllables into words. <b>III.B.5</b> Child can segment a syllable from a word.	<b>SLA.K.2B.iv</b> Demonstrate and apply phonetic knowledge by recognizing that new words are created when syllables are changed, added, or deleted.	<b>SLA.1.2B.viii</b> Demonstrate and apply phonetic knowledge by decoding words with common prefixes and suffixes.	<b>SLA.2.2A.vi</b> Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.	<b>SLA.3.2A.vi</b> Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.	<b>SLA.4.2A.iv</b> Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.	<b>SLA.5.2A.iv</b> Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.



# Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2021-2022 Vertical Alignment Matrix

Reading Language Arts – Spanish – Prekindergarten - Grade 5

Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 1: Foundational Language Skills</b>						
	<b>SLA.2C</b> Demonstrate and apply spelling knowledge by doing the following:		<b>SLA.2B</b> Demonstrate and apply spelling knowledge by doing the following:			
<b>III.C.3</b> Child produces at least 20 distinct-letter sound correspondences in the language of instruction.	<b>SLA.K.2C.i</b> Demonstrate and apply spelling knowledge by spelling common letter and sound correlations.	<b>SLA.1.2C.i</b> Demonstrate and apply spelling knowledge by spelling common letter and sound correlations.	<b>SLA.2.2B.i</b> Demonstrate and apply spelling knowledge by spelling multisyllabic words.	<b>SLA.3.2B.i</b> Demonstrate and apply spelling knowledge by spelling palabras agudas and graves (words with an accent on the last and penultimate syllable).	<b>SLA.4.2B.i</b> Demonstrate and apply spelling knowledge by spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent.	<b>SLA.5.2B.i</b> Demonstrate and apply spelling knowledge by spelling words with more advanced orthographic patterns and rules
	<b>SLA.K.2C.ii</b> Demonstrate and apply spelling knowledge by spelling words with common syllabic patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.	<b>SLA.1.2C.ii</b> Demonstrate and apply spelling knowledge by spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.		<b>SLA.3.2B.ii</b> Demonstrate and apply spelling knowledge by spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent.	<b>SLA.4.2B.ii</b> Demonstrate and apply spelling knowledge by spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent.	<b>SLA.5.2B.ii</b> Demonstrate and apply spelling knowledge by spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent.
						<b>SLA.5.2B.iii</b> Demonstrate and apply spelling knowledge by spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent.
		<b>SLA.1.2C.iii</b> Demonstrate and apply spelling knowledge by spelling words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/; and sílabas trabadas such as /bla/, /bra/, /gla/, and /gra/.				



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<b>Strand 1: Foundational Language Skills</b>						
		<b>SLA.1.2C.iv</b> Demonstrate and apply spelling knowledge by spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi-.	<b>SLA.2.2B.v</b> Demonstrate and apply spelling knowledge by spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.	<b>SLA.3.2B.vii</b> Demonstrate and apply spelling knowledge by spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.		
		<b>SLA.1.2C.v</b> Demonstrate and apply spelling knowledge by spelling contractions such as al and del.				
		<b>SLA.1.2C.vi</b> Demonstrate and apply spelling knowledge by spelling words with diphthongs such as /ai/, /au/, and /ie/ as in quie- ro, na-die, and ra-dio and hiatus such as le-er and rí- o.	<b>SLA.2.2B.ii</b> Demonstrate and apply spelling knowledge by spelling words with diphthongs and hiatus.	<b>SLA.3.2B.iii</b> Demonstrate and apply spelling knowledge by spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents.	<b>SLA.4.2B.iii</b> Demonstrate and apply spelling knowledge by spelling words with diphthongs and hiatus.	<b>SLA.5.2B.iv</b> Demonstrate and apply spelling knowledge by spelling words with diphthongs and hiatus.
				<b>SLA.3.2B.iv</b> Demonstrate and apply spelling knowledge by using accents on words commonly used in questions and exclamations.		
				<b>SLA.3.2B.v</b> Demonstrate and apply spelling knowledge by spelling words based on the diacritical accent such as se/sé, el/él, and mas/más.		
				<b>SLA.3.2B.vi</b> Demonstrate and apply spelling knowledge by marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses.	<b>SLA.4.2B.iv</b> Demonstrate and apply spelling knowledge by marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses.	<b>SLA.5.2B.v</b> Demonstrate and apply spelling knowledge by marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses.

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<b>Strand 1: Foundational Language Skills</b>						
			<b>SLA.2.2B.iii</b> Demonstrate and apply spelling knowledge by spelling common abbreviations.			
		<b>SLA.1.2C.vii</b> Demonstrate and apply spelling knowledge by spelling words with common prefixes and suffixes.	<b>SLA.2.2B.iv</b> Demonstrate and apply spelling knowledge by spelling words with prefixes and suffixes.			
				<b>SLA.3.2B.viii</b> Demonstrate and apply spelling knowledge by spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x.		
				<b>SLA.3.2B.ix</b> Demonstrate and apply spelling knowledge by spelling words with hard and soft r.		
				<b>SLA.3.2B.x</b> Demonstrate and apply spelling knowledge by spelling words using n before v; m before b; and m before p.		
				<b>SLA.3.2B.xi</b> Demonstrate and apply spelling knowledge by spelling words with silabas trabadas.		
				<b>SLA.3.2B.xii</b> Demonstrate and apply spelling knowledge by spelling the plural form of words ending in z by replacing the z with c before adding -es.		





# Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2021-2022 Vertical Alignment Matrix

Reading Language Arts – Spanish – Prekindergarten - Grade 5

Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 1: Foundational Language Skills</b>						
	<b>SLA.K.2D</b> Demonstrate print awareness by doing the following:	<b>SLA.1.2D</b> Demonstrate print awareness by identifying the information that different parts of a book provide.				
	<b>SLA.K.2D.i</b> Demonstrate print awareness by identifying the front cover, back cover, and title page of a book.					
<b>III.E.2</b> Child demonstrates understanding of print directionality including left to right and top to bottom.	<b>SLA.K.2D.ii</b> Demonstrate print awareness by holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep.					
<b>II.E.1</b> Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order. <b>II.E.3</b> Child uses sentences with more than one phrase.	<b>SLA.K.2D.iii</b> Demonstrate print awareness by recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries.					
<b>III.E.1</b> Child can distinguish between elements of print including letters, words, and pictures.	<b>SLA.K.2D.iv</b> Demonstrate print awareness by recognizing the difference between a letter and a printed word.					
<b>III.C.1</b> Child names at least 20 upper and at least 20 lowercase letters in the language of instruction.	<b>SLA.K.2D.v</b> Demonstrate print awareness by identifying all uppercase and lowercase letters.					
		<b>SLA.1.2E</b> Alphabetize a series of words to the first or second letter and use a dictionary to find words.	<b>SLA.2.2C</b> Alphabetize a series of words and use a dictionary or glossary to find words.	<b>SLA.3.2C</b> Alphabetize a series of words to the third letter.		

**GLOBAL GRADUATE**



1. Foundational Language Skills
2. Comprehension Skills
3. Response Skills
4. Multiple Genres

5. Author's Purpose and Craft
6. Composition
7. Inquiry and Research

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<b>Strand 1: Foundational Language Skills</b>						
<p><b>IV.C.1</b> Child writes own name (first name or frequent nickname) using legible letters in proper sequence.</p> <p><b>IV.C.4</b> Child uses appropriate directionality when writing (top to bottom, left to right).</p>	<p><b>SLA.K.2E</b> Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.</p>	<p><b>SLA.1.2F</b> Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.</p>	<p><b>SLA.2.2D</b> Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.</p>	<p><b>SLA.3.2D</b> Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.</p>	<p><b>SLA.4.2C</b> Write legibly in cursive to complete assignments.</p>	<p><b>SLA.5.2C</b> Write legibly in cursive.</p>
<p><b>SLA.3 Developing and sustaining foundational language skills:</b> listening, speaking, reading, writing, and thinking—<b>vocabulary.</b> The student uses newly acquired vocabulary expressively. The student is expected to do the following:</p>						
	<p><b>SLA.K.3A</b> Use a resource such as a picture dictionary or digital resource to find words.</p>	<p><b>SLA.1.3A</b> Use a resource such as a picture dictionary or digital resource to find words.</p>	<p><b>SLA.2.3A</b> Use print or digital resources to determine meaning and pronunciation of unknown words.</p>	<p><b>SLA.3.3A</b> Use print or digital resources to determine meaning, syllabication, and pronunciation.</p>	<p><b>SLA.4.3A</b> Use print or digital resources to determine meaning, syllabication, and pronunciation.</p>	<p><b>SLA.5.3A</b> Use print or digital resources to determine meaning, syllabication, pronunciation, and word origin.</p>
<p><b>II.D.4</b> Child uses a large speaking vocabulary, adding several new words daily.</p>	<p><b>SLA.K.3B</b> Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.</p>	<p><b>SLA.1.3B</b> Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.</p>	<p><b>SLA.2.3B</b> Use context within and beyond a sentence to determine the meaning of unfamiliar words.</p>	<p><b>SLA.3.3B</b> Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.</p>	<p><b>SLA.4.3B</b> Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.</p>	<p><b>SLA.5.3B</b> Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.</p>
		<p><b>SLA.1.3C</b> Identify the meaning of words with affixes, including -s, -es, and -or.</p>	<p><b>SLA.2.3C</b> Use affixes, including re-, pre-, -ción, and ísimo/isima, to determine the meaning of words and subsequently use the newly acquired words.</p>	<p><b>SLA.3.3C</b> Identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word.</p>	<p><b>SLA.4.3C</b> Identify the meaning of and use base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafía, metro, fono, and tele.</p>	<p><b>SLA.5.3C</b> Identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr.</p>
<p><b>II.D.1</b> Child uses a wide variety of words to describe people, places, things, and actions.</p> <p><b>II.D.5</b> Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases.</p>	<p><b>SLA.K.3C</b> Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.</p>	<p><b>SLA.1.3D</b> Identify and use words that name actions, directions, positions, sequences, categories, and locations.</p>	<p><b>SLA.2.3D</b> Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.</p>	<p><b>SLA.3.3D</b> Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.</p>	<p><b>SLA.4.3D</b> Identify, use, and explain the meaning of idioms, homographs, and homophones such as abrasar/abrazar.</p>	<p><b>SLA.5.3D</b> Identify, use, and explain the meaning of idioms, adages, and puns.</p>



# Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2021-2022 Vertical Alignment Matrix

Reading Language Arts – Spanish – Prekindergarten - Grade 5

Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 1: Foundational Language Skills</b>						
			<b>SLA.2.3E</b> Differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.	<b>SLA.3.3E</b> Differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.	<b>SLA.4.3E</b> Differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.	<b>SLA.5.3E</b> Differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.
		<b>SLA.4 Developing and Sustaining Foundational Language Skills:</b> listening, speaking, reading, writing, and thinking— <b>fluency</b> . The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.				
	<b>SLA.4 Developing and Sustaining Foundational Language Skills:</b> listening, speaking, reading, writing, and thinking— <b>self-sustained reading</b> . The student is expected to:	<b>SLA.5 Developing and Sustaining Foundational Language Skills:</b> listening, speaking, reading, writing, and thinking— <b>self-sustained reading</b> . The student is expected to:				
	<b>SLA.K.4A</b> Self-select text and interact independently with text for increasing periods of time.	<b>SLA.1.5A</b> Self-select text and interact independently with text for increasing periods of time.	<b>SLA.2.5A</b> Self-select text and interact independently with text for a sustained period of time.	<b>SLA.3.5A</b> Self-select text and interact independently with text for a sustained period of time.	<b>SLA.4.5A</b> Self-select text and interact independently with text for a sustained period of time.	<b>SLA.5.5A</b> Self-select text and interact independently with text for a sustained period of time.

## GLOBAL GRADUATE



1. Foundational Language Skills
2. Comprehension Skills
3. Response Skills
4. Multiple Genres

5. Author's Purpose and Craft
6. Composition
7. Inquiry and Research



# Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2021-2022 Vertical Alignment Matrix

Reading Language Arts – Spanish – Prekindergarten - Grade 5

Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 2: Comprehension Skills</b>						
	<b>SLA.5 Comprehension Skills:</b> listening, speaking, reading, writing, and thinking using multiple texts.	<b>SLA.6 Comprehension Skills:</b> listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to do the following:				
<b>III.A.3</b> Child recognizes that text has meaning.	<b>SLA.K.5A</b> Establish purpose for reading assigned and self-selected texts with adult assistance.	<b>SLA.1.6A</b> Establish purpose for reading assigned and self-selected texts with adult assistance.	<b>SLA.2.6A</b> Establish purpose for reading assigned and self-selected texts.	<b>SLA.3.6A</b> Establish purpose for reading assigned and self-selected texts.	<b>SLA.4.6A</b> Establish purpose for reading assigned and self-selected texts.	<b>SLA.5.6A</b> Establish purpose for reading assigned and self-selected texts.
<b>III.D.3</b> Child asks and responds to questions relevant to the text read aloud.	<b>SLA.K.5B</b> Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.	<b>SLA.1.6B</b> Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.	<b>SLA.2.6B</b> Generate questions about text before, during, and after reading to deepen understanding and gain information.	<b>SLA.3.6B</b> Generate questions about text before, during, and after reading to deepen understanding and gain information.	<b>SLA.4.6B</b> Generate questions about text before, during, and after reading to deepen understanding and gain information.	<b>SLA.5.6B</b> Generate questions about text before, during, and after reading to deepen understanding and gain information.
<b>III.D.4</b> Child will make inferences and predictions about text.	<b>SLA.K.5C</b> Make and confirm predictions using text features and structures with adult assistance.	<b>SLA.1.6C</b> Make and correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance.	<b>SLA.2.6C</b> Make, correct, or confirm predictions using text features, characteristics of genre, and structures.	<b>SLA.3.6C</b> Make, correct, or confirm predictions using text features, characteristics of genre, and structures.	<b>SLA.4.6C</b> Make, correct, or confirm predictions using text features, characteristics of genre, and structures.	<b>SLA.5.6C</b> Make, correct, or confirm predictions using text features, characteristics of genre, and structures.
	<b>SLA.K.5D</b> Create mental images to deepen understanding with adult assistance.	<b>SLA.1.6D</b> Create mental images to deepen understanding with adult assistance.	<b>SLA.2.6D</b> Create mental images to deepen understanding.	<b>SLA.3.6D</b> Create mental images to deepen understanding.	<b>SLA.4.6D</b> Create mental images to deepen understanding.	<b>SLA.5.6D</b> Create mental images to deepen understanding.
<b>III.D.2</b> Child uses information learned from books by describing, relating, categorizing or comparing and contrasting.	<b>SLA.K.5E</b> Make connections to personal experiences, ideas in other texts, and society with adult assistance.	<b>SLA.1.6E</b> Make connections to personal experiences, ideas in other texts, and society with adult assistance.	<b>SLA.2.6E</b> Make connections to personal experiences, ideas in other texts, and society.	<b>SLA.3.6E</b> Make connections to personal experiences, ideas in other texts, and society.	<b>SLA.4.6E</b> Make connections to personal experiences, ideas in other texts, and society.	<b>SLA.5.6E</b> Make connections to personal experiences, ideas in other texts, and society.
<b>III.D.4</b> Child will make inferences and predictions about text.	<b>SLA.K.5F</b> Make inferences and use evidence to support understanding with adult assistance.	<b>SLA.1.6F</b> Make inferences and use evidence to support understanding with adult assistance.	<b>SLA.2.6F</b> Make inferences and use evidence to support understanding.	<b>SLA.3.6F</b> Make inferences and use evidence to support understanding.	<b>SLA.4.6F</b> Make inferences and use evidence to support understanding.	<b>SLA.5.6F</b> Make inferences and use evidence to support understanding.
	<b>SLA.K.5G</b> Evaluate details to determine what is most important with adult assistance.	<b>SLA.1.6G</b> Evaluate details to determine what is most important with adult assistance.	<b>SLA.2.6G</b> Evaluate details read to determine key ideas.	<b>SLA.3.6G</b> Evaluate details read to determine key ideas.	<b>SLA.4.6G</b> Evaluate details read to determine key ideas.	<b>SLA.5.6G</b> Evaluate details read to determine key ideas.

## GLOBAL GRADUATE



1. Foundational Language Skills
2. Comprehension Skills
3. Response Skills
4. Multiple Genres

5. Author's Purpose and Craft
6. Composition
7. Inquiry and Research

Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 2: Comprehension Skills</b>						
	<b>SLA.K.5H</b> Synthesize information to create new understanding with adult assistance.	<b>SLA.1.6H</b> Synthesize information to create new understanding with adult assistance.	<b>SLA.2.6H</b> Synthesize information to create new understanding.	<b>SLA.3.6H</b> Synthesize information to create new understanding.	<b>SLA.4.6H</b> Synthesize information to create new understanding.	<b>SLA.5.6H</b> Synthesize information to create new understanding.
<b>III.D.3</b> Child asks and responds to questions relevant to the text read aloud.	<b>SLA.K.5I</b> Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance.	<b>SLA.1.6I</b> Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.	<b>SLA.2.6I</b> Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.	<b>SLA.3.6I</b> Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	<b>SLA.4.6I</b> Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	<b>SLA.5.6I</b> Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.



Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 3: Response Skills</b>						
	<b>SLA.6 Response Skills:</b> listening, speaking, reading, writing, and thinking using multiple texts.	<b>SLA.7 Response Skills:</b> listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to do the following:				
	<b>SLA.K.6A</b> Describe personal connections to a variety of sources.	<b>SLA.1.7A</b> Describe personal connections to a variety of sources.	<b>SLA.2.7A</b> Describe personal connections to a variety of sources.	<b>SLA.3.7A</b> Describe personal connections to a variety of sources, including self-selected texts.	<b>SLA.4.7A</b> Describe personal connections to a variety of sources, including self-selected texts.	<b>SLA.5.7A</b> Describe personal connections to a variety of sources, including self-selected texts.
<b>III.D.3</b> Child asks and responds to questions relevant to the text read aloud.	<b>SLA.K.6B</b> Provide an oral, pictorial, or written response to a text.	<b>SLA.1.7B</b> Write brief comments on literary or informational texts.	<b>SLA.2.7B</b> Write brief comments on literary or informational texts that demonstrate an understanding of the text.	<b>SLA.3.7B</b> Write a response to a literary or informational text that demonstrates an understanding of a text.	<b>SLA.4.7B</b> Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.	<b>SLA.5.7B</b> Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.
	<b>SLA.K.6C</b> Use text evidence to support an appropriate response.	<b>SLA.1.7C</b> Use text evidence to support an appropriate response.	<b>SLA.2.7C</b> Use text evidence to support an appropriate response.	<b>SLA.3.7C</b> Use text evidence to support an appropriate response.	<b>SLA.4.7C</b> Use text evidence to support an appropriate response.	<b>SLA.5.7C</b> Use text evidence to support an appropriate response.
<b>III.D.1</b> Child retells or reenacts a story after it is read aloud.	<b>SLA.K.6D</b> Retell texts in ways that maintain meaning.	<b>SLA.1.7D</b> Retell texts in ways that maintain meaning.	<b>SLA.2.7D</b> Retell and paraphrase texts in ways that maintain meaning and logical order.	<b>SLA.3.7D</b> Retell and paraphrase texts in ways that maintain meaning and logical order.	<b>SLA.4.7D</b> Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.	<b>SLA.5.7D</b> Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
	<b>SLA.K.6E</b> Interact with sources in meaningful ways such as illustrating or writing.	<b>SLA.1.7E</b> Interact with sources in meaningful ways such as illustrating or writing.	<b>SLA.2.7E</b> Interact with sources in meaningful ways such as illustrating or writing.	<b>SLA.3.7E</b> Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.	<b>SLA.4.7E</b> Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.	<b>SLA.5.7E</b> Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
<b>II.D.4</b> Child uses a large speaking vocabulary, adding several new words daily. <b>II.E.8</b> Child attempts to use new vocabulary and grammar in speech.	<b>SLA.K.6F</b> Respond using newly acquired vocabulary as appropriate.	<b>SLA.1.7F</b> Respond using newly acquired vocabulary as appropriate.	<b>SLA.2.7F</b> Respond using newly acquired vocabulary as appropriate.	<b>SLA.3.7F</b> Respond using newly acquired vocabulary as appropriate.	<b>SLA.4.7F</b> Respond using newly acquired vocabulary as appropriate.	<b>SLA.5.7F</b> Respond using newly acquired vocabulary as appropriate.
				<b>SLA.3.7G</b> Discuss specific ideas in the text that are important to the meaning.	<b>SLA.4.7G</b> Discuss specific ideas in the text that are important to the meaning.	<b>SLA.5.7G</b> Discuss specific ideas in the text that are important to the meaning.

Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 4: Multiple Genres</b>						
	<b>SLA.7 Multiple Genres:</b> listening, speaking, reading, writing, and thinking using multiple texts— <b>literary elements</b> .	<b>SLA.8 Multiple Genres:</b> listening, speaking, reading, writing, and thinking using multiple texts— <b>literary elements</b> . The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to do the following:				
	<b>SLA.K.7A</b> Discuss topics and determine the basic theme using text evidence with adult assistance.	<b>SLA.1.8A</b> Discuss topics and determine theme using text evidence with adult assistance.	<b>SLA.2.8A</b> Discuss topics and determine theme using text evidence with adult assistance.	<b>SLA.3.8A</b> Infer the theme of a work, distinguishing theme from topic.	<b>SLA.4.8A</b> Infer basic themes supported by text evidence.	<b>SLA.5.8A</b> Infer multiple themes within a text using text evidence.
<b>III.D.2</b> Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.	<b>SLA.K.7B</b> Identify and describe the main character(s).	<b>SLA.1.8B</b> Describe the main character(s) and the reason(s) for their actions.	<b>SLA.2.8B</b> Describe the main character's (characters') internal and external traits.	<b>SLA.3.8B</b> Explain the relationships among the major and minor characters.	<b>SLA.4.8B</b> Explain the interactions of the characters and the changes they undergo.	<b>SLA.5.8B</b> Analyze the relationships of and conflicts among the characters.
<b>III.D.1</b> Child retells or re-enacts a story after it is read aloud. <b>III.D.2</b> Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.	<b>SLA.K.7C</b> Describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance.	<b>SLA.1.8C</b> Describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently.	<b>SLA.2.8C</b> Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.	<b>SLA.3.8C</b> Analyze plot elements, including the sequence of events, the conflict, and the resolution.	<b>SLA.4.8C</b> Analyze plot elements, including the rising action, climax, falling action, and resolution.	<b>SLA.5.8C</b> Analyze plot elements, including rising action, climax, falling action, and resolution.
<b>III.D.1</b> Child retells or re-enacts a story after it is read aloud. <b>III.D.2</b> Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.	<b>SLA.K.7D</b> Describe the setting.	<b>SLA.1.8D</b> Describe the setting.	<b>SLA.2.8D</b> Describe the importance of the setting.	<b>SLA.3.8D</b> Explain the influence of the setting on the plot.	<b>SLA.4.8D</b> Explain the influence of the setting, including historical and cultural settings, on the plot.	<b>SLA.5.8D</b> Analyze the influence of the setting, including historical and cultural settings, on the plot.

Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 4: Multiple Genres</b>						
	<b>SLA.8 Multiple Genres:</b> listening, speaking, reading, writing, and thinking using multiple texts— <b>genres</b> .	<b>SLA.9 Multiple Genres:</b> listening, speaking, reading, writing, and thinking using multiple texts— <b>genres</b> . The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to do the following:				
	<b>SLA.K.8A</b> Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy-tales, and nursery rhymes.	<b>SLA.1.9A</b> Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy-tales, and nursery rhymes.	<b>SLA.2.9A</b> Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy-tales.	<b>SLA.3.9A</b> Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy-tales, legends, and myths.	<b>SLA.4.9A</b> Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales.	<b>SLA.5.9A</b> Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales.
<b>III.B.6</b> Child can recognize rhyming words.	<b>SLA.K.8B</b> Discuss rhyme and rhythm in nursery rhymes and a variety of poems.	<b>SLA.1.9B</b> Discuss rhyme, rhythm, repetition, and alliteration in a variety of poems.	<b>SLA.2.9B</b> Explain visual patterns and structures in a variety of poems.	<b>SLA.3.9B</b> Explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems.	<b>SLA.4.9B</b> Explain figurative language such as simile, metaphor, and personification that the poet uses to create images.	<b>SLA.5.9B</b> Explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms.
<b>VIII.C.1</b> Child creates or recreates stories, moods, or experiences through dramatic representations.	<b>SLA.K.8C</b> Discuss main characters in drama.	<b>SLA.1.9C</b> Discuss elements of drama such as characters and setting.	<b>SLA.2.9C</b> Discuss elements of drama such as characters, dialogue, and setting.	<b>SLA.3.9C</b> Discuss elements of drama such as characters, dialogue, setting, and acts.	<b>SLA.4.9C</b> Explain structure in drama such as character tags, acts, scenes, and stage directions.	<b>SLA.5.9C</b> Explain structure in drama such as character tags, acts, scenes, and stage directions.
	<b>SLA.8D</b> Recognize characteristics and structures of informational text, including:	<b>SLA.9D</b> Recognize characteristics and structures of informational text, including:				
<b>III.D.2</b> Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.	<b>SLA.K.8D.i</b> Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.	<b>SLA.1.9D.i</b> Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.	<b>SLA.2.9D.i</b> Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.	<b>SLA.3.9D.i</b> Recognize characteristics and structures of informational text, including the central idea with supporting evidence.	<b>SLA.4.9D.i</b> Recognize characteristics and structures of informational text, including the central idea with supporting evidence.	<b>SLA.5.9D.i</b> Recognize characteristics and structures of informational text, including the central idea with supporting evidence.
<b>III.D.2</b> Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.	<b>SLA.K.8D.ii</b> Recognize characteristics and structures of informational text, including titles and simple graphics to gain information.	<b>SLA.1.9D.ii</b> Recognize characteristics and structures of informational text, including features and simple graphics to locate or gain information.	<b>SLA.2.9D.ii</b> Recognize characteristics and structures of informational text, including features and graphics to locate and gain information.	<b>SLA.3.9D.ii</b> Recognize characteristics and structures of informational text, including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.	<b>SLA.4.9D.ii</b> Recognize characteristics and structures of informational text, including features such as pronunciation guides and diagrams to support understanding.	<b>SLA.5.9D.ii</b> Recognize characteristics and structures of informational text, including features such as insets, timelines, and sidebars to support understanding.





Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 4: Multiple Genres</b>						
<b>III.D.2</b> Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.	<b>SLA.K.8D.iii</b> Recognize characteristics and structures of informational text, including the steps in a sequence with adult assistance.	<b>SLA.1.9D.iii</b> Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and description with adult assistance.	<b>SLA.2.9D.iii</b> Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and cause and effect stated explicitly.	<b>SLA.3.9D.iii</b> Recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution.	<b>SLA.4.9D.iii</b> Recognize characteristics and structures of informational text, including organizational patterns such as compare and contrast.	<b>SLA.5.9D.iii</b> Recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance.
	<b>SLA.K.8E</b> Recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do.	<b>SLA.1.9E</b> Recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do.	<b>SLA.2.9E</b> Recognize characteristics of persuasive text, including:	<b>SLA.9E</b> Recognize characteristics and structures of argumentative text by:		
			<b>SLA.2.9E.i</b> Recognize characteristics of persuasive text, including stating what the author is trying to persuade the reader to think or do.	<b>SLA.3.9E.i</b> Recognize characteristics of argumentative text, including identifying the claim.	<b>SLA.4.9E.i</b> Recognize characteristics of argumentative text, including identifying the claim.	<b>SLA.5.9E.i</b> Recognize characteristics of argumentative text, including identifying the claim.
			<b>SLA.2.9E.ii</b> Recognize characteristics of persuasive text, including distinguishing facts from opinion.	<b>SLA.3.9E.ii</b> Recognize characteristics of argumentative text, including distinguishing facts from opinion.	<b>SLA.4.9E.ii</b> Recognize characteristics of argumentative text, including explaining how the author has used facts for an argument.	<b>SLA.5.9E.ii</b> Recognize characteristics of argumentative text, including explaining how the author has used facts for or against an argument.
				<b>SLA.3.9E.iii</b> Recognize characteristics of argumentative text, including identifying the intended audience or reader.	<b>SLA.4.9E.iii</b> Recognize characteristics of argumentative text, including identifying the intended audience or reader.	<b>SLA.5.9E.iii</b> Recognize characteristics of argumentative text, including identifying the intended audience or reader.
	<b>SLA.K.8F</b> Recognize characteristics of multimodal and digital texts.	<b>SLA.1.9F</b> Recognize characteristics of multimodal and digital texts.	<b>SLA.2.9F</b> Recognize characteristics of multimodal and digital texts.	<b>SLA.3.9F</b> Recognize characteristics of multimodal and digital texts.	<b>SLA.4.9F</b> Recognize characteristics of multimodal and digital texts.	<b>SLA.5.9F</b> Recognize characteristics of multimodal and digital texts.

Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 5: Author's Purpose and Craft</b>						
	<b>SLA.9 Author's Purpose and Craft:</b> listening, speaking, reading, writing, and thinking using multiple texts.	<b>SLA.10 Author's Purpose and Craft:</b> listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to do the following:				
	<b>SLA.K.9A</b> Discuss with adult assistance the author's purpose for writing text.	<b>SLA.1.10A</b> Discuss the author's purpose for writing text.	<b>SLA.2.10A</b> Discuss the author's purpose for writing text.	<b>SLA.3.10A</b> Explain the author's purpose and message within a text.	<b>SLA.4.10A</b> Explain the author's purpose and message within a text.	<b>SLA.5.10A</b> Explain the author's purpose and message within a text.
	<b>SLA.K.9B</b> Discuss with adult assistance how the use of text structure contributes to the author's purpose.	<b>SLA.1.10B</b> Discuss how the use of text structure contributes to the author's purpose.	<b>SLA.2.10B</b> Discuss how the use of text structure contributes to the author's purpose.	<b>SLA.3.10B</b> Explain how the use of text structure contributes to the author's purpose.	<b>SLA.4.10B</b> Explain how the use of text structure contributes to the author's purpose.	<b>SLA.5.10B</b> Analyze how the use of text structure contributes to the author's purpose.
	<b>SLA.K.9C</b> Discuss with adult assistance the author's use of print and graphic features to achieve specific purposes.	<b>SLA.1.10C</b> Discuss with adult assistance the author's use of print and graphic features to achieve specific purposes.	<b>SLA.2.10C</b> Discuss the author's use of print and graphic features to achieve specific purposes.	<b>SLA.3.10C</b> Explain the author's use of print and graphic features to achieve specific purposes.	<b>SLA.4.10C</b> Analyze the author's use of print and graphic features to achieve specific purposes.	<b>SLA.5.10C</b> Analyze the author's use of print and graphic features to achieve specific purposes.
	<b>SLA.K.9D</b> Discuss with adult assistance how the author uses words that help the reader visualize.	<b>SLA.1.10D</b> Discuss how the author uses words that help the reader visualize.	<b>SLA.2.10D</b> Discuss the use of descriptive, literal, and figurative language.	<b>SLA.3.10D</b> Describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.	<b>SLA.4.10D</b> Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieve specific purposes.	<b>SLA.5.10D</b> Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes.
	<b>SLA.K.9E</b> Listen to and experience first- and third-person texts.	<b>SLA.1.10E</b> Listen to and experience first- and third-person texts.	<b>SLA.2.10E</b> Identify the use of first or third person in a text.	<b>SLA.3.10E</b> Identify the use of literary devices, including first- or third-person point of view.	<b>SLA.4.10E</b> Identify and understand the use of literary devices, including first- or third-person point of view.	<b>SLA.5.10E</b> Identify and understand the use of literary devices, including first- or third-person point of view.
				<b>SLA.3.10F</b> Discuss how the author's use of language contributes to voice.	<b>SLA.4.10F</b> Discuss how the author's use of language contributes to voice.	<b>SLA.5.10F</b> Examine how the author's use of language contributes to voice.
			<b>SLA.2.10F</b> Identify and explain the use of repetition.	<b>SLA.3.10G</b> Identify and explain the use of hyperbole.	<b>SLA.4.10G</b> Identify and explain the use of anecdote.	<b>SLA.5.10G</b> Explain the purpose of hyperbole, stereotyping, and anecdote.

Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 6: Composition</b>						
	<b>SLA.10 Composition:</b> listening, speaking, reading, writing, and thinking using multiple texts— <b>writing process</b> .	<b>SLA.11 Composition:</b> listening, speaking, reading, writing, and thinking using multiple texts— <b>writing process</b> . The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to do the following:				
<b>IV.A.2</b> Child independently writes to communicate his/her ideas for a variety of purposes. <b>IV.B.1</b> Child discusses and contributes ideas for drafts composed in whole/small group writing activities.	<b>SLA.K.10A</b> Plan by generating ideas for writing through class discussions and drawings.	<b>SLA.1.11A</b> Plan a first draft by generating ideas for writing such as by drawing and brainstorming.	<b>SLA.2.11A</b> Plan a first draft by generating ideas for writing such as drawing and brainstorming.	<b>SLA.3.11A</b> Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.	<b>SLA.4.11A</b> Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.	<b>SLA.5.11A</b> Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.
<b>IV.A.1</b> Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning. <b>IV.B.1</b> Child discusses and contributes ideas for drafts composed in whole/small group writing activities.	<b>SLA.K.10B</b> Develop drafts in oral, pictorial, or written form by organizing ideas.	<b>SLA.1.11B</b> Develop drafts in oral, pictorial, or written form by:	<b>SLA.2.11B</b> Develop drafts into a focused piece of writing by:	<b>SLA.11B</b> Develop drafts into a focused, structured, and coherent piece of writing by:		
		<b>SLA.1.11B.i</b> Develop drafts in oral, pictorial, or written form by organizing with structure.	<b>SLA.2.11B.i</b> Develop drafts into a focused piece of writing by organizing with structure.	<b>SLA.3.11B.i</b> Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction and a conclusion.	<b>SLA.4.11B.i</b> Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion.	<b>SLA.5.11B.i</b> Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion.
		<b>SLA.1.11B.ii</b> Develop drafts in oral, pictorial, or written form by developing an idea with specific and relevant details.	<b>SLA.2.11B.ii</b> Develop drafts into a focused piece of writing by developing an idea with specific and relevant details.	<b>SLA.3.11B.ii</b> Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.	<b>SLA.4.11B.ii</b> Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.	<b>SLA.5.11B.ii</b> Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts and details.



Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 6: Composition</b>						
<b>IV.B.2.</b> Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts.	<b>SLA.K.10C</b> Revise drafts by adding details in pictures or words.	<b>SLA.1.11C</b> Revise drafts by adding details in pictures or words.	<b>SLA.2.11C</b> Revise drafts by adding, deleting, or rearranging words, phrases, or sentences.	<b>SLA.3.11C</b> Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.	<b>SLA.4.11C</b> Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.	<b>SLA.5.11C</b> Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.
	<b>SLA.K.10D</b> Edit drafts with adult assistance using standard Spanish conventions, including:	<b>SLA.11D</b> Edit drafts using standard Spanish conventions, including:				
<b>II.E.1</b> Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.	<b>SLA.K.10D.i</b> Edit drafts with adult assistance using standard Spanish conventions, including complete sentences.	<b>SLA.1.11D.i</b> Edit drafts using standard Spanish conventions, including complete sentences with subject-verb agreement.	<b>SLA.2.11D.i</b> Edit drafts using standard Spanish conventions, including complete sentences with subject-verb agreement.	<b>SLA.3.11D.i</b> Edit drafts using standard Spanish conventions, including complete simple and compound sentences with subject-verb agreement.	<b>SLA.4.11D.i</b> Edit drafts using standard Spanish conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.	<b>SLA.5.11D.i</b> Edit drafts using standard Spanish conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.
<b>II.E.2</b> Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.	<b>SLA.K.10D.ii</b> Edit drafts with adult assistance using standard Spanish conventions, including verbs, including the difference between ser and estar.	<b>SLA.1.11D.ii</b> Edit drafts using standard Spanish conventions, including past and present verb tense, including the difference between ser and estar.	<b>SLA.2.11D.ii</b> Edit drafts using standard Spanish conventions, including past, present, and future verb tense, including the difference between ser and estar.	<b>SLA.3.11D.ii</b> Edit drafts using standard Spanish conventions, including simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar.	<b>SLA.4.11D.ii</b> Edit drafts using standard Spanish conventions, including verb tense such as simple past., present, and future and imperfect past, past participle, and conditional.	<b>SLA.5.11D.ii</b> Edit drafts using standard Spanish conventions, including irregular verbs.
<b>II.E.2</b> Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.	<b>SLA.K.10D.iii</b> Edit drafts with adult assistance using standard Spanish conventions, including singular and plural nouns, including gender- specific articles.	<b>SLA.1.11D.iii</b> Edit drafts using standard Spanish conventions, including singular, plural, common, and proper nouns, including gender- specific articles.	<b>SLA.2.11D.iii</b> Edit drafts using standard Spanish conventions, including singular, plural, common, and proper nouns, including gender- specific articles.	<b>SLA.3.11D.iii</b> Edit drafts using standard Spanish conventions, including singular, plural, common, and proper nouns, including gender- specific articles.	<b>SLA.4.11D.iii</b> Edit drafts using standard Spanish conventions, including singular, plural, common, and proper nouns, including gender- specific articles.	<b>SLA.5.11D.iii</b> Edit drafts using standard Spanish conventions, including collective nouns.



Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 6: Composition</b>						
	<b>SLA.K.10D.iv</b> Edit drafts with adult assistance using standard Spanish conventions, including adjectives, including articles.	<b>SLA.1.11D.iv</b> Edit drafts using standard Spanish conventions, including adjectives, including articles.	<b>SLA.2.11D.iv</b> Edit drafts using standard Spanish conventions, including adjectives, including articles.	<b>SLA.3.11D.iv</b> Edit drafts using standard Spanish conventions, including adjectives, including their comparative and superlative forms.	<b>SLA.4.11D.iv</b> Edit drafts using standard Spanish conventions, including adjectives, including their comparative and superlative forms.	<b>SLA.5.11D.iv</b> Edit drafts using standard Spanish conventions, including adjectives, including those indicating origin, and their comparative and superlative forms.
		<b>SLA.1.11D.v</b> Edit drafts using standard Spanish conventions, including adverbs that convey time.	<b>SLA.2.11D.v</b> Edit drafts using standard Spanish conventions, including adverbs that convey time and adverbs that convey place.	<b>SLA.3.11D.v</b> Edit drafts using standard Spanish conventions, including adverbs that convey time and adverbs that convey manner.	<b>SLA.4.11D.v</b> Edit drafts using standard Spanish conventions, including adverbs that convey frequency and adverbs that convey degree.	<b>SLA.5.11D.v</b> Edit drafts using standard Spanish conventions, including conjunctive adverbs.
	<b>SLA.K.10D.v</b> Edit drafts with adult assistance using standard Spanish conventions, including prepositions.	<b>SLA.1.11D.vi</b> Edit drafts using standard Spanish conventions, including prepositions.	<b>SLA.2.11D.vi</b> Edit drafts using standard Spanish conventions, including prepositions and prepositional phrases.	<b>SLA.3.11D.vi</b> Edit drafts using standard Spanish conventions, including prepositions and prepositional phrases.	<b>SLA.4.11D.vi</b> Edit drafts using standard Spanish conventions, including prepositions and prepositional phrases.	<b>SLA.5.11D.vi</b> Edit drafts using standard Spanish conventions, including prepositions and prepositional phrases and their influence on subject-verb agreement.
<b>II.E.2</b> Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.	<b>SLA.K.10D.vi</b> Edit drafts with adult assistance using standard Spanish conventions, including pronouns, including personal, and the difference in the use of formal pronoun usted and informal pronoun tú.	<b>SLA.1.11D.vii</b> Edit drafts using standard Spanish conventions, including pronouns, including the use of personal and possessive pronouns, and the difference in the use of formal pronoun usted and informal pronoun tú.	<b>SLA.2.11D.vii</b> Edit drafts using standard Spanish conventions, including pronouns, including personal, possessive, and objective, and the difference in the use of formal pronoun usted and informal pronoun tú.	<b>SLA.3.11D.vii</b> Edit drafts using standard Spanish conventions, including pronouns, including personal, possessive, objective, and reflexive pronouns.	<b>SLA.4.11D.vii</b> Edit drafts using standard Spanish conventions, including pronouns, including personal, possessive, objective, reflexive, and prepositional.	<b>SLA.5.11D.vii</b> Edit drafts using standard Spanish conventions, including pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite.
			<b>SLA.2.11D.viii</b> Edit drafts using standard Spanish conventions, including coordinating conjunctions to form compound subjects and predicates.	<b>SLA.3.11D.viii</b> Edit drafts using standard Spanish conventions, including coordinating conjunctions to form compound subjects, predicates, and sentences.	<b>SLA.4.11D.viii</b> Edit drafts using standard Spanish conventions, including coordinating conjunctions to form compound subjects, predicates, and sentences.	<b>SLA.5.11D.viii</b> Edit drafts using standard Spanish conventions, including subordinating conjunctions to form complex sentences.

Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 6: Composition</b>						
<p><b>III.E.3</b> Child can identify some conventional features of print that communicate meaning including end punctuation and case.</p>	<p><b>SLA.K.10D.vii</b> Edit drafts with adult assistance using standard Spanish conventions, including capitalization of the first letter in a sentence and name.</p>	<p><b>SLA.1.11D.viii</b> Edit drafts using standard Spanish conventions, including capitalization for the beginning of sentences.</p>	<p><b>SLA.2.11D.ix</b> Edit drafts using standard Spanish conventions, including capitalization of proper nouns and the salutation and closing of a letter.</p>	<p><b>SLA.3.11D.ix</b> Edit drafts using standard Spanish conventions, including capitalization of proper nouns, geographical names and places, historical periods, and official titles of people.</p>	<p><b>SLA.4.11D.ix</b> Edit drafts using standard Spanish conventions, including capitalization of historical events and documents, titles of books, stories, and essays.</p>	<p><b>SLA.5.11D.ix</b> Edit drafts using standard Spanish conventions, including capitalization of initials, acronyms, and organizations.</p>
<p><b>III.E.3</b> Child can identify some conventional features of print that communicate meaning including end punctuation and case. <b>IV.C.5</b> Child begins to experiment with punctuation when writing.</p>	<p><b>SLA.K.10D.viii</b> Edit drafts with adult assistance using standard Spanish conventions, including punctuation marks at the end of declarative sentences.</p>	<p><b>SLA.1.11D.ix</b> Edit drafts using standard Spanish conventions, including punctuation marks at the end of declarative sentences and at the beginning and end of exclamatory and interrogative sentences.</p>	<p><b>SLA.2.11D.x</b> Edit drafts using standard Spanish conventions, including punctuation marks at the end of declarative sentences and the beginning and end of exclamatory and interrogative sentences.</p>	<p><b>SLA.3.11D.x</b> Edit drafts using standard Spanish conventions, including punctuation marks, including commas in a series and dates, and correct mechanics, including indentations.</p>	<p><b>SLA.4.11D.x</b> Edit drafts using standard Spanish conventions, including punctuation marks, including commas in compound and complex sentences and em dash for dialogue.</p>	<p><b>SLA.5.11D.x</b> Edit drafts using standard Spanish conventions, including punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles.</p>
	<p><b>SLA.K.10D.ix</b> Edit drafts with adult assistance using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.</p>	<p><b>SLA.1.11D.x</b> Edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules with adult assistance.</p>	<p><b>SLA.2.11D.xi</b> Edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.</p>	<p><b>SLA.3.11D.xi</b> Edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.</p>	<p><b>SLA.4.11D.xi</b> Edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.</p>	<p><b>SLA.5.11D.xi</b> Edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.</p>
<p><b>IV.A.1</b> Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning. <b>IV.B.3</b> Child shares and celebrates class-made and individual written products.</p>	<p><b>SLA.K.10E</b> Share writing.</p>	<p><b>SLA.1.11E</b> Publish and share writing.</p>	<p><b>SLA.2.11E</b> Publish and share writing.</p>	<p><b>SLA.3.11E</b> Publish written work for appropriate audiences.</p>	<p><b>SLA.4.11E</b> Publish written work for appropriate audiences.</p>	<p><b>SLA.5.11E</b> Publish written work for appropriate audiences.</p>

Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 6: Composition</b>						
	<b>SLA.11 Composition:</b> listening, speaking, reading, writing, and thinking using multiple texts— <b>genres</b> .	<b>SLA.12 Composition:</b> listening, speaking, reading, writing, and thinking using multiple texts— <b>genres</b> . The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to do the following:				
<b>IV.B.1</b> Child discusses and contributes ideas for drafts composed in whole/small group writing activities.	<b>SLA.K.11A</b> Dictate or compose literary texts, including personal narratives.	<b>SLA.1.12A</b> Dictate or compose literary texts, including personal narratives and poetry.	<b>SLA.2.12A</b> Compose literary texts, including personal narratives and poetry.	<b>SLA.3.12A</b> Compose literary texts, including personal narratives and poetry, using genre characteristics and craft.	<b>SLA.4.12A</b> Compose literary texts such as personal narratives and poetry using genre characteristics and craft.	<b>SLA.5.12A</b> Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.
<b>IV.B.1</b> Child discusses and contributes ideas for drafts composed in whole/small group writing activities.	<b>SLA.K.11B</b> Dictate or compose informational texts.	<b>SLA.1.12B</b> Dictate or compose informational texts, including procedural texts.	<b>SLA.2.12B</b> Compose informational texts, including procedural texts and reports.	<b>SLA.3.12B</b> Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.	<b>SLA.4.12B</b> Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.	<b>SLA.5.12B</b> Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.
				<b>SLA.3.12C</b> Compose argumentative texts, including opinion essays, using genre characteristics and craft.	<b>SLA.4.12C</b> Compose argumentative texts, including opinion essays, using genre characteristics and craft.	<b>SLA.5.12C</b> Compose argumentative texts, including opinion essays, using genre characteristics and craft.
<b>IV.A.2</b> Child independently writes to communicate his/her ideas for a variety of purposes.		<b>SLA.1.12C</b> Dictate or compose correspondence such as thank you notes or letters.	<b>SLA.2.12C</b> Compose correspondence such as thank you notes or letters.	<b>SLA.3.12D</b> Compose correspondence such as thank you notes or letters.	<b>SLA.4.12D</b> Compose correspondence that requests information.	<b>SLA.5.12D</b> Compose correspondence that requests information.



# Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2021-2022 Vertical Alignment Matrix

Reading Language Arts – Spanish – Prekindergarten - Grade 5

Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Stand 7: Inquiry and Research</b>						
	<b>SLA.12 Inquiry and Research:</b> listening, speaking, reading, writing, and thinking using multiple texts.	<b>SLA.13 Inquiry and Research:</b> listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to do the following:				
	<b>SLA.K.12A</b> Generate questions for formal and informal inquiry with adult assistance.	<b>SLA.1.13A</b> Generate questions for formal and informal inquiry with adult assistance.	<b>SLA.2.13A</b> Generate questions for formal and informal inquiry with adult assistance.	<b>SLA.3.13A</b> Generate questions on a topic for formal and informal inquiry.	<b>SLA.4.13A</b> Generate and clarify questions on a topic for formal and informal inquiry.	<b>SLA.5.13A</b> Generate and clarify questions on a topic for formal and informal inquiry.
	<b>SLA.K.12B</b> Develop and follow a research plan with adult assistance.	<b>SLA.1.13B</b> Develop and follow a research plan with adult assistance.	<b>SLA.2.13B</b> Develop and follow a research plan with adult assistance.	<b>SLA.3.13B</b> Develop and follow a research plan with adult assistance.	<b>SLA.4.13B</b> Develop and follow a research plan with adult assistance.	<b>SLA.5.13B</b> Develop and follow a research plan with adult assistance.
	<b>SLA.K.12C</b> Gather information from a variety of sources with adult assistance.	<b>SLA.1.13C</b> Identify and gather relevant sources and information to answer the questions with adult assistance.	<b>SLA.2.13C</b> Identify and gather relevant sources and information to answer the questions.	<b>SLA.3.13C</b> Identify and gather relevant information from a variety of sources.	<b>SLA.4.13C</b> Identify and gather relevant information from a variety of sources.	<b>SLA.5.13C</b> Identify and gather relevant information from a variety of sources.
			<b>SLA.2.13D</b> Identify primary and secondary sources.	<b>SLA.3.13D</b> Identify primary and secondary sources.	<b>SLA.4.13D</b> Identify primary and secondary sources.	<b>SLA.5.13D</b> Understand credibility of primary and secondary sources.
	<b>SLA.K.12D</b> Demonstrate understanding of information gathered with adult assistance.	<b>SLA.1.13D</b> Demonstrate understanding of information gathered with adult assistance.	<b>SLA.2.13E</b> Demonstrate understanding of information gathered.	<b>SLA.3.13E</b> Demonstrate understanding of information gathered.	<b>SLA.4.13E</b> Demonstrate understanding of information gathered.	<b>SLA.5.13E</b> Demonstrate understanding of information gathered.
				<b>SLA.3.13F</b> Recognize the difference between paraphrasing and plagiarism when using source materials.	<b>SLA.4.13F</b> Recognize the difference between paraphrasing and plagiarism when using source materials.	<b>SLA.5.13F</b> Differentiate between paraphrasing and plagiarism when using source materials.
			<b>SLA.2.13F</b> Cite sources appropriately.	<b>SLA.3.13G</b> Create a works cited page.	<b>SLA.4.13G</b> Develop a bibliography.	<b>SLA.5.13G</b> Develop a bibliography.
	<b>SLA.K.12E</b> Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	<b>SLA.1.13E</b> Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	<b>SLA.2.13G</b> Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	<b>SLA.3.13H</b> Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	<b>SLA.4.13H</b> Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	<b>SLA.5.13H</b> Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

