Texas Spanish Language Arts and Reading

Grade 5

Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to SLP.5.1

- **A listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments** SLP.5.1.A
- **B follow, restate, and give oral instructions that include multiple action steps** SLP.5.1.B
- **C give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively** SLP.5.1.C
- **D work collaboratively with others to develop a plan of shared responsibilities** SLP.5.1.D

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to SLP.5.2

- **A demonstrate and apply phonetic knowledge by** SLP.5.2.A
  - i decoding palabras agudas, graves, esdrújulas, and sobresdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate) SLP.5.2.A.I
  - ii using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus SLP.5.2.A.II
  - iii decoding and differentiating meaning of word based on the diacritical accent SLP.5.2.A.III
  - iv decoding words with prefixes and suffixes SLP.5.2.A.IV
- **B demonstrate and apply spelling knowledge by** SLP.5.2.B
  - i spelling words with more advanced orthographic patterns and rules SLP.5.2.B.I
  - ii spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent SLP.5.2.B.II
  - iii spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent; SLP.5.2.B.III
  - iv spelling words with diphthongs and hiatus SLP.5.2.B.IV
  - v marking accents appropriately when conjugating verbs such as in simple and imperfect past, past participle, perfect, conditional, and future tenses SLP.5.2.B.V
- **vrite legibly in cursive** SLP.5.2.C

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Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to SLP.5.3	**A**	**use print or digital resources to determine meaning, syllabication, pronunciation, and word origin** SLP.5.3.A
	B	**use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words** SLP.5.3.B
	C	**identify the meaning of and use words with affixes such as trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr** SLP.5.3.C
	D	**identify, use, and explain the meaning of idioms, adages, and puns** SLP.5.3.D
	E	**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** SLP.5.3.E
Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. 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. SLP.5.4	**4**	**Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. 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.** SLP.5.4
Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. SLP.5.5	**5**	**Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.** SLP.5.5
Comprehension skills: list rea thinking using multiple	**A**	**establish purpose for reading assigned and self-selected texts** SLP.5.6.A

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texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: SLP.5.6	**B** generate questions about text before, during, and after reading to deepen understanding and gain information SLP.5.6.B
	C make and correct or confirm predictions using text features, characteristics of genre, and structures SLP.5.6.C
	D create mental images to deepen understanding SLP.5.6.D
	E make connections to personal experiences, ideas in other texts, and society; SLP.5.6.E
	F make inferences and use evidence to support understanding SLP.5.6.F
	G evaluate details read to determine key ideas SLP.5.6.G
	H synthesize information to create new understanding SLP.5.6.H
	I monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. SLP.5.6.I
Response skills: 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 SLP.5.7	**A** describe personal connections to a variety of sources, including self-selected texts SLP.5.7.A
	B write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources SLP.5.7.B
	C use text evidence to support an appropriate response SLP.5.7.C
	D retell, paraphrase, or summarize texts in ways that maintain meaning and logical order SLP.5.7.D
	E interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating SLP.5.7.E
	F respond using newly acquired vocabulary as appropriate SLP.5.7.F
	G discuss specific ideas in the text that are important to the meaning. SLP.5.7.G
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and ac co contemporary, classical,	**A** infer multiple themes within a text using text evidence SLP.5.8.A
	B analyze the relationships of and conflicts among the characters SLP.5.8.B
	C analyze plot elements, including rising action, climax, falling action, and resolution SLP.5.8.C
	D analyze the influence of the setting, including historical and cultural settings, on he plot SLP.5.8.D

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and diverse literary texts. The student is expected to: SLP.5.8

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. 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 SLP.5.9

- **A** **demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales** SLP.5.9.A
- **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** SLP.5.9.B
- **C** **explain structure in drama such as character tags, acts, scenes, and stage directions** SLP.5.9.C
- **D** **recognize characteristics and structures of informational text, including** SLP.5.9.D
  - i the central idea with supporting evidence SLP.5.9.D.I
  - ii features such as insets, timelines, and sidebars to support understanding SLP.5.9.D.II
  - iii organizational patterns such as logical order and order of importance SLP.5.9.D.III
- **E** **recognize characteristics and structures of argumentative text by** SLP.5.9.E
  - i identifying the claim SLP.5.9.E.I
  - ii explaining how the author has used facts for or against an argument SLP.5.9.E.II
  - iii identifying the intended audience or reader SLP.5.9.E.III
- **F** **recognize characteristics of multimodal and digital texts** SLP.5.9.F

Author's purpose and craft: 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 pe[illegible] stu[illegible] to

- **A** **explain the author's purpose and message within a text** SLP.5.10.A
- **B** **analyze how the use of text structure contributes to the author's purpose** SLP.5.10.B
- **C** **analyze the author's use of print and graphic features to achieve specific purposes** SLP.5.10.C
- **D** **describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes** SLP.5.10.D
- **E** **identify and understand the use of literary devices, including first- or third-person point of view** SLP.5.10.E
- **F** **examine how the author's use of language contributes to voice** SLP.5.10.F
- **G** **explain the purpose of hyperbole, stereotyping, and anecdote** SLP.5.10.G

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Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to SLP.5.11

A 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 SLP.5.11.A

B develop drafts into a focused, structured, and coherent piece of writing by SLP.5.11.B

- i organizing with purposeful structure, including an introduction, transitions, and a conclusion SLP.5.11.B.I
- ii developing an engaging idea reflecting depth of thought with specific facts and details SLP.5.11.B.II

C revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; SLP.5.11.C

D edit drafts using standard Spanish conventions, including SLP.5.11.D

- i complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments SLP.5.11.D.I
- ii irregular verbs SLP.5.11.D.II
- iii collective nouns SLP.5.11.D.III
- iv adjectives, including those indicating origin, and their comparative and superlative forms SLP.5.11.D.IV
- v conjunctive adverbs SLP.5.11.D.V
- vi prepositions and prepositional phrases and their influence on subject-verb agreement SLP.5.11.D.VI
- vii pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite SLP.5.11.D.VII
- viii subordinating conjunctions to form complex sentences SLP.5.11.D.VIII
- ix capitalization of initials, acronyms, and organizations SLP.5.11.D.IX
- x italics and underlining for titles and emphasis and punctuation marks, including commas in compound and complex sentences, em dash for dialogue, and quotation marks for titles SLP.5.11.D.X
- xi correct spelling of words with grade-appropriate orthographic patterns and rules SLP.5.11.D.X1

E publish written work for appropriate audiences. SLP.5.11.E

Composition: listening, speaking, reading, writing, and thinking using multiple texts--
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A compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft SLP.5.12.A

B compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft SLP.5.12.B

multiple texts that are meaningful. The student is expected to SLP.5.12	C compose argumentative texts, including opinion essays, using genre characteristics and craft SLP.5.12.C
	D compose correspondence that requests information SLP.5.12.D
Inquiry and research: 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 SLP.5.13	A generate and clarify questions on a topic for formal and informal inquiry SLP.5.13.A
	B develop and follow a research plan with adult assistance SLP.5.13.B
	C identify and gather relevant information from a variety of sources SLP.5.13.C
	D understand credibility of primary and secondary sources SLP.5.13,D
	E demonstrate understanding of information gathered SLP.5.13.E
	F differentiate between paraphrasing and plagiarism when using source materials SLP.5.13.F
	G develop a bibliography SLP.5.13.G
	H use an appropriate mode of delivery, whether written, oral, or multimodal, to present results SLP.5.13.H