

Spanish Language Arts (Listening and Speaking, Reading, Writing, Viewing and Representing) – Prekindergarten – Grade 5 Vertical Alignment Matrix

revised 02-06-2008

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 1: Listening and Speaking	Listening/speaking/purposes/appreciation. The student listens attentively and engages actively in a variety of oral language experiences to appreciate, enjoy, and establish purposes for listening.						
	SLA.PK.1B Listen for different purposes (e.g., to learn what happened in a story, to receive instructions, to converse with an adult or a peer).	SLA.K.1A Determine the purposes for listening such as to get information, to solve problems, and to enjoy and appreciate.	SLA.1.1A Determine the purposes for listening such as to get information, to solve problems, and to enjoy and appreciate.	SLA.2.1A Identify the purposes for listening such as to get information, to solve problems, and to enjoy and appreciate.	SLA.3.1A Identify and establish the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate.	SLA.4.1A Establish and articulate purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate.	SLA.5.1A Establish and articulate purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate.
	SLA.PK.1C Follow simple oral directions of one/two elements.	SLA.K.1B Respond appropriately and courteously to directions and questions.	SLA.1.1B Respond appropriately and courteously to directions and questions.	SLA.2.1B Respond appropriately and courteously to directions and questions such as in games and tasks.	SLA.3.1B Apply appropriate listening speaking behaviors when responding to directions and questions such as in games and tasks.	SLA.4.5E Give precise directions and instructions such as in games and tasks.	SLA.5.5E Give precise directions and instructions such as in games and tasks.
	SLA.PK.1E Listen to and engage in, rhymes, songs, several exchanges of conversations and discussions.	SLA.K.1C Participate in rhymes, songs, conversations, and discussions.	SLA.1.1C Participate in rhymes, songs, conversations, and discussions.	SLA.2.1C Participate in rhymes, songs, conversations, and discussions to determine major ideas.	SLA.3.1C Participate in rhymes, songs, conversations, and discussions to determine major ideas and supporting evidence.	SLA.4.1C Understand and articulate the major ideas and supporting evidence in messages when engaging in conversations and discussions.	SLA.5.1C Understand and articulate the major ideas and supporting evidence in messages when engaging in conversations and discussions.
	SLA.PK.1A Listen with increasing attention, (maintain focused attention) and ask simple, relevant questions.	SLA.K.1D Listen critically to interpret the speaker's message, ask simple questions, and make evaluations.	SLA.1.1D Listen critically to interpret the speaker's message, ask simple questions, and make evaluations.	SLA.2.1D Listen critically to interpret the speaker's message, ask relevant questions, and make evaluations.	SLA.3.1D Listen critically by eliminating barriers that impede effective listening to interpret and evaluate the speaker's message, and pose relevant questions.	SLA.4.1B Listen critically by eliminating barriers that impede effective listening to interpret and evaluate the speaker's message, and pose literal and inferential questions.	SLA.5.1B Listen critically by eliminating barriers that impede effective listening to interpret and evaluate the speaker's message, and pose literal and inferential questions.
	SLA.PK.1F(1) Listen to tapes and CDs and respond through gestures (finger plays), actions (role play) and/or language (retell or sing).	SLA.K.1E Listen responsively to stories and other texts read aloud, including fiction, non-fiction, and multicultural selections from classic and contemporary works.	SLA.1.1E Listen responsively to stories and other texts read aloud, including fiction and non-fiction, and multicultural selections from classic and contemporary works.	SLA.2.1E Listen and respond to stories and other texts read aloud, including fiction and non-fiction, and multicultural selections from classic and contemporary works.	SLA.3.1E Listen and respond to stories and other texts read aloud, including fiction and non-fiction, and multicultural selections from classic and contemporary works.	SLA.4.3A Listen to use and analyze proficient, fluent models of oral reading, including fiction and non-fiction, and multicultural selections from classic and contemporary works.	SLA.5.3A Listen to analyze and evaluate proficient, fluent models of oral reading, including fiction and non-fiction, and multicultural selections from classic and contemporary works.
	SLA.PK.2A Identify the musical elements and differences between similar sounding words such as rhymes or repeated sounds (e.g., "gato" and "pato", "cama" and "rama,").	SLA.K.1F Identify the musical elements of literary language such as its rhymes or repeated sounds.	SLA.1.1F Identify the musical elements of literary language such as its rhymes or repeated sounds.	SLA.2.1F Identify and describe the musical elements of literary language such as its rhymes, repeated sounds, or instances of onomatopoeia.	SLA.3.1F Identify and define the musical elements of literary language such as its rhymes, repeated sounds, or instances of onomatopoeia.	SLA.4.3B Analyze and explain how the language of literature, including literary elements (rhyme, rhythm, onomatopoeia) affects the listener.	SLA.5.3B Evaluate and specify how the language of literature, including literary elements (rhyme, rhythm, onomatopoeia) affects the listener.



What is it we want all students to learn?



Denotes Proposed Power Objective

Spanish Language Arts (Listening and Speaking, Reading, Writing, Viewing and Representing) – Prekindergarten – Grade 5 Vertical Alignment Matrix

revised 02-06-2008

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 1: Listening and Speaking						SLA.4.3C Assess how language choice and delivery affect the tone of the message.	SLA.5.3C Assess how language choice and delivery affect the tone of the message.
	Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures.						
	SLA.PK.3E Link new learning experience and vocabulary to what is already known about a topic with those of others through speaking and listening.	SLA.K.2A Connect experiences and ideas with those of others through speaking and listening.	SLA.1.2A Connect experiences and ideas with those of others through speaking and listening.	SLA.2.2A Connect experiences and ideas with those of others through speaking and listening.	SLA.3.2A Connect experiences and ideas with those of others through speaking and listening.	SLA.4.4A Connect experiences, information, insights, and ideas with those of others through speaking and listening.	SLA.5.4A Connect his/her own experiences, information, insights, and ideas with those of others through speaking and listening.
	SLA.PK(K.2B) Begin to compare language and oral traditions (family stories) that reflect customs and cultures through dramatizations.	SLA.K.2B Compare language and oral traditions (family stories) that reflect customs, regions, and cultures through dramatizations.	SLA.1.2B Compare language and oral traditions (family stories) that reflect customs, regions, and cultures through dramatizations and illustrations.	SLA.2.2B Compare and articulate language and oral traditions (family stories) that reflect customs, regions, and cultures.	SLA.3.2B Compare and categorize language and oral traditions (family stories) that reflect customs, regions, and cultures.	SLA.4.4B Compare, contrast and relate oral traditions across regions and cultures with one's own.	SLA.5.4B Compare, contrast and relate oral traditions across regions and cultures with one's own.
						SLA.4.4C Identify how language use such as labels and sayings reflects regions and cultures.	SLA.5.4C Identify how language use such as labels and sayings reflects regions and cultures.
	Listening/speaking/audiences/ oral grammar. The student speaks appropriately to different audiences for different purposes and occasions.						
	SLA.PK.4C Use language to express common routines and familiar scripts including use of appropriate volume and rate in formal and informal settings.	SLA.K.3A Choose and adapt spoken language appropriate to the audience, purpose, and occasion, including using appropriate volume and rate in formal and informal settings.	SLA.1.3A Choose and adapt spoken language appropriate to the audience, purpose, and occasion, including using appropriate volume and rate in formal and informal settings.	SLA.2.3A Choose and adapt spoken language appropriate to the audience, purpose, and occasion, including using appropriate volume and rate in formal and informal settings.	SLA.3.3A Choose and adapt spoken language appropriate to the audience, purpose, and occasion, including word choice, and Use of appropriate volume and rate.	SLA.4.5A Choose, adapt, and critique spoken language such as word choice, diction, and usage to the audience, purpose, and occasion.	SLA.5.5A Choose, adapt, and critique spoken language such as word choice, diction, and usage to the audience, purpose, and occasion.
	SLA.PK.3B Use new vocabulary (from word walls, content vocabulary) in everyday communication.	SLA.K.3B Recognize and use verbal and nonverbal communication in effective ways when making announcements, giving simple directions of one element, or making introductions, including using Spanish conventions such as formal and informal pronouns such as tú or usted.	SLA.1.3B Recognize and use verbal and nonverbal communication in effective ways when making announcements, giving simple directions of one element, or making introductions, including using Spanish conventions such as formal and informal pronouns such as tú or usted.	SLA.2.3B Adapt and use verbal and nonverbal communication in effective ways when making announcements, giving directions of two / three elements, or making introductions, including using Spanish conventions such as formal and informal pronouns such as tú or usted.	SLA.3.3B Adapt and use verbal and nonverbal communication in effective ways when making announcements, giving directions of three elements, or making introductions, including using Spanish conventions such as formal and informal pronouns such as tú or usted.	SLA.4.5B Demonstrate effective communication skills that reflect such demands as interviewing, reporting, requesting, and providing information and directions of three / four elements.	SLA.5.5B Demonstrate effective communication skills that reflect such demands as interviewing, reporting, requesting, and providing information and directions of four / five elements.



What is it we want all students to learn?

Denotes Proposed Power Objective

Spanish Language Arts (Listening and Speaking, Reading, Writing, Viewing and Representing) – Prekindergarten – Grade 5 Vertical Alignment Matrix

revised 02-06-2008

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
Strand 1: Listening and Speaking	SLA.PK.4E Ask questions and make comments related to the current topic of discussion in small or large group.	SLA.K.3C Ask and answer relevant questions and make contributions in small or large group discussions.	SLA.1.3C Ask and answer relevant questions and make contributions in small or large group discussions.	SLA.2.3C Ask and answer relevant questions and make contributions in small or large group discussions.	SLA.3.3C Formulate and respond to relevant questions and make contributions in small or large group discussions.	SLA.4.5F Clarify and support spoken ideas with evidence, elaborations, and examples in small or large group discussions.	SLA.5.5F Clarify and support spoken ideas with evidence, elaborations, and examples in small or large group discussions.	
	SLA.PK.4G Begin to retell the sequence of a story or nursery rhyme through dramatic interpretations (puppets, plays, finger plays, or show and tell).	SLA.K.3D Present dramatic interpretations of experiences, stories, poems, or plays including puppet shows, finger plays, show and tell, story retells, or nursery rhymes.	SLA.1.3D Present dramatic interpretations of experiences, stories, poems, or plays including puppet shows, finger plays, show and tell, story retells, or nursery rhymes.	SLA.2.3D Present dramatic interpretations of experiences, stories, poems, or plays including story retells, puppet shows.	SLA.3.3D Present dramatic interpretations of experiences, stories, poems, or plays including role playing, character interviews or recitations.	SLA.4.5C Present dramatic interpretations of experiences, stories, poems, or plays using appropriate communication skills.	SLA.5.5C Present dramatic interpretations of experiences, stories, poems, or plays using appropriate communication skills.	
	SLA.PK.4B Use sentences of increasing length (3 or more words within the sentences) and grammatical complexity (subject-verb agreement, complete sentences, and correct tense) in everyday speech.	SLA.K.3E Gain increasing control of grammar such as using subject-verb agreement, complete sentences, correct tense, and volume when speaking to the audience in different settings	SLA.1.3E Gain increasing control of grammar such as using subject-verb agreement, complete sentences, correct tense, and volume when speaking to the audience in different settings.	SLA.2.3E Gain increasing control of grammar such as using subject-verb agreement, complete sentences, correct tense, effective rate and volume when speaking to the audiences in different settings.	SLA.3.3E Demonstrate increasing control of grammar such as using subject-verb agreement, complete sentences, correct tense, and effective rate and volume when speaking to appropriate audiences in different settings.	SLA.4.5D Use effective rate, volume, pitch, tone and increasing control of grammar as appropriate for audience and setting.	SLA.5.5D Use effective rate, volume, pitch, tone and increasing control of grammar as appropriate for audience and setting.	
	Critical listening/speaking/communication. The student listens critically to analyze and evaluate a speaker's message(s) and to communicate clearly by putting thoughts and feelings into spoken words.							
	SLA.PK.3A Show a steady increase in listening and speaking vocabulary (such as words associated with school – numbers, shapes and colors).	SLA.K.4A Identify, classify, and use the vocabulary of school such as numbers, shapes, colors, directions, and categories.	SLA.1.4A Identify, classify, and use the vocabulary of school including numbers, shapes, colors, directions, and categories.					
	SLA.PK.4A Use language for a variety of purposes (e.g., expressing needs and interests).	SLA.K.4B Use known and recently acquired vocabulary to clearly describe ideas, feelings, and experiences.	SLA.1.4B Use known and recently acquired vocabulary to clearly describe ideas, feelings, and experiences.	SLA.2.4A Use known and recently acquired vocabulary to clearly describe ideas, feelings, and experiences.	SLA.3.4A Identify and use selective vocabulary to clearly describe ideas, feelings, experiences, and opinions.	SLA.4.2B Identify and analyze a speaker's persuasive techniques such as promises, dares, and flattery using selective vocabulary.	SLA.5.2B Identify and analyze a speaker's persuasive techniques such as promises, dares, and flattery using selective vocabulary.	
						SLA.4.2C Distinguish between the speaker's opinion and verifiable fact.	SLA.5.2C Distinguish between the speaker's opinion and verifiable fact.	



What is it we want all students to learn?



Denotes Proposed Power Objective

Spanish Language Arts (Listening and Speaking, Reading, Writing, Viewing and Representing) – Prekindergarten – Grade 5 Vertical Alignment Matrix

revised 02-06-2008

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 1: Listening and Speaking	SLA.PK.3D Attempt to communicate more than current vocabulary will allow by using props such as objects or pictures to create meaning.	SLA.K.4C Clarify and support spoken messages using appropriate props such as objects, pictures, or charts.	SLA.1.4C Clarify and support spoken messages using appropriate props such as objects, pictures, and charts.	SLA.2.4B Clarify and support spoken messages using appropriate props such as objects, pictures, and charts.	SLA.3.4B Clarify and support spoken messages using appropriate props such as objects, pictures, and charts to confirm and verify understanding.	SLA.4.2D Monitor his/her own understanding of the spoken message and seek clarification as needed.	SLA.5.2D Monitor his/her own understanding of the spoken message and seek clarification as needed.
	SLA.PK.4F Begin to engage in conversations and follow conversational rules (taking turns, staying on topic, focused attention) in order to retell a spoken message.	SLA.K.4D Retell a spoken message by summarizing or clarifying (what the message is mostly about).	SLA.1.4D Retell a spoken message by summarizing (what the message is mostly about) or clarifying.	SLA.2.4C Retell a spoken message by summarizing key points or clarifying key points.	SLA.3.4C Paraphrase a spoken message by summarizing or clarifying key points.	SLA.4.2A Interpret and paraphrase speakers' messages (both verbal and nonverbal), purposes, and perspectives.	SLA.5.2A Interpret and paraphrase speakers' messages (both verbal and nonverbal), purposes, and perspectives.
Reading/print awareness. The student demonstrates knowledge of concepts of print.							
Strand 2: Reading	SLA.PK.6B Recognize that print carries a message by recognizing his/her own name, labels, signs, and other print forms in the environment.	SLA.K.5A Recognize that print represents spoken language and conveys meaning such as his/her own name and signs such as "Salida" and "Peligro".	SLA.1.5A Recognize that print represents spoken language and conveys meaning such as his/her own name and signs such as "Salida" and "Peligro".				
	SLA.PK.6F Begin to point out that print moves left to right and top to bottom across the page.	SLA.K.5B Know that print moves left-to-right across the page and top-to-bottom.	SLA.1.5B Know that print moves left-to-right across the page and top-to-bottom.				
	SLA.PK.6G Begin to recognize some basic concepts about print, [CAP skills] (e.g., words are separated by spaces).	SLA.K.5C Recognize that written words are separated by spaces.	SLA.1.5C Recognize that written words are separated by spaces.				
	SLA.PK.6C Understand that letters are different from numbers.	SLA.K.5D Distinguish the difference between individual letters and printed words.	SLA.1.5D Distinguish the difference between individual letters and printed words.				
		SLA.K(1.5E) Recognize and sequence all of the letters of the alphabet.	SLA.1.5E Recognize and sequence all of the letters of the alphabet.				
	SLA.PK.7A Begin to associate the names of letters with their shapes.	SLA.K.5E Recognize and identify capital and lowercase letters.	SLA.1.5F Recognize and identify capital and lowercase letters.				



What is it we want all students to learn?



Denotes Proposed Power Objective

Spanish Language Arts (Listening and Speaking, Reading, Writing, Viewing and Representing) – Prekindergarten – Grade 5 Vertical Alignment Matrix

revised 02-06-2008

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
Strand 2: Reading	SLA.PK(K.5F) Begin to identify ending punctuation marks such as periods, question marks and exclamation points.	SLA.K.5F Recognize capitalization and punctuation and explain how readers Use these to inform their reading.	SLA.1.5G Recognize capitalization and punctuation and explain how readers Use these to inform their reading.					
	SLA.PK.6H Begin to recognize the association between spoken and written words by following the print as it is read aloud.	SLA.K.5G Understand that spoken words are represented in written language by specific sequences of letters.	SLA.1.5H Understand that spoken words are represented in written language by specific sequences of letters.					
	SLA.PK.9C Recognize that books and other print resources (e.g., magazines, computer-based texts) have different parts such as front, back, top, bottom, and spine, and are handled in specific ways (hold the book right-side up, turn the pages carefully from right to left, etc.).	SLA.K.5H Recognize and identify the different parts of a book such as cover, title page, and table of contents and understand and articulate their functions.	SLA.1.5I Recognize and identify the different parts of a book such as cover, title page, and table of contents and articulate their function.					
	SLA.PK.7C Begin to notice beginning letters in familiar words.	SLA.K(1.5J) Recognize that there are correct spellings for words.	SLA.1.5J Recognize that there are correct spellings for words by Identifying errors.					
			SLA.1.5K Recognize the distinguishing features of a paragraph.					
	Reading/phonological awareness. The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds).							
	SLA.PK.5E Begin to create and invent words by substituting one sound for another (e.g., calabaza/balacaza).							
	SLA.PK.5A Become increasingly sensitive to the sounds of spoken words by dividing spoken sentences into individual words.	SLA.K.6A Divide spoken sentences into individual words.	SLA.1.6A Divide spoken sentences into individual words.					



What is it we want all students to learn?



Denotes Proposed Power Objective

**Spanish Language Arts (Listening and Speaking, Reading, Writing, Viewing and Representing) – Prekindergarten – Grade 5
Vertical Alignment Matrix**

revised 02-06-2008

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 2: Reading	<p>SLA.PK.5D Begin to break words into syllables by clapping for each syllable in a word or phrase.</p>	<p>SLA.K.6B Identify, segment, and combine syllables within spoken words by using techniques such as clapping syllables and moving manipulatives to represent syllables in words.</p>	<p>SLA.1.6B Identify, segment, and combine syllables within spoken words by using techniques such as clapping syllables and moving manipulatives to represent syllables in words.</p>				
	<p>SLA.PK.5B Begin to identify and produce rhymes and rhyming sounds in familiar words, participates in rhyming games, and repeats rhyming songs and poems.</p>	<p>SLA.K.6C Produce and distinguish rhyming words from non-rhyming words.</p>	<p>SLA.1.6C Produce distinguish rhyming words from non-rhyming words.</p>				
	<p>ELA.PK.5C Begin to attend to the beginning sounds in familiar words by identifying that the pronunciation of several words all begin the same way (e.g., “case,” coche,” and “cuna”).</p>	<p>SLA.K.5C Begin to attend to the beginning sounds in familiar words by identifying that the pronunciation of several words all begin the same way (e.g., “case,” coche,” and “cuna”).</p>					
	<p>SLA.PK(6.D) Identify vowel and consonant sounds.</p>	<p>SLA.K.6.D Identify vowel and consonant sounds.</p>	<p>SLA.1.6D Identify and distinguish between vowel and consonant sounds.</p>				
	<p>SLA.PK.8D Attempt to read independently by beginning to blend sounds to make spoken words and by moving manipulatives to blend phonemes.</p>	<p>SLA.K.6E Blend sounds to make spoken words, including words with three and four phonemes, by using techniques such as moving manipulatives.</p>	<p>SLA.1.6E Blend sounds to make spoken words, including words with three and four phonemes, by using techniques such as moving manipulatives.</p>				
		<p>SLA.K.6F Segment one-syllable spoken words into individual phonemes, including words with three and four phonemes, clearly producing initial, medial, and final sounds and deleting initial and final sounds.</p>	<p>SLA.1.6F Segment one-syllable spoken words into individual phonemes, including words with three and four phonemes, clearly producing initial, medial, and final sounds.</p>				









What is it we want all students to learn?

 Denotes Proposed Power Objective

Spanish Language Arts (Listening and Speaking, Reading, Writing, Viewing and Representing) – Prekindergarten – Grade 5 Vertical Alignment Matrix

revised 02-06-2008

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 2: Reading	Reading (Letter-sound Relationships - The student uses letter-sound knowledge to decode written language.)						
	<p> SLA.PK.7B Name and identify at least 10 printed alphabet letters.</p>	<p>SLA.K.7A Name, identify, and distinguish all upper and lowercase letters of the alphabet.</p>	<p>SLA.1.7A Name, identify, and distinguish all uppercase and lowercase letters of the alphabet.</p>				
	<p> SLA.PK.7D Begin to make some letter/sound matches in familiar words (words on word wall such as students' names).</p>	<p> SLA.K.7B Understand that written words are composed of letters that represent sounds.</p>	<p> SLA.1.7B Understand that written words are composed of letters that represent sounds.</p>				
		<p>SLA.K.7C Recognize and apply letter-sound correspondences of consonants-vowel patterns to produce syllables to begin to read.</p>	<p> SLA.1.7C Recognize and apply letter-sound correspondences of consonants-vowel patterns to produce syllables to begin to read.</p>				
		<p>SLA.K(1.7D) Identify and apply the most common letter-sound correspondences, including vowel sounds/digraphs and consonant sounds such as <i>ñ</i>, <i>rr</i>, <i>ll</i>, and <i>ch</i>.</p>	<p> SLA.1.7D Identify and apply the most common letter-sound correspondences, including vowel sounds/digraphs and consonant sounds such as <i>ñ</i>, <i>rr</i>, <i>ll</i>, and <i>ch</i>.</p>				
		<p>SLA.K(1.7E) Begin to decode words using knowledge of all Spanish sounds, letters, and syllables, including consonants, vowels, blends, and stress.</p>	<p>SLA.1.7E Decode words using knowledge of all Spanish sounds, letters, and syllables, including consonants, vowels, blends, and stress.</p>				
		<p>SLA.K(1.7F) Begin to decode by using some letter-sound correspondences within regularly spelled words.</p>	<p>SLA.1.7F Decode by using all letter-sound correspondences within regularly spelled words.</p>				



What is it we want all students to learn?



Denotes Proposed Power Objective

**Spanish Language Arts (Listening and Speaking, Reading, Writing, Viewing and Representing) – Prekindergarten – Grade 5
Vertical Alignment Matrix**

revised 02-06-2008

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
Strand 2: Reading		SLA.K(1.7G) Use letter-sound knowledge to begin read decodable texts (engaging and coherent texts in which most of the words are comprised of an accumulating sequence of the letter-sound correspondences being taught).	SLA.1.7G Use letter-sound knowledge to read decodable texts (engaging and coherent texts in which most of the words are comprised of an accumulating sequence of the letter-sound correspondences being taught).					
		SLA.K(1.7H) Begin to apply letter-sound knowledge of consonant-vowel patterns to produce syllables to begin to read decodable text.	SLA.1.7H Apply letter-sound knowledge of consonant-vowel patterns to produce syllables to begin to read decodable text.					
	Reading (Word Identification - The student uses a variety of word identification strategies.)							
			SLA.1.8A Decode by using all letter-sound correspondences within one and two syllable words.	SLA.2.5A Decode by using all letter-sound correspondences within multi-syllabic words.	SLA.3.5A Decode by using all letter-sound correspondences within multi-syllabic words.			
		SLA.K(1.7E) Begin to decode single syllable words using knowledge of all Spanish sounds, letters, and syllables, including consonants, vowels, blends, and stress.	SLA.1.7E Decode one and two syllable words using knowledge of all Spanish sounds, letters, and syllables, including consonants, vowels, blends, and stress.	SLA.2.5B Decode multisyllabic words using knowledge of all Spanish sounds, letters, and syllables, including consonants, vowels, blends and stress.	SLA.3.5B Decode multisyllabic words using knowledge of all Spanish sounds, letters, and syllables, including consonants, vowels, blends and stress.			
		SLA.K(1.8B) Use common spelling patterns to read words.	SLA.1.8B Use common spelling patterns to read words.					
		SLA.K(1.8C) Begin to use structural cues such as compounds, base words, and inflections (<i>-ito</i> and <i>-ita</i>) to recognize words.	SLA.1.8C Begin to use structural cues such as compounds, base words, and inflections (<i>-mente</i> , <i>-ito</i> , <i>-ada</i> , and <i>-ando</i>) to recognize words.	SLA.2.5E Use structural cues such as compounds, base words, and inflections (<i>-mente</i> , <i>-ito</i> , <i>-ada</i> , and <i>-ando</i>) to recognize and read words.				
			SLA.1.8D Recognize and identify multisyllabic words by using common syllable patterns.	SLA.2.5D Identify and read multisyllabic words by using common syllable patterns.	SLA.3.5C Identify, read, and classify multisyllabic words by using common syllable patterns.			



What is it we want all students to learn?



Denotes Proposed Power Objective

Spanish Language Arts (Listening and Speaking, Reading, Writing, Viewing and Representing) – Prekindergarten – Grade 5 Vertical Alignment Matrix

revised 02-06-2008

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
Strand 2: Reading		SLA.K(2.5F) Begin to use structural cues such as commonly used prefixes and suffixes to recognize words, for examples “s” in casa / casas.	SLA.1(2.5F) Begin to use structural cues such as commonly used prefixes and suffixes to recognize words.	SLA.2.5F Use structural cues such as prefixes and suffixes (des- and -able) to recognize and read words.	SLA.3.5D Use structural cues including root words, prefixes, suffixes, and derivational endings to recognize and determine word meaning.	SLA.4.6B Analyze the structure of words to determine their meaning using cues including, root words and affixes (prefixes such as <i>des-</i> , <i>dis-</i> , <i>ante-</i> , <i>bi-</i> , and <i>tri-</i> ; and suffixes such as <i>-dad</i> , <i>-ción</i> , and <i>-able</i>).	SLA.5.6B Analyze the structure of words to determine their meaning using cues including, root words and affixes (prefixes such as <i>des-</i> , <i>dis-</i> , <i>ante-</i> , <i>bi-</i> , and <i>tri-</i> ; and suffixes such as <i>-dad</i> , <i>-ción</i> , and <i>-able</i>).	
	SLA.PK.3C Use prior knowledge and context to refine and extend word identification and word meanings.	SLA.K(1.8F) Use prior knowledge and context clues (definition and description) to support word identification and word meanings.	SLA.1.8F Use knowledge of word order (syntax), usage (part of speech/function), and context clues (definition, description) to identify and determine word meaning.	SLA.2.5G Use knowledge of word order (syntax), usage (part of speech/function), and context clues (definition, description) to identify and determine word meaning.	SLA.3.5E Use knowledge of word order (syntax), usage (part of speech/function), and context clues (definition, description, linked synonym or appositive) to support word identification and determine word meaning.	SLA.4.6A Apply knowledge of letter-sound correspondences, language structure (word order and usage), and context clues (definition, description, linked synonym or appositive) to recognize and determine word meaning.	SLA.5.6A Apply knowledge of letter-sound correspondences, language structure (word order and usage), and context clues (definition, description, linked synonym or appositive) to recognize and determine word meaning.	
	SLA.PK(1.8G) Begin to develop automatic recognition of words of interest including their name and words such as, “casa”, “día” and some high frequency words (yo, la, el, es).	SLA.K(1.8G) Begin to develop automatic recognition of words of interest including their name and words such as, “casa”, “día” and some high frequency words (yo, la, el, es).	SLA.1.8G Develop automatic recognition of words that use specific spelling patterns such as <i>r/r</i> , <i>y/ll</i> , <i>s/c/z</i> , <i>q/c/k</i> , <i>g/j</i> , <i>j/x</i> , <i>b/v</i> , <i>ch</i> , <i>h</i> , <i>i/y</i> , <i>gue</i> , and <i>gui</i> .	SLA.2.5H Develop automatic recognition of words that use specific spelling patterns such as <i>r/r</i> , <i>y/ll</i> , <i>s/c/z</i> , <i>q/c/k</i> , <i>g/j</i> , <i>j/x</i> , <i>b/v</i> , <i>ch</i> , <i>h</i> , <i>i/y</i> , <i>gue</i> , and <i>gui</i> .	SLA.3.5F Develop automatic recognition of words that use specific spelling patterns such as <i>q/c/k</i> , <i>b/v</i> , <i>s/c/z</i> , <i>y/ll</i> , <i>g/j</i> , <i>x/j</i> , <i>i/y</i> , <i>r/r</i> , <i>h</i> , <i>ch</i> , <i>gue</i> , and <i>gui</i> .			
			SLA.1(4.6C) Locate the meanings (definitions) familiar and unfamiliar words using beginners’ dictionaries and glossaries.	SLA.2(4.6C) Locate the meanings (definitions) and pronunciations of familiar and unfamiliar words using beginners’ dictionaries and glossaries.	SLA.3(4.6C) Locate the definitions, pronunciations, and derivations of unfamiliar words using intermediate dictionaries, glossaries, and other sources.	SLA.4.6C Locate the meanings (definitions), pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources.	SLA.5.6C Locate the meanings (definitions), pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources.	
	Reading (Fluency. - The student reads with fluency and understanding in texts at appropriate difficulty levels.)							
	SLA.PK.8E Share books regularly and engage in pretend-reading with other children.	SLA.K(1.9A) Share books regularly and begin to read in independent –level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader).	SLA.1.9A Read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader).	SLA.2.6A Read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader).	SLA.3.6A Read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader).	SLA.4.7A Read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader).	SLA.5.7A Read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader).	



What is it we want all students to learn?

Denotes Proposed Power Objective

**Spanish Language Arts (Listening and Speaking, Reading, Writing, Viewing and Representing) – Prekindergarten – Grade 5
Vertical Alignment Matrix**

revised 02-06-2008

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
Strand 2: Reading			<p>SLA.1.9B Read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" first grader reads approximately 60 wpm).</p>	<p>SLA.2.6B Read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" second grader reads approximately 70-90 wpm).</p>	<p>SLA.3.6B Read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; the "typical" third grader reads 80-120 wpm).</p>	<p>SLA.4.7B Read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" fourth grader reads approximately 90-150 wpm).</p>	<p>SLA.5.7B Read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" 5th grader reads approximately 100-180 wpm).</p>	
	<p>SLA.PK.8A Demonstrate an interest in books and reading through body language and facial expression.</p>	<p>SLA.K(1.9C) Demonstrate an interest in books and reading by beginning to read orally from familiar texts.</p>	<p>SLA.1.9C Read orally from familiar texts with increasing levels of fluency (accuracy, expression, appropriate phrasing, and attention to punctuation).</p>	<p>SLA.2.6C Read orally from familiar texts with increasing levels of fluency (accuracy, expressive interpretation, meaningful phrasing, and attention to punctuation).</p>	<p>SLA.3.6C Read orally from familiar texts with increasing levels of fluency (accuracy, expressive interpretation, meaningful phrasing, and attention to punctuation).</p>	<p>SLA.4.7C Demonstrate characteristics of fluent and effective reading including accuracy, expressive interpretation, meaningful phrasing, and attention to punctuation.</p>	<p>SLA.5.7C Demonstrate characteristics of fluent and effective reading including accuracy, expressive interpretation, meaningful phrasing, and attention to punctuation.</p>	
						<p>SLA.3(4.7D) Adjust reading rate based on purposes for reading (pleasure or information).</p>	<p>SLA.4.7D Adjust reading rate based on purposes for reading (pleasure or information).</p>	<p>SLA.5.7D Adjust reading rate based on purposes for reading (pleasure or information).</p>
			<p>SLA.1(4.7E) Read aloud decodable texts with increasing skill to engage the listeners and ensure mutual understanding.</p>	<p>SLA.2(4.7E) Read aloud high interest texts with increasing skill to engage the listeners and ensure mutual understanding.</p>	<p>SLA.3(4.7E) Read aloud high- interest texts with increasing skill to engage the listeners and ensure mutual understanding.</p>	<p>SLA.4.7E Read aloud high- interest texts to engage the listeners and ensure mutual understanding.</p>	<p>SLA.5.7E Read aloud high-interest texts in ways that reflects that the listener is engaged and demonstrates understanding.</p>	
	<p>SLA.PK.9B Select books from the classroom library based on personal interest, knowledge of author, and different types of texts (fiction, nonfiction, etc.).</p>	<p>SLA.K(1.9D) Self-select books from the classroom library based on personal interest, knowledge of author, and different types of texts (fiction, nonfiction, etc.).</p>	<p>SLA.1.9D Self-select texts at independent reading level by estimating text difficulty, drawing on personal interest, and/or relying on knowledge of authors and different types of texts (genres).</p>	<p>SLA.2.6D Self-select texts at independent reading level by estimating text difficulty, drawing on personal interest, and/or relying on knowledge of authors and different types of texts (genres).</p>	<p>SLA.3.6D Self-select texts at independent reading level by estimating text difficulty, drawing on personal interest, and/or relying on knowledge of authors and different types of texts (genres).</p>	<p>SLA.4(3.6D) Self-select texts at independent reading level by estimating text difficulty, drawing on personal interest, and/or relying on knowledge of authors and different types of texts (genres).</p>	<p>SLA.5(3.6D) Self-select texts at independent reading level by estimating text difficulty, drawing on personal interest, and/or relying on knowledge of authors and different types of texts (genres).</p>	
				<p>SLA.2.6E Read silently for increasing periods of time.</p>	<p>SLA.3.6E Read assigned and self-selected texts silently for increasing periods of time.</p>	<p>SLA.4.7F Read assigned and self-selected texts silently with increasing ease for longer periods.</p>	<p>SLA.5.7F Read assigned and self-selected texts silently with increasing ease for longer periods.</p>	



What is it we want all students to learn?

 Denotes Proposed Power Objective

Spanish Language Arts (Listening and Speaking, Reading, Writing, Viewing and Representing) – Prekindergarten – Grade 5 Vertical Alignment Matrix

revised 02-06-2008

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 2: Reading	Reading (Variety of Texts. - The student reads widely for different purposes in varied sources.)						
	SLA.PK.8B Listen to and use storybooks (fiction), information books (nonfiction) and poetry read aloud.	SLA.K(1.10A) Listen to and use storybooks (fiction), information books (nonfiction) and poetry read aloud.	SLA.1.10A Read fiction, nonfiction, and poetry including classic and contemporary works for pleasure and/or information.	SLA.2.7A Read classic and contemporary works.	SLA.3.7A Read classic and contemporary works.	SLA.4.8A Read classic and contemporary works.	SLA.5.8A Read classic and contemporary works.
	SLA.PK(1.10B) Use graphs and charts such as daily calendar, helpers chart and daily schedule to acquire information.	SLA.K(1.10B) Use graphs and charts such as daily calendar, helpers chart, graphs, signs, labels and daily schedule to acquire information.	SLA.1.10B Use graphs, charts, signs, captions, and other informational texts to acquire information.	SLA.2.7B Read from a variety of genres (non-fiction and fiction) for pleasure and to acquire information from both print and electronic texts.	SLA.3.7B Read from a variety of genres (non-fiction and fiction) for pleasure and to acquire information (important events, specific details, main ideas, and summaries) from both print and electronic sources.	SLA.4.8B Select and read from a variety of non-fiction and fiction sources (newspapers, textbooks, magazines, novels, short stories, poetry) acquire information or for pleasure.	SLA.5.8B Select and read from a variety of non-fiction and fiction sources (newspapers, textbooks, magazines, novels, short stories, poetry) to acquire information or for pleasure.
			SLA.1(2.7C) Begin to read both assigned and self-selected texts to accomplish a variety of purposes such as to be informed, entertained, or inspired.	SLA.2.7C Read both assigned and self-selected texts to accomplish a variety of purposes such as to be informed, entertained, or inspired.	SLA.3.7C Read both assigned and self-selected texts for a variety of purposes such as to be informed, entertained, inspired, or appreciate the Writer's craft.	SLA.4.8C Read both assigned and self-selected texts for a variety of purposes such as to be informed, entertained, inspired, appreciate the writer's craft, and discover models for his/her own writing.	SLA.5.8C Read both assigned and self-selected texts for a variety of purposes such as to be informed, entertained, inspired, appreciate the writer's craft, and discover models for his/her own writing.
	Reading (Vocabulary Development. - The student develops an extensive vocabulary.)						
	SLA.PK(K.8A) Develop word meaning and vocabulary through meaningful/ concrete experiences such as sorting and classifying.	SLA.K.8A Discuss meanings of words including synonyms and antonyms and develop vocabulary through meaningful/concrete experiences such as sorting and classifying.	SLA.1.11A Discuss meanings of words including synonyms and antonyms and develop vocabulary through meaningful/concrete experiences such as sorting and classifying.	SLA.2.8A Discuss meanings of words including synonyms and antonyms and develop vocabulary through meaningful/concrete experiences such as sorting and classifying.	SLA.3.8D Demonstrate knowledge of synonyms, antonyms, and multi-meaning words by sorting, classifying, identifying related words, and selecting appropriate meanings.	SLA.4.9B Draw on experiences to bring meanings to words in context such as interpreting figurative language (metaphors, similes, and idioms) and multiple-meaning words by sorting, classifying, identifying related words, and selecting appropriate meanings.	SLA.5.9B Draw on experiences to bring meanings to words in context such as interpreting figurative language (metaphors, similes, and idioms) and multiple-meaning words by sorting, classifying, identifying related words, and selecting appropriate meanings.
	SLA.PK(K.8B) Increase vocabulary by listening to and using books from multiple genres.	SLA.K.8B Develop vocabulary by listening to and using both familiar and conceptually challenging selections read aloud.	SLA.1.11B Develop vocabulary by listening to and using both familiar and conceptually challenging selections read aloud.	SLA.2.8B Develop vocabulary by listening to and using both familiar and conceptually challenging selections read aloud.	SLA.3.8A Develop vocabulary by listening to and using both familiar and conceptually challenging selections read aloud.	SLA.4.9A Develop vocabulary by listening to and using both familiar and conceptually challenging selections read aloud.	SLA.5.9A Develop vocabulary by listening to and using both familiar and conceptually challenging selections read aloud.



What is it we want all students to learn?

Denotes Proposed Power Objective

Spanish Language Arts (Listening and Speaking, Reading, Writing, Viewing and Representing) – Prekindergarten – Grade 5 Vertical Alignment Matrix

revised 02-06-2008

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
Strand 2: Reading	SLA.PK(K.8C) Begin to identify words that name persons, places, or things and words that name actions.	SLA.K.8.C Identify words that name persons, places, or things and words that name actions through read alouds, discussions, drawings, games, and current events across content areas.	SLA.1.11C Identify words that name persons, places, or things and words that name actions through reading, discussions, drawings, games, and current events across content areas.	SLA.2.8C Develop grade appropriate vocabulary through reading, discussions, drawings, games, and current events across content areas.	SLA.3.8B Develop grade appropriate vocabulary through reading, discussions, drawings, games, and current events across content areas.	SLA.4.9E Develop grade appropriate vocabulary through reading, discussions, drawings, games, and current events across content areas.	SLA.5.9E Develop grade appropriate vocabulary through reading, discussions, drawings, games, and current events across content areas.	
	SLA.PK(2.8D) Begin to use classroom print (word walls, calendar, name chart, etc.) as references to develop vocabulary.	SLA.K(2.8D) Use resources such as word walls, calendar, charts, and picture dictionaries to build and develop vocabulary.	SLA.1(2.8D) Use resources such as, beginners' dictionaries, picture dictionaries and glossaries to develop vocabulary.	SLA.2.8D Use resources and references such as, beginners' dictionaries, glossaries, available technology, and context to build word meaning and to confirm pronunciation.	SLA.3.8C Use resources and references such as intermediate' dictionaries, glossaries, available technology, and context to build and determine the appropriate word meaning and to confirm pronunciation.	SLA.4.9C Use multiple reference aids such as a thesaurus, synonym finder, dictionary, and multimedia to clarify meaning and usage.	SLA.5.9C Use multiple reference aids, including a thesaurus, synonym finder, dictionary, and software, to clarify meaning and usage.	
					SLA.3(4.9D) Determine meanings of derivatives by applying knowledge of the meanings of root words such as feliz, razón, or entrar and affixes such as <i>in-</i> , <i>-able</i> , or <i>-ada</i> .	SLA.4.9D Determine meanings of derivatives by applying knowledge of the meanings of root words such as feliz, razón, or entrar and affixes such as <i>in-</i> , <i>-able</i> , or <i>-ada</i> .	SLA.5.9D Determine meanings of derivatives by applying knowledge of the meanings of root words such as feliz, razón, or entrar and affixes such as <i>in-</i> , <i>-able</i> , and <i>-ada</i> .	
	Reading (Comprehension - The student uses a variety of strategies to comprehend selections read aloud.)							
	SLA.PK(K.9A) Begin to develop and use prior knowledge to anticipate meaning and make sense of texts.	SLA.K.9A Activate and use prior knowledge to anticipate meaning and make sense of texts.	SLA.1.12A Activate and use prior knowledge to anticipate meaning and make sense of texts.	SLA.2.9A Activate and use prior knowledge to anticipate meaning and make sense of texts.	SLA.3.9A Activate and use prior knowledge to anticipate meaning and make sense of texts.	SLA.4.10A Activate and use his/her own knowledge and experience to comprehend.	SLA.5.10A Activate and use his/her own knowledge and experience to comprehend.	
	SLA.PK.1D Establish purpose for reading or listening such as to be entertained or informed.	SLA.K.9B Establish purposes for reading or listening such as to be informed, to follow directions, and to be entertained.	SLA.1.12B Establish purposes for reading or listening such as to be informed, to follow directions, and to be entertained.	SLA.2.9B Establish purposes for reading or listening such as to be informed, to follow directions, and to be entertained.	SLA.3.9B Establish purposes for reading or listening such as to be informed, to follow directions, and to be entertained.	SLA.4.10B Establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems.	SLA.5.10B Establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems.	
	SLA.PK.9I Begin to retell or act out the order of important events in stories read aloud using a variety of strategies such as role playing.	SLA.K.9C Retell or act out the sequence of important events in stories using a variety of strategies such as role playing.	SLA.1.12C Retell or act out the sequence of important events in stories using a variety of strategies such as graphic organizers or role playing.	SLA.2.9C Retell, act out, or identify the sequence of important events in stories using a variety of strategies such as graphic organizers or role playing.	SLA.3.9C Retell, act out, or identify the sequence of important events in stories using a variety of strategies such as graphic organizers or role playing.	SLA.4.10E Use the text's structure or progression of ideas such as cause and effect or chronology to determine the relationship between major ideas and events.	SLA.5.10E Use the text's structure or progression of ideas such as cause and effect or chronology to determine the relationship between major ideas and events.	



What is it we want all students to learn?



Denotes Proposed Power Objective

Spanish Language Arts (Listening and Speaking, Reading, Writing, Viewing and Representing) – Prekindergarten – Grade 5 Vertical Alignment Matrix

revised 02-06-2008

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 2: Reading			SLA.1.12D Monitor his/her own comprehension and act purposefully when comprehension breaks down using such strategies as rereading, searching for clues, and asking for help.	SLA.2.9D Monitor his/her own comprehension and act purposefully when comprehension breaks down using such strategies as rereading, searching for clues, and asking for help.	SLA.3.9D Monitor his/her own comprehension and act purposefully when comprehension breaks down using such strategies as rereading, searching for clues, adjusting reading rate, and asking for help.	SLA.4.10C Monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, adjusting reading rate, and asking questions.	SLA.5.10C Monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, adjusting reading rate, and asking questions.
			SLA.1.12E Draw and use visual images based on text descriptions.	SLA.2.9E Draw and use visual images based on text descriptions.	SLA.3.9E Draw and use visual images based on text descriptions.	SLA.4.10D Describe and use mental images that text descriptions evoke.	SLA.5.10D Describe, analyze, and use mental images that text descriptions evoke.
	SLA.PK.9E Make and explain inferences from texts read aloud such as making predictions (tell what will happen next in the story).	SLA.K(1.12F) Make and explain inferences from texts read aloud such as making predictions (tell what will happen next in the story), determining important ideas and cause and effect relationships.	SLA.1.12F Make and explain inferences from texts such as determining important ideas and cause and effect relationships, making predictions, and drawing conclusions.	SLA.2.9F Make and explain inferences from texts such as determining important ideas and supporting details, cause and effect relationships, making predictions, and drawing conclusions.	SLA.3.9F Make and explain inferences from texts such as determining important ideas and supporting details, cause and effect relationships, making predictions, drawing conclusions and support them with text evidence and experience.	SLA.4.10H Make inferences such as conclusions or generalizations and support them with relevant text evidence and experience.	SLA.5.10H Make inferences such as conclusions or generalizations and support them with relevant text evidence and experience.
			SLA.1.12G Identify similarities and differences such as in topics, characters and problems across texts.	SLA.2.9G Identify similarities and differences such as in topics, characters and problems across texts.	SLA.3.9G Identify similarities and differences such as in topics, characters, problems, and themes across texts.	SLA.4.10I Find similarities and differences across texts such as in treatment (author's approach) , scope (depth of information about the topic) and/or organizational patterns (structure of the text).	SLA.5.10I Find similarities and differences across texts such as in treatment (author's approach), scope (depth of information about the topic) and/or organizational patterns (structure of the text).
	SLA.PK.4D Tell a simple personal narrative, focusing on (summarizing) favorite or most memorable parts.	SLA.K(2.9H) Produce class summaries of text read aloud (oral, pictorial, and written).	SLA.1(2.9H) Produce class summaries of text read aloud (oral, pictorial such as story maps, and written).	SLA.2.9H Recall and organize ideas to produce summaries of texts; Identify the best summary.	SLA.3.9H Recall and organize ideas to produce summaries of texts; Identify the best summary.	SLA.4.10G Paraphrase and summarize text to recall, inform, and organize ideas; Identify the best summary.	SLA.5.10G Paraphrase and summarize text to recall, inform, and organize ideas; Identify the best summary.



What is it we want all students to learn?

Denotes Proposed Power Objective

Spanish Language Arts (Listening and Speaking, Reading, Writing, Viewing and Representing) – Prekindergarten – Grade 5 Vertical Alignment Matrix

revised 02-06-2008

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
Strand 2: Reading	<p>SLA.PK(2.9I) Participates in teacher directed group activity to produce a Venn diagram or story map to represent information from a book read aloud.</p>	<p>SLA.K(2.9I) Create and use graphic organizers including story maps, graphs, Venn diagrams, and charts to represent and demonstrate comprehension of the text read aloud.</p>	<p>SLA1(2.9I) Create and use graphic organizers including story maps, graphs, Venn diagrams, and charts to represent and demonstrate comprehension of the text.</p>	<p>SLA.2.9I Create and use graphic organizers including story maps, graphs, Venn diagrams, and charts to represent and demonstrate comprehension of the text.</p>	<p>SLA.3.9I Interpret and create graphic representations in different ways such as story maps, graphs, Venn diagrams, and charts to demonstrate comprehension of the text.</p>	<p>SLA.4.10L Interpret and create graphic representations in different ways such as outlines, timelines, Venn diagrams, and other graphic organizers to demonstrate comprehension of the text.</p>	<p>SLA.5.10L Interpret and create graphic representations in different ways such as outlines, timelines, Venn diagrams and other graphic organizer to demonstrate comprehension of the text.</p>	
	<p>SLA.PK.6A Recognize that reading is a way to obtain information and knowledge based on facts, by listening to nonfiction text read aloud.</p>	<p>SLA.K(3.9J) Recognize that reading is a way to obtain information and knowledge based on facts, by listening to nonfiction text read aloud.</p>	<p>SLA.1(3.9J) Begin to distinguish fact from opinion in various texts, including news stories and advertisements.</p>	<p>SLA.2(3.9J) Distinguish fact from opinion in various texts, including news stories and advertisements.</p>	<p>SLA.3.9J Distinguish fact from opinion in various texts, including news stories and advertisements.</p>	<p>SLA.4.10J Distinguish fact and opinion in various texts by recognizing persuasive techniques or language.</p>	<p>SLA.5.10J Distinguish fact and opinion in various texts by recognizing persuasive techniques or language.</p>	
		<p>SLA.K(3.9K) Practice different kinds of questions and tasks, including, single response and test-like multiple choice comprehension questions.</p>	<p>SLA.1(3.9K) Practice different kinds of questions and tasks, including single response and test-like multiple choice comprehension questions.</p>	<p>SLA.2(3.9K) Practice different kinds of questions and tasks, including test-like multiple choice and short answer comprehension questions.</p>	<p>SLA.3.9K Practice different kinds of questions and tasks, including test-like multiple choice and short answer comprehension questions.</p>	<p>SLA.4.10K Answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short-answer.</p>	<p>SLA.5.10K Answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short-answer.</p>	
	<p>SLA.PK(4.10F) Begin to identify the main idea of a story, (what the story is mostly about).</p>	<p>SLA.K(4.10F) Identify the main idea (what the text is mostly about) and the most important supporting details of texts read aloud.</p>	<p>SLA.1(4.10F) Identify the main idea (what the text is mostly about) and the most important supporting details of texts.</p>	<p>SLA.2(4.10F) Identify a text's main (or major) ideas and explain how those ideas are supported with details.</p>	<p>SLA.3(4.10F) Identify a text's main (or major) ideas and explain how those ideas are supported with details.</p>	<p>SLA.4.10F Determine and identify stated or paraphrased main ideas and explain how those ideas are supported with details in a text.</p>	<p>SLA.5.10F Determine and identify stated or paraphrased main ideas and explain how those ideas are supported with details in a text.</p>	
	Reading (Literary Response - The student responds to various texts.)							
	<p>SLA.PK.8C Frequently request the re-reading of books.</p>	<p>SLA.K.10A Listen to a variety of genres being read aloud.</p>	<p>SLA.1.13A Listen to a variety of genres being read aloud.</p>	<p>SLA.2(1.13A) Listen to stories being read aloud.</p>	<p>SLA.3(1.13A) Listen to a variety of genres being read aloud.</p>	<p>SLA.4(1.13A) Listen to a variety of genres being read aloud.</p>	<p>SLA.5(1.13A) Listen to a variety of genres being read aloud.</p>	
	<p>SLA.PK.9J Show appreciation of repetitive language patterns by joining in when predictable and patterned selections are read aloud.</p>	<p>SLA.K.10B Participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud.</p>	<p>SLA.1.13B Participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud.</p>	<p>SLA.2.10A Respond to narrative texts and poems in ways that reflect understanding and interpretation through discussion (speculating, questioning) in writing, and through movement, music, art, and drama.</p>	<p>SLA.3.10A Respond to narrative texts and poems in ways that reflect understanding and interpretation through discussion (speculating, questioning) in writing, and through movement, music, art, and drama.</p>	<p>SLA.4.11A Respond to narrative texts and poetry by offering observations, making connections, reacting, speculating, interpreting, and questioning.</p>	<p>SLA.5.11A Respond to narrative texts and poetry by offering observations, making connections, reacting, speculating, interpreting, and questioning.</p>	



What is it we want all students to learn?

Denotes Proposed Power Objective

Spanish Language Arts (Listening and Speaking, Reading, Writing, Viewing and Representing) – Prekindergarten – Grade 5 Vertical Alignment Matrix

revised 02-06-2008

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
Strand 2: Reading	SLA.PK.1F(2) Respond to books/stories through gestures (role play), actions (writing) and/or language (summarizing).	SLA.K.10C Respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation.	SLA.1.13C Respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation.	SLA.2.10B Demonstrate understanding of informational text in various ways such as through writing, illustrating, developing demonstrations, and using available technology.	SLA.3.10B Demonstrate understanding of informational text in various ways such as through writing, illustrating, developing demonstrations, and using available technology.	SLA.4.11B Interpret, compare, and represent text ideas through a variety of response options such as journal writing, discussion, enactment, timelines, outlines, media productions.	SLA.5.11B Interpret, compare, and represent text ideas through a variety of response options such as journal writing, discussion, enactment, timelines, outlines, media productions.	
			SLA.1.13D Connect ideas and themes across texts.	SLA.2.10D Connect ideas and themes across texts.	SLA.3.10D Connect, compare, and contrast ideas and themes across informational and narrative texts.	SLA.4.11D Connect, compare, and contrast ideas, themes, issues (problem/solution), morals and lessons across informational and narrative texts.	SLA.5.11D Connect, compare, and contrast ideas, themes, issues (problem/solution), morals and lessons across informational and narrative texts.	
	SLA.PK.6D Explain that pictures carry meaning but cannot be read.	SLA.K.10D Describe how illustrations contribute to the text.	SLA.1.13E Describe how illustrations contribute to the text.	SLA.2.10C Support interpretations or conclusions with examples drawn from text.	SLA.3.10C Locate and cite relevant text evidence to support an interpretation or conclusion about characters or events with examples drawn from text and his/her own experiences.	SLA.4.11C Locate and cite relevant text evidence to support an interpretation or conclusion about characters, events, or situations and his/her own experiences.	SLA.5.11C Locate and cite relevant text evidence to support an interpretation or conclusion about characters, events, or situations and his/her own experiences.	
	Reading (Text Structures/Literary Concepts - The student Recognizes characteristics of various types of texts.)							
	SLA.PK.6I Identify the forms and functions of text (e.g., lists for shopping, recipes for cooking, newspapers for learning about current events, letters and messages for communication).	SLA.K.11A Distinguish different forms of texts read aloud such as lists, newsletters, and signs and explain their functions such as to inform or entertain.	SLA.1.14A Distinguish different forms of texts such as lists, newsletters, and signs and explain their functions such as to inform or entertain.	SLA.2.11A Distinguish different forms of texts including lists, newsletters, and signs and explain their functions such as to inform or entertain.	SLA.3.11A Distinguish different forms of texts such as lists, newsletters, and signs and explain their functions such as to inform, influence or entertain.	SLA.4.12C Distinguish and analyze different types of texts including narrative, expository and media, and explain their function such as to inform, influence, express, or entertain.	SLA.5.12C Distinguish and analyze different types of texts including narrative, expository and media, and explain their function such as to inform, influence, express, or entertain.	
	SLA.PK.9D(1) Become increasingly familiar with narrative text form (simple story structure) and its elements.	SLA.K.11B Understand simple story structure.	SLA.1.14B Understand simple narrative and expository text structure.	SLA.2.11B Identify text as written for entertainment (narrative) or for information (expository) by examining the text structure.	SLA.3.11G Use text structures to compare and contrast printed text, and compare and contrast a dramatic performance with a print version of the same story.	SLA.4.12B Recognize that authors organize information in specific ways by examining the structure of the text.	SLA.5.12B Recognize that authors organize information in specific ways by examining the structure of the text.	



What is it we want all students to learn?

Denotes Proposed Power Objective

Spanish Language Arts (Listening and Speaking, Reading, Writing, Viewing and Representing) – Prekindergarten – Grade 5 Vertical Alignment Matrix

revised 02-06-2008

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 2: Reading	SLA.PK.9F Imitate the special language in storybooks and story dialogue, and use it in retellings and dramatic play [(such as “Había una vez ...”).	SLA.K.11C Distinguish fiction from nonfiction, including fact and fantasy from text read aloud.	SLA.1.14C Distinguish fiction from nonfiction, including fact and fantasy.	SLA.2.11C Distinguish fiction from nonfiction, including fact and fantasy.	SLA.3.11B Distinguish fiction from nonfiction, including fact and fantasy.		
				SLA.2.11E Compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants.	SLA.3(4.12A) Judge and explain the internal consistency or logic of stories and texts such as "¿Haría esto este personaje?"; "¿Tiene esto setnido aquí ?" using text evidence.	SLA.4.12A Judge and explain the internal consistency or logic of stories and texts such as "¿Haría esto este personaje?"; "¿Tiene esto setnido aquí ?" using text evidence.	SLA.5.12A Judge and explain the internal consistency or logic of stories and texts such as "¿Haría esto este personaje?"; "¿Tiene esto setnido aquí ?" using text evidence.
	SLA.PK.9A Recognize and distinguish among literary forms such as stories, poems and informational text by recognizing favorite books by their cover.	SLA.K(1.14D) Recognize the distinguishing features of familiar genres including stories, poems, and informational texts.	SLA.1.14D Recognize the distinguishing features of familiar genres including stories, poems, and informational texts.	SLA.2.11D Recognize the distinguishing features of a variety of text to determine their genres including stories, poems, and informational texts.	SLA.3.11C Recognize the distinct features of a variety of texts to determine their genres including stories, poems, and informational texts.	SLA.4.12D Recognize the distinct features of a variety of texts to determine their genres including biography, historical fiction, informational texts, and poetry.	SLA.5.12D Recognize the distinct features of a variety of texts to determine their genres including biography, historical fiction, informational texts, and poetry.
			SLA.1(2.11E) Begin to compare communication in different forms (print to non-print).	SLA.2.11E Compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants.	SLA.3.11D Compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants.	SLA.4.12E Compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants.	SLA.5.12E Compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants.
		SLA.K.11D Understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books.	SLA.1.14E Understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books.	SLA.2.11G Understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books.	SLA.3.11F Understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies.	SLA.4.12G Understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies.	SLA.5.12G Understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies.



What is it we want all students to learn?



Denotes Proposed Power Objective

Spanish Language Arts (Listening and Speaking, Reading, Writing, Viewing and Representing) – Prekindergarten – Grade 5 Vertical Alignment Matrix

revised 02-06-2008

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
Strand 2: Reading	SLA.PK.6E Use the title and roles of author and illustrator or a book in teacher directed activities.	SLA.K.11E Understand literary terms by distinguishing between the roles of the author and illustrator such as the author Writes the story and the illustrator draws the pictures.	SLA.1.14F Understand literary terms by distinguishing between the roles of the author and illustrator such as the author Writes the story and the illustrator draws the pictures.	SLA.2.11F Understand and identify simple literary terms such as title, author, and illustrator across a variety of literary forms (texts).	SLA.3.11E Understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts).	SLA.4.12F Understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts).	SLA.5.12F Understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts).	
	SLA.PK.9.D(2) Become increasingly familiar with narrative form and its elements by identifying characters in a story.	SLA.K(1.14G) Identify and describe characters including their traits, feelings, and relationships.	SLA.1.14G Identify and describe characters including their traits, feelings, relationships, and changes.	SLA.2.11H Identify, describe, and analyze important characters, including their traits, relationships, and changes.	SLA.3.11H Identify, describe, and analyze important characters, and analyze and describe their traits, causes of feelings and motivations, relationships, problems, and their solutions, and the changes they undergo.	SLA.4.12H Identify, describe, and analyze important characters, and analyze and describe their traits, points of view, causes of feelings and motivations, relationships, conflicts and their solutions, and the changes they undergo.	SLA.5.12H Identify, describe, and analyze important characters, and analyze and describe their traits, points of view, causes of feelings and motivations, relationships, conflicts and their solutions, and the changes they undergo.	
	SLA.PK(1.14H) Identify where the story takes place.	SLA.K(1.14H) Identify the setting (time and place) of a story read aloud.	SLA.1.14H Identify the setting (time and place) and explain its importance to the story's meaning.	SLA.2.11I Describe and analyze the setting and its importance to a story's meaning.	SLA.3.11I Describe and analyze the setting, its changes over time, and its importance to a story's meaning.			
	SLA.PK.9.D(3) Become increasingly familiar with narrative form and its elements by identifying plot and the resolution of a story.	SLA.K(1.14I) Begin to recognize the plot events and the problem(s) in a story read aloud.	SLA.1.14I Recognize the plot events and the problem(s) in a story.	SLA.2.11J Recognize and explain the story's plot events in sequential order, and Identify the problem(s) and solution(s).	SLA.3.11J Recognize and explain the importance of a story's major plot events, problem(s) and solution(s).	SLA.4.12I Recognize and analyze story plot, setting, and problem resolution and explain their importance to the story.	SLA.5.12I Recognize and analyze story plot, setting, and problem resolution and explain their importance to the story.	
						SLA.4.12J Describe how the author's perspective or point of view (attitudes or tone about his/her subject) affects the development of ideas in the text.	SLA.5.12J Describe how the author's perspective or point of view (attitudes or tone about his/her subject) affects the development of ideas in the text.	
	Reading (Inquiry/Research - The student generates questions and conducts research about topics introduced through selections read aloud and from a variety of other sources.)							
	SLA.PK.9G Ask questions and make comments about the information and events from a piece of writing or books.	SLA.K.12A Ask relevant questions such as "Why did knights wear armor?" for inquiry prior to, during, and after read alouds.	SLA.1.15A Ask relevant questions such as "What do pill bugs eat?" for inquiry prior to, during, and after reading.	SLA.2.12A Ask relevant questions such as "Why do birds build different kinds of nests?" for inquiry prior to, during, and after reading.	SLA.3.12A Ask relevant questions such as "What Native American tribes inhabit(ed) Texas?" for inquiry prior to, during, and after reading.	SLA.4.13A Formulate and revise questions for investigations prior to, during, and after reading, including questions arising from interests and units of study.	SLA.5.13A Formulate and revise questions for investigations prior to, during, and after reading, including questions arising from interest and units of study.	



What is it we want all students to learn?



Denotes Proposed Power Objective

Spanish Language Arts (Listening and Speaking, Reading, Writing, Viewing and Representing) – Prekindergarten – Grade 5 Vertical Alignment Matrix

revised 02-06-2008

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 2: Reading	<p>SLA.PK.6A Use print and pictures to obtain information and knowledge and answer questions.</p>	<p>SLA.K.12B Begin to use pictures, print, and people to gather information and answer questions.</p>	<p>SLA.1.15B Use pictures, print, and people to gather information and answer questions.</p>	<p>SLA.2.12D Use multiple sources including print, such as an encyclopedia, technology, and experts to locate information that addresses questions.</p>	<p>SLA.3.12D Use multiple sources including print, such as an encyclopedia, technology, and experts to locate information that addresses questions.</p>	<p>SLA.4.13C Use multiple sources including electronic texts, experts, and print resources to locate information relevant to research questions.</p>	<p>SLA.5.13C Use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions.</p>
	<p>SLA.PK.9H Connect information and events in books to real-life experiences.</p>	<p>SLA.K.12C Draw conclusions from information gathered from text read aloud.</p>	<p>SLA.1.15C Draw conclusions from information gathered.</p>	<p>SLA.2.12H Draw conclusions from information gathered.</p>	<p>SLA.3.12 J Draw conclusions from information gathered.</p>	<p>SLA.4.13G Draw conclusions from information gathered from multiple sources.</p>	<p>SLA.5.13G Draw conclusions from information gathered from multiple sources.</p>
	<p>SLA.PK.8F Ask to visit the library.</p>	<p>SLA.K.12D Locate important areas of the library/media center to begin to investigate specific topics.</p>	<p>SLA.1.15F Locate important areas of the library/media center to investigate specific topics.</p>	<p>SLA.2.12F Locate and use important areas of the library media center to investigate specific topics.</p>	<p>SLA.3.12F Locate and use important areas of the library media center to investigate specific topics.</p>		
			<p>SLA.1.15D Use alphabetical order to locate information.</p>	<p>SLA.2.12B Use alphabetical order to locate information.</p>	<p>SLA.3.12B Use alphabetical order to locate information.</p>	<p>SLA.4.13B Use text organizers including headings, graphic features, and tables of contents to locate and organize information.</p>	<p>SLA.5.13B Use text organizers including headings, graphic features, and tables of contents to locate and organize information.</p>
			<p>SLA.1.15E Recognize and use parts of a book to locate information including table of contents, chapter titles, guide words, and indices.</p>	<p>SLA.2.12C Recognize and use parts of a book to locate information, including table of contents, chapter titles, guide words, and indices.</p>	<p>SLA.3.12C Recognize and use parts of a book to locate information including table of contents, chapter titles, guide words, and indices.</p>	<p>SLA.4.(3.12C) Use parts of a book to locate information including table of contents, chapter titles, guide words, and indices for research.</p>	<p>SLA.5.(3.12C) Use parts of a book to locate information including table of contents, chapter titles, guide words, and indices for research.</p>
		<p>SLA.K(2.12E) Begin to interpret and use graphic sources of information such as maps and charts.</p>	<p>SLA.1(2.12E) Interpret and use graphic sources of information such as maps, charts, and graphs.</p>	<p>SLA.2.12E Interpret and use graphic sources of information such as maps, charts, graphs, and diagrams.</p>	<p>SLA.3.12E Interpret and use graphic sources of information such as maps, charts, graphs, and diagrams.</p>	<p>SLA.4.13D Interpret and use graphic sources of information such as maps, graphs, timelines, tables, and diagrams to address research questions.</p>	<p>SLA.5.13D Interpret and use graphic sources of information such as maps, graphs, timelines, tables, and diagrams to address research questions.</p>
				<p>SLA.2(3.12G) Organize information in systematic ways including notes, charts, and labels.</p>	<p>SLA.3.12G Organize information in systematic ways including notes, charts, and labels.</p>	<p>SLA.4.13E Summarize and organize information from multiple sources by taking notes, outlining ideas, excerpting texts (direct quotes) or making charts.</p>	<p>SLA.5.13E Summarize and organize information from multiple sources by taking notes, outlining ideas, excerpting texts (direct quotes) or making charts.</p>



What is it we want all students to learn?



Denotes Proposed Power Objective

Spanish Language Arts (Listening and Speaking, Reading, Writing, Viewing and Representing) – Prekindergarten – Grade 5 Vertical Alignment Matrix

revised 02-06-2008

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
Strand 2: Reading				SLA.2.12G Demonstrate learning through productions and displays such as murals, written and oral reports, and dramatizations.	SLA.3.12H Demonstrate learning through productions and displays such as murals, written and oral reports, and dramatizations.	SLA.4.13F Produce research projects and reports in effective formats using visuals to support meaning, as appropriate.	SLA.5.13F Produce research projects and reports in effective formats using visuals to support meaning, as appropriate.	
					SLA.3.12I Use compiled information and knowledge to raise additional, unanswered questions.	SLA.4.13H Use compiled information and knowledge to raise additional, unanswered questions.	SLA.5.13H Use compiled information and knowledge to raise additional, unanswered questions.	
	Reading (Culture - The student reads or listens to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.)							
	SLA.PK(K.13A) Connect his/her own experiences with the life experiences, language, customs and culture of others.	SLA.K.13A Connect his/her own experiences with the life experiences, language, customs, and culture of others and explain the similarities and differences.	SLA.1.16A Connect his/her own experiences with the life experiences, language, customs, and culture of others and explain similarities and differences.	SLA.2.13A Connect his/her own experiences with the life experiences, language, customs, and culture of others and explain similarities and differences.	SLA.3.13A Connect his/her own experiences with the life experiences, language, customs, and culture of others and explain the similarities and differences between cultures.	SLA.4.14A Connect his/her own experiences with the life experiences, language, customs, and culture of others and explain the similarities and differences.	SLA.5.14A Connect his/her own experiences with the life experiences, language, customs, and culture of others similarities and differences.	
		SLA.K.13B Compare experiences of characters across cultures.	SLA.1.16B Compare experiences of characters across cultures.	SLA.2.13B Compare experiences of characters across cultures.	SLA.3.13B Compare experiences of characters across cultures, including communication, practices perspectives, and products through wide reading.	SLA.4.14B Identify distinctive and common characteristics of culture including communication, customs, and community through wide reading.	SLA.5.14B Identify distinctive and common characteristics of culture including communication, customs, and community through wide reading.	
Strand 3: Writing	Writing (Spelling/Penmanship - The student develops the foundations of writing.)							
	SLA.PK.10B Use known letters and approximations of letters to Write his/her own name and other important words (especially meaningful words like word wall words and words or phrases of personal significance such as “ amo ”, “mamá”, “papá”, “Te quiero”).	SLA.K.14A Write his/her own name and other important words.	SLA.1.17A Write his/her own name and other important words.				SLA.4.14C Articulate and use themes and connections that cross cultures.	SLA.5.14C Articulate and use themes and connections that cross cultures.



What is it we want all students to learn?



Denotes Proposed Power Objective

**Spanish Language Arts (Listening and Speaking, Reading, Writing, Viewing and Representing) – Prekindergarten – Grade 5
Vertical Alignment Matrix**

revised 02-06-2008

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 3: Writing		SLA.K.14B Write each letter of the alphabet, both capital and lowercase.	SLA.1.17B Write each letter of the alphabet, both capital and lowercase, using correct formation, appropriate size, and spacing.				
	SLA.PK.10C Begin to use letter and sound knowledge to write letters and messages in daily journals or writing center. (Developmental spelling).	SLA.K.14C Use phonological knowledge to map sounds to letters to Write messages.	SLA.1.17C Use phonological knowledge to map sounds to letters to Write messages.				
	SLA.PK(K.14D) Begin to write messages that move left-to-right and top-to-bottom on the page.	SLA.K.14D Write messages that move left-to-right and top-to-bottom on the page.	SLA.1.17D Write messages that move left-to-right and top-to-bottom on the page.				
	SLA.PK.8D (2) Demonstrate increasing control of fine-motor skills and demonstrate how to appropriately use a variety of writing tools. (markers, crayons, pencils).	SLA.K.14E Gain increasing control of penmanship such as pencil grip, paper position, and beginning stroke.	SLA.1.17E Gain an increasing control of penmanship such as pencil grip, paper position, stroke, and posture.	SLA.2.15A Gain increasing control of aspects of penmanship such as pencil grip, paper position, stroke, and posture, and using correct letter formation, appropriate size, and spacing.	SLA.3.15A Demonstrate increasing control of all aspects of penmanship.	SLA.4.16A Select cursive or manuscript handwriting to ensure legibility.	SLA.5.16A Write legibly by selecting cursive or manuscript as appropriate.
			SLA.1.17F Use word and letter spacing and margins to make messages readable.	SLA.2.15B Use word and letter spacing and margins to make messages readable.			
			SLA.1.17G Use basic capitalization and punctuation rules in Spanish such as capitalizing names, first letters in sentences, and proper nouns and using periods, question marks, and exclamation points.	SLA.2.15C Use basic capitalization and punctuation rules in Spanish such as capitalizing names, first letters in sentences, and proper nouns and using periods, question marks, and exclamation points.			



What is it we want all students to learn?

 Denotes Proposed Power Objective

Spanish Language Arts (Listening and Speaking, Reading, Writing, Viewing and Representing) – Prekindergarten – Grade 5 Vertical Alignment Matrix

revised 02-06-2008

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
Strand 3: Writing				SLA.2.15D Use more complex capitalization and punctuation with increasing accuracy such as commas, hyphens, proper nouns, and abbreviations.	SLA.3.15B Use capitalization and punctuation such as commas, hyphens, proper nouns, and abbreviations.	SLA.4.16B Capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing proper nouns, using commas in a series and in direct address, and guión (hyphen) and raya (for dialogue).	SLA.516.B Capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing proper nouns, using commas in a series and in direct address, and guión (hyphen) and raya (for dialogue).	
	Writing (Composition - The student composes original texts.SLA.K); (Purposes - The student Writes for a variety of audiences and purposes and in a variety of forms.)							
	SLA.PK.10F Begin to dictate words, phrases and sentences to an adult recording on paper (shared writing of letters or stories).	SLA.K.15A Dictate messages such as news and stories for others to write.	SLA.1.18A Dictate messages such as news and stories for others to write.					
	SLA.PK.10E Attempt to use a variety of forms of writing (i.e., lists, messages, journals, write name).	SLA.K.15B Write labels, notes, and captions for illustrations, possessions, charts, centers.	SLA.1.18B Write labels, notes, and captions for illustrations, possessions, charts, centers.					
	SLA.PK.10D Understand that writing is used to communicate ideas and information; recognize messages move from left-to-right and top-to-bottom on the page.	SLA.K.15C Write to record ideas and reflections through shared writing.	SLA.1.18C Write to record ideas and reflections.	SLA.2.14A Write to record ideas and reflections.	SLA.3.14A Write to record ideas and reflections.			
	SLA.PK(1.18D) Participate in shared writing activities to express ideas.	SLA.K(1.18D) Write to discover, develop, and refine ideas through shared writing.	SLA.1.18D Write to discover, develop, and refine ideas.	SLA.2.14B Write to discover, develop, and refine ideas.	SLA.3.14B Write to discover, develop, and refine ideas.	SLA.4.15A Write to express, discover, record, develop, reflect on ideas, and to problem solve.	SLA.5.15A Write to express, discover, record, develop, reflect on ideas, and to problem solve.	
		SLA.K(1.18E) Write to communicate with a variety of audiences through shared writing.	SLA.1.18E Write to communicate with a variety of audiences.	SLA.2.14C Write to communicate with a variety of audiences.	SLA.3.14C Write to communicate with a variety of audiences.	SLA.4.15B Write to influence such as to persuade, argue, and request.	SLA.5.15B Write to influence such as to persuade, argue, and request.	
		SLA.K(1.18F) Write in different forms for different purposes including lists to record, letters to invite or thank, and stories or poems to entertain through shared writing.	SLA.1.18F Write in different forms for different purposes including lists to record, letters to invite or thank, and stories or poems to entertain.	SLA.2.14D Write in different forms for different purposes including lists to record, letters to invite or thank, and stories or poems to entertain.	SLA.3.14D Write in different forms for different purposes including lists to record, letters to invite or thank, and stories or poems to entertain.	SLA.4.15C Write to inform such as to explain, describe, report, and narrate.	SLA.5.15C Write to inform such as to explain, describe, report, and narrate.	



What is it we want all students to learn?

Denotes Proposed Power Objective

Spanish Language Arts (Listening and Speaking, Reading, Writing, Viewing and Representing) – Prekindergarten – Grade 5 Vertical Alignment Matrix

revised 02-06-2008

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
Strand 3: Writing	SLA.PK(4.15D) Write to entertain such as composing simple stories through shared writing.	SLA.K(4.15D) Write to entertain such as composing humorous poems or simple stories through shared writing.	SLA.1(4.15D) Write to entertain such as composing humorous poems or short stories through shared writing.	SLA.2(4.15D) Write to entertain such as composing humorous poems or short stories.	SLA.3(4.15D) Write to entertain such as composing humorous poems or short stories.	SLA.4.15D Write to entertain such as composing humorous poems or short stories.	SLA.5.15D Write to entertain such as composing humorous poems or short stories.	
					SLA.3(4.15E) Write personal narratives and stories with unique voice by expressing one’s personality by incorporating stylistic/ and grade appropriate literary elements and devices.	SLA.4.15E Write personal narratives and stories with unique voice by expressing one’s personality or personal viewpoint by incorporating stylistic/ literary elements and devices.	SLA.5.15E Write personal narratives and stories with unique voice by expressing one’s personality or personal viewpoint by incorporating stylistic/ literary elements and devices.	
					SLA.3(4.15F) Choose the appropriate form for his/her own purpose for writing, including journals, letters, reports, poems and narratives.	SLA.4.15F Choose the appropriate form for his/her own purpose for writing, including journals, letters, reviews, poems, narratives, instructions.	SLA.5.15F Choose the appropriate form for his/her own purpose for writing, including journals, letters, reviews, poems, narratives, instructions.	
				SLA.2(5.15G) Use literary devices effectively such as dialogue and figurative language (similes).	SLA.3(5.15G) Use literary devices such as dialogue and figurative language (similes and metaphors) effectively.	SLA.4(5.15G) Use literary devices effectively such as suspense, dialogue, and figurative language (similes, metaphors, personification, and idioms).	SLA.5.15G Use literary devices effectively such as suspense, dialogue, and figurative language (similes, metaphors, personification, and idioms).	
	Writing (Writing Processes - The student selects and uses writing processes to compose original text.)							
	SLA.PK(K.15D) Generate ideas before a shared writing activity.	SLA.K.5D Generate ideas before writing on self-selected topics.	SLA.1.19A Generate ideas before writing on self-selected topics.	SLA.2.18A Generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts.	SLA.3.18A Generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts.	SLA.4.19A Generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs.	SLA.5.19A Generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs.	
		SLA.K.15E Generate ideas before writing on assigned tasks.	SLA.1.19B Generate ideas before writing on assigned tasks.					
	SLA.PK(1.19C) Begin to develop drafts by organizing ideas into sentences through shared writing.	SLA.K(1.19C) Develop drafts by organizing ideas into sentences through shared writing.	SLA.1.19C Develop drafts by categorizing sentences and organizing them into paragraphs.	SLA.2.18B Develop drafts by categorizing sentences and organizing them into paragraphs.	SLA.3.18B Develop drafts by categorizing ideas, organizing them into paragraphs.	SLA.4.19B Develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text.	SLA.5.19B Develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text.	



What is it we want all students to learn?

Denotes Proposed Power Objective

Spanish Language Arts (Listening and Speaking, Reading, Writing, Viewing and Representing) – Prekindergarten – Grade 5 Vertical Alignment Matrix

revised 02-06-2008

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	SLA.PK(1.19D) Begin to revise sentences for word choice through shared writing.	SLA.K(1.19D) Revise sentences for word choice through shared writing.	SLA.1.19D Revise selected drafts for varied purposes including to achieve a sense of audience, precise word choices, and vivid images.	SLA.2.18C Revise selected drafts for varied purposes including to achieve a sense of audience, precise word choices, and vivid images.	SLA.3.18C Revise selected drafts for varied purposes including to achieve a sense of audience, precise word choices, and vivid images.	SLA.4.19D Revise drafts for coherence, progression, transition, and logical development of ideas.	SLA.5.19D Revise drafts for coherence, progression, transition, and logical development of ideas.
	SLA.PK(4.19C) Begin to revise sentences by adding, elaboration, and deleting words through shared writing.	SLA.K(4.19C) Revise sentences by adding, elaborating, deleting words through shared writing.	SLA.1(4.19C) Revise selected drafts by adding, elaborating, deleting, and rearranging text.	SLA.2(4.19C) Revise selected drafts by adding, elaborating, deleting, and rearranging text.	SLA.3(4.19C) Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text.	SLA.4.19C Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text.	SLA.5.19C Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text.
Strand 3: Writing	SLA.PK(2.18D) Begin to edit sentences for grade appropriate grammar and punctuation through shared writing.	SLA.K(2.18D) Edit sentences for grade appropriate grammar, spelling, punctuation through shared writing.	SLA.1(2.18D) Edit sentences for grade appropriate grammar, spelling, and punctuation.	SLA.2.18D Edit for appropriate grammar, spelling, punctuation, and features of polished writings.	SLA.3.18D Edit for appropriate grammar, spelling, punctuation, and features of polished writings.	SLA.4.19E Edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice.	SLA.5.19E Edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice.
		SLA.K.15F Use available technology to compose shared text.	SLA.1.19E Use available technology to compose text.	SLA.2.18E Use available technology for aspects of writing including word processing, spell checking, and printing).	SLA.3.18E Use available technology for aspects of writing such as word processing, spell checking, and printing.	SLA.4.19F Use available technology to support aspects of creating, revising, editing, and publishing texts.	SLA.5.19F Use available technology to support aspects of creating, revising, editing, and publishing texts.
				SLA.2.18F Demonstrate understanding of language use and spelling by bringing selected pieces frequently to final form and "publishing" them for audiences.	SLA.3.18F Demonstrate understanding of language use and spelling by bringing selected pieces frequently to final form and "publishing" them for audiences.	SLA.4.19G Refine selected pieces frequently to "publish" for general and specific audiences.	SLA.5.19G Refine selected pieces frequently to "publish" for general and specific audiences.
	SLA.PK(4.19H) Begin to proofread shared writing to correct errors including punctuation and capitalization.	SLA.K(4.19H) Proofread shared writing to correct errors including punctuation and capitalization.	SLA.1(4.19H) Proofread his/her own writing to correct errors including spelling, punctuation, and capitalization.	SLA.2(4.19H) Proofread his/her own writing to correct errors including spelling, punctuation, and capitalization.	SLA.3(4.19H) Proofread his/her own writing and that of others to correct errors including spelling, punctuation, and capitalization.	SLA.4.19H Proofread his/her own writing and that of others to correct errors including double negatives, misuse of homonyms, and pronoun reference.	SLA.5.19H Proofread his/her own writing and that of others to correct errors including double negatives, misuse of homonyms, and pronoun reference.
					SLA.3(4.19I) Select and use reference materials and resources such as dictionaries and as needed for writing, revising, and editing final drafts.	SLA.4.19I Select and use reference materials and resources such as traditional and electronic sources needed for writing, revising, and editing final drafts.	SLA.5.19I Select and use reference materials and resources such as traditional and electronic sources needed for writing, revising, and editing final drafts.



What is it we want all students to learn?

Denotes Proposed Power Objective

**Spanish Language Arts (Listening and Speaking, Reading, Writing, Viewing and Representing) – Prekindergarten – Grade 5
Vertical Alignment Matrix**

revised 02-06-2008

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 3: Writing	Writing (Spelling - The student spells proficiently.)						
			SLA.1.20A Write with more proficient spelling including using silent letters in syllables, dieresis marks, accents, verbs, <i>r/rr, y/ll, s/c/z, q/c/k, g/j, j/x, b/v, i/y, ch, and h.</i>	^P SLA.2.16B Write with more proficient spelling using silent letters in syllables, dieresis marks, written accents, and spelling patterns using <i>q/c/k, b/v, r/rr, y/ll, c/h/g or ch, g/j, j/x, i/y, and s/c/z.</i>	^P SLA.3.16A Write with more proficient spelling using silent letters in syllables, dieresis marks, written accents, and spelling patterns using <i>q/c/k, b/v, r/rr, y/ll, c/h/g or ch, g/j, j/x, i/y, and s/c/z.</i>		
				SLA.2(3.16B) Spell multisyllabic words using regularly spelled phonogram patterns.	SLA.3.16B Spell multisyllabic words using regularly spelled phonogram patterns.	SLA.4(3.16B) Spell multisyllabic words correctly.	SLA.5(3.16B) Spell multisyllabic words correctly.
			^P SLA.1.20B Write with more proficient spelling of inflectional endings such as plurals and verb tenses.	^P SLA.2.16C Write with more proficient spelling of inflectional endings such as plurals and verb tenses.	^P SLA.3.16C Write with more proficient spelling of inflectional endings, including verb tenses and plurals of words ending in z such as lapiz-lápices.	^P SLA.4.17B Apply affixes (suffixes such as -able or -mente, and prefixes such as re- or in-, and to root words (such as razón, feliz, leer, or entrar) to spell words correctly including verbs to ensure proper tense, number, and agreement.	^P SLA.5.17B Apply affixes (suffixes such as -able or -mente, and prefixes such as re- or in-, and to root words (such as razón, feliz, leer, or entrar) to spell words correctly including verbs to ensure proper tense, number, and agreement.
			SLA.1.20.D Use resources to find correct spellings, synonyms, and replacement words.	SLA.2.16A Use resources to find correct spellings, synonyms, and replacement words.	SLA.3.16H Use resources to find correct spellings, synonyms, or replacement words.	SLA.4.17C Use resources to find correct spellings.	SLA.5.17C Use resources to find correct spellings.
		^P SLA.1.20E Use conventional spelling of familiar words in final drafts.	^P SLA.2(4.17D) Spell correctly, and identify and correct misspelled words including words needing accents and dieresis marks in final drafts.	^P SLA.3(4.17D) Spell correctly, and identify and correct misspelled words including words needing accents and dieresis marks in final drafts.	^P SLA.4.17D Spell correctly, and identify and correct misspelled words including words needing accents and dieresis marks in final drafts.	^P SLA.5.17D Spell accurately using accents and dieresis marks in final drafts.	



What is it we want all students to learn?

^P Denotes Proposed Power Objective

**Spanish Language Arts (Listening and Speaking, Reading, Writing, Viewing and Representing) – Prekindergarten – Grade 5
Vertical Alignment Matrix**

revised 02-06-2008

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
Strand 3: Writing				<p>SLA.2.16D Write with more proficient Use of orthographic patterns and rules such as <i>qu</i> together, use of <i>n</i> before <i>v</i>, <i>m</i> before <i>b</i>, <i>m</i> before <i>p</i>, and changing <i>z</i> to <i>c</i> when adding <i>-es</i>.</p>	<p>SLA.3.16D Write with more proficient use of orthographic patterns and rules such as <i>qu</i> together, using <i>n</i> before <i>v</i>, <i>m</i> before <i>b</i>, and <i>m</i> before <i>p</i> changing <i>z</i> to <i>c</i> when adding <i>-es</i>.</p>	<p>SLA.4.17A Spell correctly, and Identify and correct misspelled words including words with syllable constructions such as closed, open, <i>qu</i> together, using <i>n</i> before <i>v</i>, <i>m</i> before <i>b</i>, <i>m</i> before <i>p</i>, changing <i>z</i> to <i>c</i> when adding <i>-es</i>, and diphthongs.</p>	<p>SLA.5.17A Spell correctly, and Identify and correct misspelled words including words with syllable constructions such as closed, open, <i>qu</i> together, use of <i>n</i> before <i>v</i>, <i>m</i> before <i>b</i>, <i>m</i> before <i>p</i>, change <i>z</i> to <i>c</i> when adding <i>-es</i>, and diphthongs.</p>	
			<p>SLA.1(3.16E) Write with more proficient spelling of contractions and compounds.</p>	<p>SLA.2(3.16E) Write with more proficient spelling of contractions, compounds, and homonyms such as <i>casar-cazar</i> and <i>cocer-coser</i>.</p>	<p>SLA.3.16E Write with more proficient spelling of contractions, compounds, and homonyms such as <i>casar-cazar</i> and <i>cocer-coser</i>.</p>	<p>SLA.4(3.16E) Write with more proficient spelling of contractions, compounds, and homonyms such as <i>casar-cazar</i> and <i>cocer-coser</i>.</p>	<p>SLA.5(3.16E) Write with more proficient spelling of contractions, compounds, and homonyms such as <i>casar-cazar</i> and <i>cocer-coser</i>.</p>	
	Writing (Grammar/Usage - The student composes meaningful texts by applying knowledge of grammar and usage.)							
	<p>SLA.PK(1.21A) Begin to use nouns and verbs (action words) in sentences through shared writing.</p>	<p>SLA.K(1.21A) Use nouns and verbs in sentences through shared writing.</p>	<p>SLA.1.21A Use nouns and verbs in sentences.</p>					
			<p>SLA.1(2.17A) Use singular and plural forms of regular nouns.</p>	<p>SLA.2.17A Use singular and plural forms of regular nouns.</p>	<p>SLA.3.17B Use singular and plural forms of regular nouns and adjust verbs for agreement.</p>	<p>SLA.4(3.17B) Use singular and plural forms of regular nouns and adjust verbs for agreement.</p>	<p>SLA.5(3.17B) Use singular and plural forms of regular nouns and adjust verbs for agreement.</p>	
				<p>SLA.2(3.17A) Use correct irregular plurals.</p>	<p>SLA.3.17A Use correct irregular plurals.</p>	<p>SLA.4.18A Use regular and irregular plurals correctly.</p>	<p>SLA.5.18A Use regular and irregular plurals correctly.</p>	
	<p>SLA.PK(1.21B) Begin to compose sentences in written texts and use the appropriate end punctuation through shared writing.</p>	<p>SLA.K(1.21B) Compose complete sentences in written texts and use the appropriate end punctuation through shared writing.</p>	<p>SLA.1.21B Compose complete sentences in written texts and use the appropriate end punctuation.</p>	<p>SLA.2.17B Compose complete sentences in written texts and use the appropriate end punctuation.</p>	<p>SLA.3.17C Compose elaborated sentences in written texts and use the appropriate end punctuation.</p>	<p>SLA.4.18B Write in complete sentences, varying the types such as compound and complex to match meanings and purposes.</p>	<p>SLA.5.18B Write in complete sentences, varying the types such as compound and complex to match meanings and purposes.</p>	
	<p>SLA.PK(2.17C) Compose sentences with interesting subjects through elaboration during shared writing.</p>	<p>SLA.K(2.17C) Compose sentences with interesting subjects through elaboration in shared writing subjects.</p>	<p>SLA.1(2.17C) Compose sentences with interesting subjects through elaboration.</p>	<p>SLA.2.17C Compose sentences with interesting, elaborated subjects.</p>	<p>SLA.3.17D Compose sentences with interesting, elaborated subjects.</p>	<p>SLA.4.18D Use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise.</p>	<p>SLA.5.18D Use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise.</p>	



What is it we want all students to learn?

 Denotes Proposed Power Objective

**Spanish Language Arts (Listening and Speaking, Reading, Writing, Viewing and Representing) – Prekindergarten – Grade 5
Vertical Alignment Matrix**

revised 02-06-2008

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
Strand 3: Writing				SLA.2(4.18E) Use prepositional phrases to link ideas in sentences.	SLA.3(4.18E) Use prepositional phrases to link and elaborate ideas in writing.	SLA.4.18E Use prepositional phrases to elaborate written ideas.	SLA.5.18E Use prepositional phrases to elaborate written ideas.	
				SLA.2(4.18F) Use coordinating conjunctions (and, but, or) to connect ideas meaningfully.	SLA.3(4.18F) Use coordinating conjunctions (and, but, or) to connect ideas and combine sentences meaningfully.	SLA.4.18F Use coordinating and subordinate (if, since, although) conjunctions to connect ideas meaningfully and write compound and complex sentences.	SLA.5.18F Use coordinating and subordinate (if, since, although) conjunctions to connect ideas meaningfully and write compound and complex sentences.	
				SLA.2.17D Edit writing in preparing for standard grammar and usage, including subject-verb agreement/conjugation, number and gender agreement, pronoun agreement, appropriate verb tenses, and articles.	SLA.3.17E Edit writing in preparing for standard grammar and usage, including subject-verb agreement/conjugation, number and gender agreement, pronoun agreement, appropriate verb tenses, and articles.	SLA.4.18C Employ standard Spanish usage with increased complexity in writing for audiences, including subject-verb agreement/conjugation, gender and number agreement, and parts of speech.	SLA.5.18C Employ standard Spanish usage with increased complexity in writing for audiences, including subject-verb agreement/conjugation, gender and number agreement, and parts of speech.	
			SLA.1.21C Use verb tenses such as present and preterite appropriately and consistently.	SLA.2.17E Use verb tenses such as present and preterite appropriately and consistently.	SLA.3.17F Use verb tenses such as present and preterite appropriately and consistently.	SLA.4.18I Use verb tenses such as present, preterite, future, present perfect, past perfect, and future perfect appropriately and consistently.	SLA.5.18I Use verb tenses such as present, preterite, future, present perfect, past perfect, and future perfect appropriately and consistently.	
					SLA.3(4.18H) Write with increasing accuracy when using direct and indirect object pronouns such as "José nos lo dijo."	SLA.4.18H Write with increasing accuracy when using direct and indirect object pronouns such as "José nos lo dijo."	SLA.5.18H Write with increasing accuracy when using direct and indirect object pronouns such as "Gloria se las envió a Josefina."	
	Writing (Evaluation - The student evaluates his/her own writing and the writing of others.)							
			SLA.1.22A Identify the most effective features (focus and conventions) of a piece of writing using criteria generated by the teacher and class.	SLA.2.19A Identify the most effective features (focus, development, organization, and conventions) of a piece of writing using criteria generated by the teacher and class.	SLA.3.19A Identify and apply the most effective features (focus and coherence, organization, development, voice and, and conventions) of a piece of writing using criteria generated by the teacher and class.	SLA.4.20A Apply criteria (focus and coherence, organization, development of ideas, voice, and conventions) to evaluate to revise writing.	SLA.5.20A Apply criteria (focus and coherence, organization, development of ideas, voice, and conventions) to evaluate and revise writing.	



What is it we want all students to learn?

 Denotes Proposed Power Objective

**Spanish Language Arts (Listening and Speaking, Reading, Writing, Viewing and Representing) – Prekindergarten – Grade 5
Vertical Alignment Matrix**

revised 02-06-2008

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
Strand 3: Writing			SLA.1.22B Respond constructively to others' writing.	SLA.2.19B Respond constructively to others' writing.	SLA.3.19B Respond constructively to others' writing.	SLA.4.20B Respond in constructive ways to others' writings.	SLA.5.20B Respond in constructive ways to others' writings.	
			SLA.1.22C Determine how his/her own writing achieves its initial purpose.	SLA.2.19C Determine how his/her own writing achieves its initial purpose.	SLA.3.19C Determine how his/her own writing achieves its initial purpose.	SLA.4.20C Evaluate how well his/her own writing achieves its initial purpose.	SLA.5.20C Evaluate how well his/her own writing achieves its initial purpose.	
				SLA.2.19D Use published pieces (student exemplars and authentic literature) to use as models for writing.	SLA.3.19D Use published pieces (student exemplars and authentic literature) to use as models for writing.	SLA.4.20D Analyze published examples (student exemplars and authentic literature) to use as models for writing.	SLA.5.20D Analyze published examples (student exemplars and authentic literature) to use as models for writing.	
				SLA.2.19E Review a collection of his/her own written work to determine areas of strengths and weaknesses to monitor growth as a writer.	SLA.3.19E Review a collection of his/her own written work to determine areas of strengths and weaknesses, monitor growth, and set goals as a writer.	SLA.4.20E Review a collection of written works to determine areas of strengths and weaknesses and to set goals as a writer.	SLA.5.20E Review a collection of written works to determine areas of strengths and weaknesses and to set goals as a writer.	
	Writing (Inquiry/Research - The student uses writing as a tool for learning and research.)							
		SLA.K.16A Dictate questions for investigating.	SLA.1.23A Write or dictate questions for investigating.	SLA.2.20A Write or dictate questions for investigating.	SLA.3.20A Write or dictate questions for investigating.	SLA.4.21A Formulate questions to direct research.	SLA.5.21A Formulate questions to direct research.	
	SLA.PK.10A Attempt to write messages as part of playful activity through recording his own knowledge of a topic by drawing pictures making lists and pages for a class book.	SLA.K.16B Record or dictate his/her own knowledge of a topic in various ways such as drawing pictures, making lists, and showing connections among ideas.	SLA.1.23B Record or dictate his/her own knowledge of a topic in various ways such as drawing pictures, making lists, and showing connections among ideas.	SLA.2.20B Record or dictate his/her own knowledge of a topic in various ways such as drawing pictures, making lists, and showing connections among ideas.	SLA.3.20B Record or dictate his/her own knowledge of a topic in various ways such as drawing pictures, making lists, and showing connections among ideas.	SLA.4.21B Record and organize his/her knowledge about a topic in a variety of graphic representations (graphic organizers, lists, outlines).	SLA.5.21B Record and organize his/her knowledge about a topic in a variety of graphic representations (graphic organizers, lists, outlines).	
				SLA.2.20C Use a structured process to take simple notes from relevant sources such as classroom guests, information, books, and media sources.	SLA.3.20C Use a structured process to take notes from relevant sources such as classroom guests, information, books, and media sources.	SLA.4.21C Use a structured process to take notes from relevant and authoritative sources such as guest speakers, informational books, periodicals, and media sources including on-line searches.	SLA.5.21C Use a structured process to take notes from relevant and authoritative sources such as guest speakers, informational books, periodicals, and media sources including on-line searches.	



What is it we want all students to learn?

 Denotes Proposed Power Objective

Spanish Language Arts (Listening and Speaking, Reading, Writing, Viewing and Representing) – Prekindergarten – Grade 5 Vertical Alignment Matrix

revised 02-06-2008

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 3: Writing				SLA.2.20D Compile notes into outlines, reports, summaries, or other written products using available technology.	SLA.3.20D Compile notes into outlines, reports, summaries, or other written products using available technology.	SLA.4.21D Use outlines, conceptual maps, learning logs, and timelines in useful ways to summarize and organize ideas gained from notes taken from multiple sources.	SLA.5.21D Use outlines, conceptual maps, learning logs, and timelines in useful ways to summarize and organize ideas gained from notes taken from multiple sources.
						SLA.4.21E Present information in various forms using available technology.	SLA.5.21E Present information in various forms using available technology.
						SLA.4.21F Evaluate his/her own research and raise new questions for further investigation.	SLA.5.21F Evaluate his/her own research and raise new questions for further investigation.



What is it we want all students to learn?



Denotes Proposed Power Objective

Spanish Language Arts (Listening and Speaking, Reading, Writing, Viewing and Representing) – Prekindergarten – Grade 5 Vertical Alignment Matrix

revised 02-06-2008

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 3: Writing	Writing (Connections - The student interacts with writers inside and outside the classroom in ways that reflect the practical Uses of writing.)						
		SLA.K(4.22A) Collaborate with others to compose, organize, and revise various types of written texts during shared writing.	SLA.1(4.22A) Collaborate with others to compose, organize, and revise various types of written texts.	SLA.2(4.22A) Collaborate with other writers to compose, organize, and revise various types of texts including stories, letters, poems.	SLA.3(4.22A) Collaborate with other writers to compose, organize, and revise various types of texts including personal narratives, news, letters, stories, poems.	SLA.4.22A Collaborate with other writers to compose, organize, and revise various types of texts, including personal narratives, biographies, persuasive compositions, letters, news, records, and forms.	SLA.5.22A Collaborate with other writers to compose, organize, and revise various types of texts, including personal narratives, biographies, persuasive compositions, letters, news, records, and forms.
					SLA.3(4.22B) Correspond with peers or others via e-mail or conventional mail.	SLA.4.22B Correspond with peers or others via e-mail or conventional mail.	SLA.5.22B Correspond with peers or others via e-mail or conventional mail.
Strand 3: Viewing and Representing	Viewing and Representing (Interpretation - The student understands and interprets visual images, messages, and meanings.)						
					SLA.3(4.23A) Describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings.	SLA.4.23A Describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings.	SLA.5.23A Describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings.
					SLA.3(4.23B) Interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations.	SLA.4.23B Interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations.	SLA.5.23B Interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations.
					SLA.3(4.23C) Use media to compare ideas.	SLA.4.23C Use media to compare ideas and points of view.	SLA.5.23C Use media to compare ideas and points of view.
	Viewing and Representing (Analysis - The student analyzes and critiques the significance of visual images, messages, and meanings.)						
					SLA.3(4.24A) Interpret and use the various ways visual image makers such as illustrators, and news photographers represent meanings.	SLA.4.24A Interpret and evaluate the various ways visual image makers such as graphic artists, illustrators, and news photographers represent meanings.	SLA.5.24A Interpret and evaluate the various ways visual image makers such as graphic artists, illustrators, and news photographers represent meanings.
				SLA.3(4.24B) Compare and contrast print, visual, and electronic media such as film with written text.	SLA.4.24B Compare and contrast print, visual, and electronic media such as film with written text.	SLA.5.24B Compare and contrast print, visual, and electronic media such as film with written text.	



What is it we want all students to learn?



Denotes Proposed Power Objective

Spanish Language Arts (Listening and Speaking, Reading, Writing, Viewing and Representing) – Prekindergarten – Grade 5 Vertical Alignment Matrix

revised 02-06-2008

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 3: Viewing and Representing	Viewing and Representing (Production - The student produces visual images, messages, and meanings that communicate with others.)						
					SLA.3(4.25A) Select, organize, or produce visuals to complement and extend meanings of texts.	SLA.4.25A Select, organize, or produce visuals to complement and extend meanings of texts.	SLA.5.25A Select, organize, or produce visuals to complement and extend meanings of texts.
					P SLA.3(4.25B) Produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports.	P SLA.4.25B Produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports.	P SLA.5.25B Produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports.



What is it we want all students to learn?



Denotes Proposed Power Objective