Applicable Texas Essential Knowledge & Skills

Texas Essential Knowledge & Skills for 4th Grade Spanish Language Arts	MISION #1	MISION #2	MISION #3	MISION #4	MISION #5	MISION #6	MISION #7	MISION #8	MISION #9	MISION #10	MISION #11	MISION #12	MISION #13	MISION #14	MISION #15	MISION #16	MISION #17	MISION #18	MISION #19	MISION #20	MISION #21	MISION #22	MISION #23	MISION #24	MISION #25
Spanish Lexile Range of Mision:	610L-1200L	410L-1000L	1010L-1200L	610L-1000L	610L-1200L	810L-1000L	610-1000L	610-1200L	810L-1000L	810L-1000L	1010L-1400L	610L-1200L	810L-1000L	810L-1000L	810L-1000L	1010L-1200L	610L-1200L	810L-1400L	610L-800L	410L-800L	810L-1400L	810L-1800L	810L-1200L	610L-1000L	610L-1000L
(3) 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:	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
(A) use print or digital resources to determine meaning, syllabication, and pronunciation;	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.
(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.
(C) identify the meaning of and use words with affixes such as mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafía, metro, fono, and tele;	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.
(D) identify, use, and explain the meaning of idioms, homographs, and homophones such as abrasar/abrazar; and	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	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.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.
(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.	4	4	4	4	4	4	4	4	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.
(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	5	5	5	5	5	5	5	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.
(6) Comprehension skills: 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:	6	6	6	6	6	6	6	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.
(A) establish purpose for reading assigned and self-selected texts;	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.
(B) generate questions about text before, during, and after reading to deepen understanding and gain information;	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.
(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.
(D) create mental images to deepen understanding;	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.
(E) make connections to personal experiences, ideas in other texts, and society;	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.
(F) make inferences and use evidence to support understanding;	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.
(G) evaluate details read to determine key ideas;	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.
(H) synthesize information to create new understanding; and	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	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.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.
(7) 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	7	7	7	7	7	7	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.
(A) describe personal connections to a variety of sources, including self-selected texts;	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.
(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.
(C) use text evidence to support an appropriate response;	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.
(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.

4th Grade Spanish Language Arts Applic

(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.
(F) respond using newly acquired vocabulary as appropriate; and	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.
(G) discuss specific ideas in the text that are important to the meaning.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.
(8) 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 texts. The student is expected to:	8	8	8	8	8	8	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.
(A) infer basic themes supported by text evidence;	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.
(B) explain the interactions of the characters and the changes they undergo;	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.
(C) analyze plot elements, including the rising action, climax, falling action, and resolution; and	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.
(D) explain the influence of the setting, including historical and cultural settings, on the plot.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.
(9) 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.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.
(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.
(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images;	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.
(C) explain structure in drama such as character tags, acts, scenes, and stage directions;	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.
(D) recognize characteristics and structures of informational text, including:	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.
(i) the central idea with supporting evidence;	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.
(ii) features such as pronunciation guides and diagrams to support understanding; and	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.
(iii) organizational patterns such as compare and contrast;	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.
(E) recognize characteristics and structures of argumentative text by:	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.
(i) identifying the claim;	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.
(ii) explaining how the author has used facts for an argument; and	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.
(iii) identifying the intended audience or reader; and	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.
(F) recognize characteristics of multimodal and digital texts.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.
(10) 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.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.
(A) explain the author's purpose and message within a text;	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.
(B) explain how the use of text structure contributes to the author's purpose;	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.
(C) analyze the author's use of print and graphic features to achieve specific purposes;	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.
(D) 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 achieves specific purposes;	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.
(E) identify and understand the use of literary devices, including first- or third-person point of view;	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.
(F) discuss how the author's use of language contributes to voice; and	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.
(G) identify and explain the use of anecdote.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.

Essential Knowledge & Skills

Texas Essential Knowledge & Skills for 5th Grade Spanish Language Arts	MISION #1	MISION #2	MISION #3	MISION #4	MISION #5	MISION #6	MISION #7	MISION #8	MISION #9	MISION #10	MISION #11	MISION #12	MISION #13	MISION #14	MISION #15	MISION #16	MISION #17	MISION #18	MISION #19	MISION #20	MISION #21	MISION #22	MISION #23	MISION #24	MISION #25
Spanish Lexile Range of Mision:	610L-1200L	410L-1000L	1010L-1200L	610L-1000L	610L-1200L	810L-1000L	610-1000L	610-1200L	810L-1000L	810L-1000L	1010L-1400L	610L-1200L	810L-1000L	810L-1000L	810L-1000L	1010L-1200L	610L-1200L	810L-1400L	610L-800L	410L-800L	810L-1400L	810L-1800L	810L-1200L	610L-1000L	610L-1000L
(3) 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:	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
(A) use print or digital resources to determine meaning, syllabication, pronunciation, and word origin;	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.
(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	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;	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.
(D) identify, use, and explain the meaning of idioms, adages, and puns; and	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	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.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.
(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.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.
(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.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.
(6) Comprehension skills: 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:	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.
(A) establish purpose for reading assigned and self-selected texts;	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.
(B) generate questions about text before, during, and after reading to deepen understanding and gain information;	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.
(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.
(D) create mental images to deepen understanding;	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.
(E) make connections to personal experiences, ideas in other texts, and society;	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.
(F) make inferences and use evidence to support understanding;	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.
(G) evaluate details read to determine key ideas;	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.
(H) synthesize information to create new understanding; and	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	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.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.

Grade Spanish Language Arts Applicable Texas E

(7) 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.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.
(A) describe personal connections to a variety of sources, including self-selected texts;	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.
(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.
(C) use text evidence to support an appropriate response;	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.
(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.
(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.
(F) respond using newly acquired vocabulary as appropriate; and	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.
(G) discuss specific ideas in the text that are important to the meaning.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.
(8) 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 texts. The student is expected to:	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.
(A) infer multiple themes within a text using text evidence;	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.
(B) analyze the relationships of and conflicts among the characters;	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.
(C) analyze plot elements, including rising action, climax, falling action, and resolution; and	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.
(D) analyze the influence of the setting, including historical and cultural settings, on the plot.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.
(9) 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.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.
(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	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;	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.
(C) explain structure in drama such as character tags, acts, scenes, and stage directions;	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.
(D) recognize characteristics and structures of informational text, including:	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.
(i) the central idea with supporting evidence;	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.
(ii) features such as insets, timelines, and sidebars to support understanding; and	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.
(iii) organizational patterns such as logical order and order of importance;	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.
(E) recognize characteristics and structures of argumentative text by:	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.
(i) identifying the claim;	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.
(ii) explaining how the author has used facts for or against an argument; and	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.
(iii) identifying the intended audience or reader; and	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.

5th G

(F) recognize characteristics of multimodal and digital texts.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.
(10) 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.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.
(A) explain the author's purpose and message within a text;	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.
(B) analyze how the use of text structure contributes to the author's purpose;	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.
(C) analyze the author's use of print and graphic features to achieve specific purposes;	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	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;	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.
(E) identify and understand the use of literary devices, including first- or third-person point of view;	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.
(F) examine how the author's use of language contributes to voice; and	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.
(G) explain the purpose of hyperbole, stereotyping, and anecdote.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.

Texas Essential Knowledge & Skills for 6th Grade Spanish Language Arts	MISION #1	MISION #2	MISION #3	MISION #4	MISION #5	MISION #6	MISION #7	MISION #8	MISION #9	MISION #10	MISION #11	MISION #12	MISION #13	MISION #14	MISION #15	MISION #16	MISION #17	MISION #18	MISION #19	MISION #20	MISION #21	MISION #22	MISION #23	MISION #24	MISION #25
Spanish Lexile Range of Mision:	610L-1200L	410L-1000L	1010L-1200L	610L-1000L	610L-1200L	810L-1000L	610-1000L	610-1200L	810L-1000L	810L-1000L	1010L-1400L	610L-1200L	810L-1000L	810L-1000L	810L-1000L	1010L-1200L	610L-1200L	810L-1400L	610L-800L	410L-800L	810L-1400L	810L-1800L	810L-1200L	610L-1000L	610L-1000L
(3) 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:	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.
(B) use context such as definition, analogy, and examples to clarify the meaning of words;	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	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.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	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.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.
(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.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.
(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.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.
(6) Comprehension skills: 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:	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.

Applicable Texas Essential Knowledge & Skills

(A) establish purpose for reading assigned and self-selected text;	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.
(B) generate questions about text before, during, and after reading to deepen understanding and gain information;	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.
(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.
(D) create mental images to deepen understanding;	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.
(E) make connections to personal experiences, ideas in other texts, and society;	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.
(F) make inferences and use evidence to support understanding;	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.
(G) evaluate details read to determine key ideas;	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.
(H) synthesize information to create new understanding; and	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	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.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.
(7) 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.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.
(A) describe personal connections to a variety of sources, including self-selected texts;	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.
(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres;	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.		7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.
(C) use text evidence to support an appropriate response;	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.
(D) paraphrase and summarize texts in ways that maintain meaning and logical order;	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.
(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.
(F) respond using newly acquired vocabulary as appropriate;	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.
(G) discuss and write about the explicit or implicit meanings of text;	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.
(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; and	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.
(I) reflect on and adjust responses as new evidence is presented.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.
(8) 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 texts. The student is expected to:	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.
(A) infer multiple themes within and across texts using text evidence;	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.
(B) analyze how the characters' internal and external responses develop the plot;	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.
(C) analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback; and	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.

6th Grade Spanish Language Arts

(D) analyze how the setting, including historical and cultural settings, influences character and plot development.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.
(9) 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.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.
(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths;	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	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.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.
(C) analyze how playwrights develop characters through dialogue and staging;	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.
(D) analyze characteristics and structural elements of informational text, including:	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.
(i) the controlling idea or thesis with supporting evidence;	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.
(ii) features such as introduction, foreword, preface, references, or acknowledgements to gain background information; and	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.
(iii) organizational patterns such as definition, classification, advantage, and disadvantage;	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.
(E) analyze characteristics and structures of argumentative text by:	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.
(i) identifying the claim;	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.
(ii) explaining how the author uses various types of evidence to support the argument; and	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.
(iii) identifying the intended audience or reader; and	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.
(F) analyze characteristics of multimodal and digital texts.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.
(10) 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	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.
(A) explain the author's purpose and message within a text;	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.
(B) analyze how the use of text structure contributes to the author's purpose;	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.
(C) analyze the author's use of print and graphic features to achieve specific purposes;	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.

(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	**10.D.**	10.D.	**10.D.**	10.D.	10.D.	10.D.	10.D.	**10.D.**	**10.D.**	10.D.	**10.D.**	10.D.	10.D.	10.D.	**10.D.**	**10.D.**	10.D.	10.D.	**10.D.**
(E) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose;	10.E.	**10.E.**	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	**10.E.**	10.E.	10.E.	**10.E.**	10.E.	10.E.	**10.E.**	10.E.	**10.E.**	**10.E.**	**10.E.**	**10.E.**	10.E.	10.E.	**10.E.**
(F) analyze how the author's use of language contributes to mood and voice; and	**10.F.**	**10.F.**	10.F.	**10.F.**	10.F.	**10.F.**	**10.F.**	**10.F.**	**10.F.**	**10.F.**	**10.F.**	10.F.	**10.F.**	**10.F.**	10.F.	**10.F.**	**10.F.**	**10.F.**	**10.F.**	10.F.	**10.F.**	**10.F.**	**10.F.**	10.F.	**10.F.**
(G) explain the differences between rhetorical devices and logical fallacies.	10.G.	**10.G.**	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	**10.G.**	10.G.	10.G.

Texas Essential Knowledge & Skills for 7th Grade Spanish Language Arts	**MISION #1**	**MISION #2**	**MISION #3**	**MISION #4**	**MISION #5**	**MISION #6**	**MISION #7**	**MISION #8**	**MISION #9**	**MISION #10**	**MISION #11**	**MISION #12**	**MISION #13**	**MISION #14**	**MISION #15**	**MISION #16**	**MISION #17**	**MISION #18**	**MISION #19**	**MISION #20**	**MISION #21**	**MISION #22**	**MISION #23**	**MISION #24**	**MISION #25**
Spanish Lexile Range of Mision:	**610L-1200L**	**410L-1000L**	**1010L-1200L**	**610L-1000L**	**610L-1200L**	**810L-1000L**	**610-1000L**	**610-1200L**	**810L-1000L**	**810L-1000L**	**1010L-1400L**	**610L-1200L**	**810L-1000L**	**810L-1000L**	**810L-1000L**	**1010L-1200L**	**610L-1200L**	**810L-1400L**	**610L-800L**	**410L-800L**	**810L-1400L**	**810L-1800L**	**810L-1200L**	**610L-1000L**	**610L-1000L**
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**
(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.
(B) use context such as contrast or cause and effect to clarify the meaning of words;	**3.B.**	**3.B.**	**3.B.**	**3.B.**	**3.B.**	**3.B.**	**3.B.**	**3.B.**	**3.B.**	**3.B.**	3.B.	**3.B.**	**3.B.**	**3.B.**	**3.B.**	**3.B.**	**3.B.**	**3.B.**	**3.B.**	**3.B.**	**3.B.**	**3.B.**	**3.B.**	**3.B.**	**3.B.**
(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including omni, log/logue, gen, vid/vis, phil, luc, and sens/sent; un-, re-, -ly, and -er/or; and -ion/tion/sion, im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, -er (comparative), -est, and -ful;	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.
(D) identify and use words that name actions, directions, positions, sequences, and locations;	3.D.	**3.D.**	**3.D.**	**3.D.**	**3.D.**	**3.D.**	**3.D.**	**3.D.**	**3.D.**	**3.D.**	3.D.	**3.D.**	**3.D.**	**3.D.**	**3.D.**	**3.D.**	**3.D.**	**3.D.**	**3.D.**	**3.D.**	**3.D.**	**3.D.**	**3.D.**	**3.D.**	**3.D.**
(E) use multiple-meaning words, homographs, homophones, and commonly confused terms correctly; and	3.E.	3.E.	3.E.	3.E.	**3.E.**	**3.E.**	3.E.	3.E.	3.E.	**3.E.**	**3.E.**	**3.E.**	**3.E.**	**3.E.**	**3.E.**	**3.E.**	**3.E.**	3.E.	3.E.	3.E.	3.E.	**3.E.**	**3.E.**	3.E.	3.E.
(F) investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies.	**3.F.**	3.F.	3.F.	3.F.	3.F.	3.F.	3.F.	3.F.	3.F.	3.F.	3.F.	3.F.	**3.F.**	**3.F.**	3.F.	3.F.	3.F.	3.F.	3.F.	3.F.	3.F.	3.F.	3.F.	**3.F.**	3.F.
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. Based on the student's language proficiency level, the student is expected to use appropriate fluency (rate, accuracy, and prosody) and adjust fluency when reading grade-level text based on the reading purpose.	4.	**4.**	**4.**	4.	**4.**	**4.**	**4.**	4.	4.	4.	4.	**4.**	**4.**	**4.**	**4.**	4.	**4.**	4.	4.	4.	4.	**4.**	**4.**	4.	**4.**
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. Based on the student's language proficiency level, the student is expected to self-select text and read independently for a sustained period of time.	5.	5.	5.	5.	**5.**	5.	**5.**	5.	**5.**	5.	**5.**	**5.**	**5.**	**5.**	**5.**	**5.**	5.	**5.**	5.	**5.**	5.	5.	**5.**	5.	**5.**
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:	**6.**	**6.**	**6.**	**6.**	**6.**	**6.**	**6.**	**6.**	**6.**	**6.**	**6.**	**6.**	**6.**	**6.**	**6.**	**6.**	**6.**	**6.**	**6.**	**6.**	**6.**	**6.**	**6.**	**6.**	**6.**
(A) establish purpose for reading assigned and self-selected texts;	**6.A.**	**6.A.**	**6.A.**	6.A.	**6.A.**	**6.A.**	**6.A.**	**6.A.**	**6.A.**	**6.A.**	**6.A.**	6.A.	**6.A.**	**6.A.**	**6.A.**	**6.A.**	**6.A.**	**6.A.**	**6.A.**	**6.A.**	6.A.	6.A.	**6.A.**	**6.A.**	**6.A.**

edge & Skills

Language Arts Applicable Texas Essential Knowledge

(B) generate questions about text before, during, and after reading to deepen understanding and gain information;	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.
(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.
(D) create mental images to deepen understanding;	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.
(E) make connections to personal experiences, ideas in other texts, and society;	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.
(F) make inferences and use evidence to support understanding;	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.
(G) evaluate details read to determine key ideas;	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.
(H) synthesize information to create new understanding; and	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	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.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.
(7) 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. Based on the student's language proficiency level, the student is expected to:	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.
(A) describe personal connections to a variety of sources, including self-selected texts;	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.
(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres;	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.
(C) use text evidence to support an appropriate response;	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.
(D) paraphrase and summarize texts in ways that maintain meaning and logical order;	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.
(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.
(F) respond using newly acquired vocabulary as appropriate;	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.
(G) discuss and write about the explicit or implicit meanings of text;	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.
(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; and	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.
(I) reflect on and adjust responses as new evidence is presented.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.
(8) 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 texts. Based on the student's language proficiency level, the student is expected to:	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.
(A) infer multiple themes within and across texts using text evidence;	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.
(B) analyze how characters' qualities influence events and resolution of the conflict;	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.
(C) analyze plot elements, including the use of foreshadowing and suspense, to advance the plot; and	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.
(D) analyze how the setting influences character and plot development.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.
(9) 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. Based on the student's language proficiency level, the student is expected to:	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.

7th Grade Spanish L

(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction;	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.
(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms;	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.
(C) analyze how playwrights develop characters through dialogue and staging;	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.
(D) analyze characteristics and structural elements of informational text, including:	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.
(i) the controlling idea or thesis with supporting evidence;	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.
(ii) features such as references or acknowledgements, chapters, sections, subsections, bibliography, tables, graphs, captions, bullets, and numbers; and	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.
(iii) organizational patterns that support multiple topics, categories, and subcategories;	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.
(E) analyze characteristics and structures of argumentative text by:	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.
(i) identifying the claim;	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.
(ii) explaining how the author uses various types of evidence and consideration of alternatives to support the argument; and	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.
(iii) identifying the intended audience or reader; and	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.
(F) analyze characteristics of multimodal and digital texts.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.
(10) 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. Based on the student's language proficiency level, the student is expected to:	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.
(A) explain the author's purpose and message within a text;	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.
(B) analyze how the use of text structure contributes to the author's purpose;	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.
(C) analyze the author's use of print and graphic features to achieve specific purposes;	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.
(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.
(E) identify the use of literary devices, including subjective and objective point of view;	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.
(F) analyze how the author's use of language contributes to mood, voice, and tone; and	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.
(G) explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.

Texas Essential Knowledge & Skills for 8th Grade Spanish Language Arts	MISION #1	MISION #2	MISION #3	MISION #4	MISION #5	MISION #6	MISION #7	MISION #8	MISION #9	MISION #10	MISION #11	MISION #12	MISION #13	MISION #14	MISION #15	MISION #16	MISION #17	MISION #18	MISION #19	MISION #20	MISION #21	MISION #22	MISION #23	MISION #24	MISION #25
Spanish Lexile Range of Mision:	610L-1200L	410L-1000L	1010L-1200L	610L-1000L	610L-1200L	810L-1000L	610-1000L	610-1200L	810L-1000L	810L-1000L	1010L-1400L	610L-1200L	810L-1000L	810L-1000L	810L-1000L	1010L-1200L	610L-1200L	810L-1400L	610L-800L	410L-800L	810L-1400L	810L-1800L	810L-1200L	610L-1000L	610L-1000L

s Essential Knowledge & Skills

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.
(B) use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words;	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.
(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including ast, qui, path, mand/mend, and duc; auto, bio, graph, meter, phon, port, and tele; and terr, chrono, audi, geo, dict, photo, and ject;	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.
(D) identify and use words that name actions, directions, positions, sequences, and locations;	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.
(E) use multiple-meaning words, homographs, homophones, and commonly confused terms correctly; and	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.
(F) investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies.	3.F.	3.F.	3.F.	3.F.	3.F.	3.F.	3.F.	3.F.	3.F.	3.F.	3.F.	3.F.	3.F.	3.F.	3.F.	3.F.	3.F.	3.F.	3.F.	3.F.	3.F.	3.F.	3.F.	3.F.	3.F.
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. Based on the student's language proficiency level, the student is expected to adjust fluency when reading grade-level text based on the reading purpose.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. Based on the student's language proficiency level, the student is expected to self-select text and read independently for a sustained period of time.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.
(A) establish purpose for reading assigned and self-selected texts;	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.
(B) generate questions about text before, during, and after reading to deepen understanding and gain information;	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.
(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.
(D) create mental images to deepen understanding;	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.
(E) make connections to personal experiences, ideas in other texts, and society;	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.
(F) make inferences and use evidence to support understanding;	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.
(G) evaluate details read to determine key ideas;	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.
(H) synthesize information to create new understanding; and	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	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.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.
(7) 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. Based on the student's language proficiency level, the student is expected to:	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.
(A) describe personal connections to a variety of sources, including self-selected texts;	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.
(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres;	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.
(C) use text evidence to support an appropriate response;	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.

Grade Spanish Language Arts Applicable Texas

(D) paraphrase and summarize texts in ways that maintain meaning and logical order;	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.
(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.
(F) respond using newly acquired vocabulary as appropriate;	**7.F.**	**7.F.**	**7.F.**	**7.F.**	**7.F.**	**7.F.**	**7.F.**	**7.F.**	**7.F.**	**7.F.**	**7.F.**	**7.F.**	**7.F.**	**7.F.**	**7.F.**	7.F.	**7.F.**	**7.F.**	**7.F.**	**7.F.**	**7.F.**	**7.F.**	**7.F.**	**7.F.**	**7.F.**
(G) discuss and write about the explicit or implicit meanings of text;	**7.G.**	**7.G.**	**7.G.**	**7.G.**	**7.G.**	**7.G.**	**7.G.**	**7.G.**	**7.G.**	**7.G.**	**7.G.**	**7.G.**	**7.G.**	**7.G.**	**7.G.**	**7.G.**	**7.G.**	**7.G.**	**7.G.**	**7.G.**	**7.G.**	**7.G.**	**7.G.**	**7.G.**	**7.G.**
(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice;	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.
(I) reflect on and adjust responses as new evidence is presented; and	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	**7.I.**	7.I.	7.I.	7.I.	7.I.
(J) defend or challenge the claims using relevant text evidence.	7.J.	7.J.	7.J.	7.J.	7.J.	**7.J.**	**7.J.**	**7.J.**	**7.J.**	**7.J.**	**7.J.**	**7.J.**	**7.J.**	**7.J.**	7.J.	7.J.	7.J.	7.J.	7.J.	**7.J.**	**7.J.**	**7.J.**	7.J.	7.J.	7.J.
(8) 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 texts. Based on the student's language proficiency level, the student is expected to:	**8.**	**8.**	**8.**	**8.**	**8.**	**8.**	**8.**	**8.**	**8.**	**8.**	**8.**	**8.**	**8.**	**8.**	**8.**	**8.**	**8.**	**8.**	**8.**	**8.**	**8.**	**8.**	**8.**	**8.**
(A) analyze how themes are developed through the interaction of characters and events;	**8.A.**	**8.A.**	**8.A.**	**8.A.**	**8.A.**	**8.A.**	**8.A.**	**8.A.**	**8.A.**	**8.A.**	**8.A.**	**8.A.**	**8.A.**	**8.A.**	**8.A.**	**8.A.**	**8.A.**	**8.A.**	**8.A.**	**8.A.**	**8.A.**	**8.A.**	**8.A.**	**8.A.**
(B) analyze how characters' motivations and behaviors influence events and resolution of the conflict;	**8.B.**	**8.B.**	**8.B.**	**8.B.**	**8.B.**	**8.B.**	**8.B.**	**8.B.**	**8.B.**	**8.B.**	**8.B.**	**8.B.**	**8.B.**	**8.B.**	**8.B.**	**8.B.**	**8.B.**	**8.B.**	**8.B.**	**8.B.**	**8.B.**	**8.B.**	**8.B.**	**8.B.**
(C) analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.
(D) explain how the setting influences the values and beliefs of characters.	**8.D.**	**8.D.**	**8.D.**	**8.D.**	**8.D.**	**8.D.**	**8.D.**	**8.D.**	**8.D.**	**8.D.**	**8.D.**	**8.D.**	**8.D.**	**8.D.**	**8.D.**	**8.D.**	**8.D.**	**8.D.**	**8.D.**	**8.D.**	**8.D.**	**8.D.**	**8.D.**	**8.D.**
(9) 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. Based on the student's language proficiency level, the student is expected to:	**9.**	**9.**	**9.**	**9.**	**9.**	**9.**	**9.**	**9.**	**9.**	**9.**	**9.**	**9.**	**9.**	**9.**	**9.**	**9.**	**9.**	**9.**	**9.**	**9.**	**9.**	**9.**	**9.**	**9.**
(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction, and short stories;	**9.A.**	**9.A.**	**9.A.**	**9.A.**	**9.A.**	**9.A.**	**9.A.**	**9.A.**	**9.A.**	**9.A.**	**9.A.**	**9.A.**	**9.A.**	**9.A.**	**9.A.**	**9.A.**	**9.A.**	**9.A.**	**9.A.**	**9.A.**	**9.A.**	**9.A.**	**9.A.**	**9.A.**
(B) identify structural elements such as rhyme, repetition, and alliteration and analyze how language contributes to the meaning of a poem;	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.
(C) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry;	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.
(D) analyze how playwrights develop dramatic action through the use of acts and scenes;	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.
(E) analyze characteristics and structural elements of informational text, including:	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.
(i) the controlling idea or thesis with supporting evidence;	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.
(ii) features such as footnotes, endnotes, and citations; and	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.
(iii) multiple organizational patterns within a text to develop the thesis;	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.
(F) analyze characteristics and structures of argumentative text by:	9.F.	9.F.	9.F.	9.F.	9.F.	**9.F.**	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.
(i) identifying the claim and analyzing the argument;	9.F.i.	9.F.i.	9.F.i.	9.F.i.	9.F.i.	9.F.i.	9.F.i.	9.F.i.	9.F.i.	9.F.i.	9.F.i.	9.F.i.	9.F.i.	9.F.i.	9.F.i.	9.F.i.	9.F.i.	9.F.i.	9.F.i.	9.F.i.	9.F.i.	9.F.i.	9.F.i.	9.F.i.	9.F.i.
(ii) identifying and explaining the counter argument; and	9.F.ii.	9.F.ii.	9.F.ii.	9.F.ii.	9.F.ii.	9.F.ii.	9.F.ii.	9.F.ii.	9.F.ii.	9.F.ii.	9.F.ii.	9.F.ii.	9.F.ii.	9.F.ii.	9.F.ii.	9.F.ii.	9.F.ii.	9.F.ii.	9.F.ii.	9.F.ii.	9.F.ii.	9.F.ii.	9.F.ii.	9.F.ii.	9.F.ii.

8th

(iii) identifying the intended audience or reader; and	9.F.iii.	9.F.iii.	9.F.iii.	9.F.iii.	9.F.iii.	9.F.iii.	9.F.iii.	9.F.iii.	9.F.iii.	9.F.iii.	9.F.iii.	9.F.iii.	9.F.iii.	9.F.iii.	9.F.iii.	9.F.iii.	9.F.iii.	9.F.iii.	9.F.iii.	9.F.iii.	9.F.iii.	9.F.iii.	9.F.iii.	9.F.iii.	9.F.iii.
(G) analyze characteristics of multimodal and digital texts.	9.G.	9.G.	9.G.	9.G.	9.G.	9.G.	9.G.	9.G.	9.G.	9.G.	9.G.	9.G.	9.G.	9.G.	9.G.	9.G.	9.G.	9.G.	9.G.	9.G.	9.G.	9.G.	9.G.	9.G.	9.G.
(10) 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. Based on the student's language proficiency level, the student is expected to:	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.	10.
(A) explain the author's purpose and message within a text;	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.	10.A.
(B) analyze how the use of text structure contributes to the author's purpose;	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.	10.B.
(C) analyze the author's use of print and graphic features to achieve specific purposes;	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.
(D) describe how the author's use of figurative language such as extended metaphor achieves specific purposes;	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.	10.D.
(E) identify and analyze the use of literary devices, including multiple points of view and irony;	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.
(F) analyze how the author's use of language contributes to the mood, voice, and tone; and	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.	10.F.
(G) explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.

Texas Essential Knowledge & Skills for English I	MISION #1	MISION #2	MISION #3	MISION #4	MISION #5	MISION #6	MISION #7	MISION #8	MISION #9	MISION #10	MISION #11	MISION #12	MISION #13	MISION #14	MISION #15	MISION #16	MISION #17	MISION #18	MISION #19	MISION #20	MISION #21	MISION #22	MISION #23	MISION #24	MISION #25
Spanish Lexile Range of Mision:	610L-1200L	410L-1000L	1010L-1200L	610L-1000L	610L-1200L	810L-1000L	610-1000L	610-1200L	810L-1000L	810L-1000L	1010L-1400L	610L-1200L	810L-1000L	810L-1000L	810L-1000L	1010L-1200L	610L-1200L	810L-1400L	610L-800L	410L-800L	810L-1400L	810L-1800L	810L-1200L	610L-1000L	610L-1000L
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
(A) use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary;	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.	3.A.
(B) discuss and analyze context and use cognates to distinguish between the denotative and connotative meanings of words and phrases;	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.	3.B.
(C) determine the meaning of foreign words or phrases used frequently in English such as bona fide, caveat, carte blanche, tête-à-tête, bon appétit, and quid pro quo;	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.	3.C.
(D) identify and use words that name actions, directions, positions, sequences, and locations;	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.	3.D.
(E) identify, understand, and use multiple-meaning words, homographs, homophones, and commonly confused terms correctly; and	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.	3.E.
(F) investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies.	3.F.	3.F.	3.F.	3.F.	3.F.	3.F.	3.F.	3.F.	3.F.	3.F.	3.F.	3.F.	3.F.	3.F.	3.F.	3.F.	3.F.	3.F.	3.F.	3.F.	3.F.	3.F.	3.F.	3.F.	3.F.

Texas Essential Knowledge & Skills

(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to adjust fluency when reading grade-level and language proficiency-level text based on the reading purpose.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade- and language proficiency-appropriate texts with increasing independence. The student is expected to self-select text and read independently for a sustained period of time.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.	5.
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and comprehend increasingly complex texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.	6.
(A) establish purpose for reading assigned and self-selected texts;	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.	6.A.
(B) answer and generate questions about text before, during, and after reading to acquire and deepen understanding and gain information;	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.	6.B.
(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.	6.C.
(D) create mental images to deepen understanding;	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.	6.D.
(E) make connections to personal experiences, ideas in other texts, and society;	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.	6.E.
(F) make inferences and use evidence to support understanding;	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.	6.F.
(G) actively participate in discussions to identify, understand, and evaluate details read to determine key ideas;	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.	6.G.
(H) synthesize information from two texts to create new understanding; and	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	6.H.	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.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.	6.I.
(7) 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. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.	7.
(A) describe personal connections to a variety of sources, including self-selected texts;	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.	7.A.
(B) write responses that demonstrate understanding of texts, including comparing texts within and across genres;	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.	7.B.
(C) use text evidence and original commentary to support a comprehensive response;	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.	7.C.
(D) paraphrase and summarize texts in ways that maintain meaning and logical order;	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.	7.D.
(E) interact with sources in meaningful ways such as labeling, notetaking, annotating, freewriting, or illustrating;	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.	7.E.

English I Spanish Language Arts Applicable

(F) respond using acquired content and academic vocabulary as appropriate;	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.	7.F.
(G) discuss and write about the explicit or implicit meanings of text;	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.	7.G.
(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice;	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.	7.H.
(I) reflect on and adjust responses when valid evidence warrants;	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.	7.I.
(J) defend or challenge the authors' claims using relevant text evidence; and	7.J.	7.J.	7.J.	7.J.	7.J.	7.J.	7.J.	7.J.	7.J.	7.J.	7.J.	7.J.	7.J.	7.J.	7.J.	7.J.	7.J.	7.J.	7.J.	7.J.	7.J.	7.J.	7.J.	7.J.	7.J.
(K) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions.	7.K.	7.K.	7.K.	7.K.	7.K.	7.K.	7.K.	7.K.	7.K.	7.K.	7.K.	7.K.	7.K.	7.K.	7.K.	7.K.	7.K.	7.K.	7.K.	7.K.	7.K.	7.K.	7.K.	7.K.	7.K.
(8) 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 texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.	8.
(A) identify and analyze how themes are developed through characterization and plot in a variety of literary texts;	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.	8.A.
(B) identify and analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.	8.B.
(C) identify and analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.	8.C.
(D) identify and analyze how the setting influences the theme.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.	8.D.
(9) 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. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.	9.
(A) read and respond to American, British, and world literature;	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.	9.A.
(B) identify and analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms;	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.	9.B.
(C) identify and analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire;	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.	9.C.
(D) identify and analyze characteristics and structural elements of informational texts such as:	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.	9.D.
(i) controlling idea and clear thesis, relevant supporting evidence, pertinent examples, and conclusion;	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.	9.D.i.
(ii) chapters, sections, subsections, bibliography, tables, graphs, captions, bullets, and numbers; and	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.	9.D.ii.
(iii) multiple organizational patterns within a text to develop the thesis;	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.	9.D.iii.
(E) identify and analyze characteristics and structural elements of argumentative texts such as:	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.	9.E.
(i) clear arguable claim, appeals, and convincing conclusion;	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.	9.E.i.
(ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; and	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.	9.E.ii.

(iii) identifiable audience or reader; and	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.	9.E.iii.
(F) identify and analyze characteristics of multimodal and digital texts.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.	9.F.
(10) 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. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:	**10.**	**10.**	**10.**	**10.**	**10.**	**10.**	**10.**	**10.**	**10.**	**10.**	**10.**	**10.**	**10.**	**10.**	**10.**	**10.**	**10.**	**10.**	**10.**	**10.**	**10.**	**10.**	**10.**	**10.**
(A) identify and analyze the author's purpose, audience, and message within a text;	**10.A.**	**10.A.**	**10.A.**	**10.A.**	**10.A.**	**10.A.**	**10.A.**	**10.A.**	**10.A.**	**10.A.**	**10.A.**	**10.A.**	**10.A.**	**10.A.**	**10.A.**	**10.A.**	**10.A.**	**10.A.**	**10.A.**	**10.A.**	**10.A.**	**10.A.**	**10.A.**	**10.A.**	**10.A.**
(B) identify and analyze use of text structure to achieve the author's purpose;	**10.B.**	**10.B.**	**10.B.**	**10.B.**	**10.B.**	**10.B.**	**10.B.**	**10.B.**	**10.B.**	**10.B.**	**10.B.**	**10.B.**	**10.B.**	**10.B.**	**10.B.**	**10.B.**	**10.B.**	**10.B.**	**10.B.**	**10.B.**	**10.B.**	**10.B.**	**10.B.**	**10.B.**	**10.B.**
(C) identify and evaluate the author's use of print and graphic features to achieve specific purposes;	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.	10.C.
(D) identify and analyze how the author's use of language achieves specific purposes;	**10.D.**	**10.D.**	**10.D.**	**10.D.**	**10.D.**	**10.D.**	**10.D.**	**10.D.**	**10.D.**	**10.D.**	**10.D.**	**10.D.**	**10.D.**	**10.D.**	**10.D.**	**10.D.**	**10.D.**	**10.D.**	**10.D.**	**10.D.**	**10.D.**	**10.D.**	**10.D.**	**10.D.**	**10.D.**
(E) identify and analyze the use of literary devices such as irony and oxymoron to achieve specific purposes;	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	10.E.	**10.E.**	10.E.	10.E.	10.E.	10.E.	10.E.	**10.E.**	**10.E.**	10.E.	10.E.	10.E.
(F) identify and analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text;	**10.F.**	**10.F.**	**10.F.**	**10.F.**	**10.F.**	**10.F.**	**10.F.**	**10.F.**	**10.F.**	**10.F.**	**10.F.**	**10.F.**	**10.F.**	**10.F.**	**10.F.**	**10.F.**	**10.F.**	**10.F.**	**10.F.**	**10.F.**	**10.F.**	**10.F.**	**10.F.**	**10.F.**	**10.F.**
(G) identify and analyze the use of rhetorical devices, including allusion, repetition, appeals, and rhetorical questions; and	**10.G.**	**10.G.**	**10.G.**	**10.G.**	**10.G.**	**10.G.**	**10.G.**	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.	10.G.
(H) identify and explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments.	10.H.	10.H.	10.H.	10.H.	10.H.	10.H.	10.H.	10.H.	10.H.	10.H.	10.H.	10.H.	10.H.	10.H.	10.H.	10.H.	10.H.	10.H.	10.H.	10.H.	10.H.	10.H.	10.H.	10.H.	10.H.