Texas Spanish Language Arts and Reading

Grade 6

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: 1

- **a** **listen actively to interpret a message, ask clarifying questions, and respond appropriately;** 1.A
- **b** **follow and give oral instructions that include multiple action steps;** 1.B
- **c** **give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and** 1.C
- **d** **participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.** 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: 2

- **a** **demonstrate and apply phonetic knowledge by:** 2.A
  1. differentiating between commonly confused terms such as porque/porqué/por qué/por que, asimismo (adverbio)/así mismo (de la misma manera), sino/si no, and también/tan bien; 2.A.1
  2. 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); 2.A.2
  3. decoding words with hiatus and diphthongs; and 2.A.3
  4. using knowledge of syllable division patterns and morphemes to decode multisyllabic words; 2.A.4
- **b** **demonstrate and apply spelling knowledge by:** 2.B
  1. spelling palabras agudas, graves, esdrújulas, and sobresdrújulas (words with the stress on the antepenultimate, penultimate, and ultimate/last syllable and words with the stress on the syllable before the antepenultimate); 2.B.1
  2. marking accents appropriately when conjugating verbs in simple and imperfect past, perfect conditional, and future tenses; and 2.B.2
  3. spelling words with diphthongs and hiatus; and 2.B.3
- **c** **write legibly in cursive.** 2.C

Developing and sustaining foundational language skills:

- **a** **use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;** 3.A

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listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: 3	b use context such as definition, analogy, and examples to clarify the meaning of words; 3.B
	c determine the meaning and usage of grade-level academic Spanish words derived from Greek and Latin roots, including metro-, grafo-, scrib-, and port-; and 3.C
	d 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. 3.D
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 adjust fluency when reading grade-level text based on the reading purpose. 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 adjust fluency when reading grade-level text based on the reading purpose. 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. 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. 5
Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to bo[illegible] de[illegible] of[illegible]	a establish purpose for reading assigned and self-selected text; 6.A
	b generate questions about text before, during, and after reading to deepen understanding and gain information; 6.B
	c make and correct or confirm predictions using text features, characteristics of [illegible]enre, and structures; 6.C
	[illegible]reate mental images to deepen understanding; 6.D

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texts. The student is expected to: 6	**e** make connections to personal experiences, ideas in other texts, and society; 6.E
	f make inferences and use evidence to support understanding; 6.F
	g evaluate details read to determine key ideas; 6.G
	h synthesize information to create new understanding; and 6.H
	i monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. 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: 7	**a** describe personal connections to a variety of sources, including self-selected texts; 7.A
	b write responses that demonstrate understanding of texts, including comparing sources within and across genres; 7.B
	c use text evidence to support an appropriate response; 7.C
	d paraphrase and summarize texts in ways that maintain meaning and logical order; 7.D
	e interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; 7.E
	f respond using newly acquired vocabulary as appropriate; 7.F
	g discuss and write about the explicit or implicit meanings of text; 7.G
	h respond orally or in writing with appropriate register, vocabulary, tone, and voice; and 7.H
	i reflect on and adjust responses as new evidence is presented. 7.I
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary te ex	**a** infer multiple themes within and across texts using text evidence; 8.A
	b analyze how the characters' internal and external responses develop the plot; 8.B
	c analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback; and 8.C
	d analyze how the setting, including historical and cultural settings, influences character and plot development. 8.D

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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: 9

- **a** **demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths;** 9.A
- **b** **analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms;** 9.B
- **c** **analyze how playwrights develop characters through dialogue and staging;** 9.C
- **d** **analyze characteristics and structural elements of informational text, including:** 9.D
  1. the controlling idea or thesis with supporting evidence; 9.D.1
  2. features such as introduction, foreword, preface, references, or acknowledgements to gain background information; and 9.D.2
  3. organizational patterns such as definition, classification, advantage, and disadvantage; 9.D.3
- **e** **analyze characteristics and structures of argumentative text by:** 9.E
  1. identifying the claim; 9.E.1
  2. explaining how the author uses various types of evidence to support the argument; and 9.E.2
  3. identifying the intended audience or reader; and 9.E.3
- **f** **analyze characteristics of multimodal and digital texts.** 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 performances. The student is expected to: 10

- **a** **explain the author's purpose and message within a text;** 10.A
- **b** **analyze how the use of text structure contributes to the author's purpose;** 10.B
- **c** **analyze the author's use of print and graphic features to achieve specific purposes;** 10.C
- **d** **describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;** 10.D
- **e** **identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose;** 10.E
- **f** **analyze how the author's use of language contributes to mood and voice; and** 10.F
- **g** **explain the differences between rhetorical devices and logical fallacies.** 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: 11

a plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests; 11.A

b develop drafts into a focused, structured, and coherent piece of writing by: 11.B

1 organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and 11.B.1

2 developing an engaging idea reflecting depth of thought with specific facts and details; 11.B.2

c revise drafts for clarity, development, organization, style, word choice, and sentence variety; 11.C

d edit drafts using standard Spanish conventions, including: 11.D

1 complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; 11.D.1

2 consistent, appropriate use of verb tenses; 11.D.2

3 conjunctive adverbs; 11.D.3

4 prepositions and prepositional phrases and their influence on subject-verb agreement; 11.D.4

5 pronouns, including personal, possessive, objective, reflexive, prepositional, indefinite, and relative; 11.D.5

6 subordinating conjunctions to form complex sentences and correlative conjunctions; 11.D.6

7 capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations; 11.D.7

8 punctuation marks, including commas in complex sentences, transitions, and introductory elements; and 11.D.8

9 correct spelling, including commonly confused terms; and 11.D.9

e publish written work for appropriate audiences. 11.E

Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: 12

a compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft; 12.A

b compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft; 12.B

c compose multi-paragraph argumentative texts using genre characteristics and craft; and 12.C

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ompose correspondence that reflects an opinion, registers a complaint, or equests information in a business or friendly structure. 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: 13

- **a** **generate student-selected and teacher-guided questions for formal and informal inquiry;** 13.A
- **b** **develop and revise a plan;** 13.B
- **c** **refine the major research question, if necessary, guided by the answers to a secondary set of questions;** 13.C
- **d** **identify and gather relevant information from a variety of sources;** 13.D
- **e** **differentiate between primary and secondary sources;** 13.E
- **f** **synthesize information from a variety of sources;** 13.F
- **g** **differentiate between paraphrasing and plagiarism when using source materials;** 13.G
- **h** **examine sources for:** 13.H
  - 1 reliability, credibility, and bias; and 13.H.1
  - 2 faulty reasoning such as hyperbole, emotional appeals, and stereotype; 13.H.2
- **i** **display academic citations and use source materials ethically; and** 13.I
- **j** **use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.** 13.J