

Vertical Alignment Document

Spanish Language Arts and Reading

Kindergarten – Grade 2

Oral and Written Conventions

2011 – 2012



SLAR VERTICAL ALIGNMENT DOCUMENT
ORAL AND WRITTEN CONVENTIONS

	KINDERGARTEN		GRADE 1		GRADE 2
Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:					
CCRS	<i>E/LAS: Writing: A.5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate. (Grades K, 1, 2)</i> <i>CDS: II. Foundational Skills: B. Writing across the curriculum. 1. Write clearly and coherently using standard writing conventions. (Grades K, 1, 2)</i>				
K.16A	<p>Understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance).</p> <p>Understand and use</p> <p>THE FOLLOWING PARTS OF SPEECH IN THE CONTEXT OF READING, WRITING AND SPEAKING (WITH ADULT ASSISTANCE).</p> <hr style="border-top: 1px dashed black;"/> <p>(i) verbs, including commands and past and future tenses when speaking.</p> <p>Including, but not limited to:</p> <p>Verb - a word that describes an action or state of being</p> <p>Past (preterit indicative tense) - expresses an action that has already taken place (e.g., Ellos <i>llegaron</i> ayer.)</p> <p>Present tense verb - states an action that is happening now</p> <p>Future (indicative tense) - used to express an action that will be carried out and that will take place after the sentence (e.g.,(Yo) Cenaré carne guisada.)</p>	1.20A	<p>Understand and use the following parts of speech in the context of reading, writing, and speaking.</p> <p>Understand and use</p> <p>THE FOLLOWING PARTS OF SPEECH IN THE CONTEXT OF READING, WRITING AND SPEAKING.</p> <hr style="border-top: 1px dashed black;"/> <p>(i) verbs in the past, present and future in the indicative mode (canto, canté).</p> <p>Including, but not limited to:</p> <p>Verb - a word that describes an action or state of being</p> <p>Indicative Mode - Is the most common and utilized mode. It is used in sentences that refer to something real or true.</p> <p>Past (preterit indicative tense) - expresses an action that has already taken place. (e.g., Ellos <i>llegaron</i> ayer.)</p> <p>Past (imperfect indicative tense) - used to describe conditions as they existed in the past, to provide background to events and</p>	2.21A	<p>Understand and use the following parts of speech in the context of reading, writing, and speaking.</p> <p>Understand and use</p> <p>THE FOLLOWING PARTS OF SPEECH IN THE CONTEXT OF READING, WRITING AND SPEAKING.</p> <hr style="border-top: 1px dashed black;"/> <p>(i) regular and irregular verbs (past, present, and future in the indicative mode).</p> <p>Including, but not limited to:</p> <p>Verb - a word that describes an action or state of being</p> <p>Regular verbs - verbs that maintain their stem and take ordinary endings in all their tenses or persons</p> <p>Irregular verbs - verbs that change their stem when conjugated (<i>decir</i> to <i>digo</i>, <i>dices</i>, etc.) their endings (<i>construir</i> to <i>construyó</i>) or the whole verb (<i>ir</i> to <i>voy</i>, <i>vas</i>).</p> <p>Indicative Mode - Is the most common and</p>

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		<p>to describe habitual actions (e.g., Yo <i>hablaba</i> mucho con mis amigos de la escuela.)</p> <p>Future (indicative tense) - used to express an action that will be carried out and that will take place after the sentence (e.g., (Yo) Cenaré carne guisada.).</p>	<p>utilized mode. It is used in sentences that refer to something real or true.</p> <p>Past (preterit indicative tense) - expresses an action that has already taken place. (e.g., Ellos <i>llegaron</i> ayer.)</p> <p>Past (imperfect indicative tense) - used to describe conditions as they existed in the past, to provide background to events and to describe habitual actions (e.g., Yo <i>hablaba</i> mucho con mis amigos de la escuela.)</p> <p>Future (indicative tense) - used to express an action that will be carried out and that will take place after the sentence (e.g., (Yo) Cenaré carne guisada.).</p> <p>Immediate future - is similar to the simple future, except that it uses a construction with the verb <i>ir</i> along with the infinitive of another verb. Formula: Ir + a +verb in infinitive form (e.g., El <i>va a jugar</i> con la pelota).</p>
	<p>(ii) nouns (singular/plural).</p> <p>Noun - a word that is used to name anything that exists. (people, animals, feelings, places or things/objects)</p> <p>Examples:</p> <ul style="list-style-type: none"> • Persona- Lisa, Manuel • Animal- gato, pájaro • Sentimiento- lugar- amor, tristeza; • Places- Tejas, ciudad 	<p>(ii) nouns (singular/plural, common/proper).</p> <p>Noun - a word that is used to name anything that exists. (people, animals, feelings, places or things/objects)</p> <p>Examples:</p> <ul style="list-style-type: none"> • Persona-Lisa, Manuel • Animal-gato, pájaro • Sentimiento, lugar- amor, tristeza; 	<p>(ii) nouns (singular/plural, common/proper).</p> <p>Noun - the word that is used to name anything that exists. (people, animals, feelings, places or things/objects)</p> <p>Examples:</p> <ul style="list-style-type: none"> • Persona-Lisa, Manuel • Animal-gato, pájaro • Sentimiento, lugar- amor, tristeza;

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<ul style="list-style-type: none"> • Cosas/objetos- casa, reloj <p>Singular noun - names an individual person, place or thing (e.g., niño, casa, gato)</p> <p>Plural noun - names more than one person, place or thing (e.g. an –s is added, casa-casas; or –es is added, hogar-hogares)</p>	<p>Tejas, ciudad</p> <ul style="list-style-type: none"> • Cosas/objetos- casa, reloj <p>Singular noun - names an individual person, place or thing (e.g., niño, casa, gato)</p> <p>Plural noun - names more than one person, place or thing (e.g. an –s is added, casa-casas; or –es is added, hogar-hogares)</p> <p>Common noun - the general name of a person, place, thing or idea (e.g., niño, ciudad)</p> <p>Proper noun - names a specific person, place, thing or idea and is always begins with a capital letter (e.g., Juan, Texas)</p>	<p>Tejas, ciudad</p> <ul style="list-style-type: none"> • Cosas/objetos- casa, reloj <p>Singular noun - names an individual person, place or thing (e.g., niño, casa, gato)</p> <p>Plural noun - names more than one person, place or thing (e.g. an –s is added, casa-casas; or –es is added, hogar-hogares)</p> <p>Common noun - the general name of a person, place, thing or idea (e.g., niño, ciudad)</p> <p>Proper noun - names a specific person, place, thing, or idea and is always begins with a capital letter (e.g., Juan, Texas)</p>
<p>(iii) descriptive words.</p> <p>Descriptive words - are typical adjectives that describe a noun</p>	<p>(iii) adjectives (e.g., descriptive: verde, alto).</p> <p>Adjective - a word that accompanies the noun or name and modifies it. They are typically placed after the noun (e.g. –la casa amarilla.)</p> <p>Descriptive adjective - tells what type, which one or how many</p>	<p>(iii) adjectives (e.g., descriptive: viejo, maravilloso).</p> <p>Adjective - a word that accompanies the noun or name and modifies it. They are typically placed after the noun (e.g. –la casa amarilla.)</p> <p>Descriptive adjective - tells what type, which one or how many</p> <hr/> <p>(iv) articles (e.g., un, una, la, el).</p> <p>Article - a word that is placed before the noun that indicates the gender and the number of the noun.</p>

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		<p>(iv) adverbs (e.g., time: before, next).</p> <p>Adverb - is the word that modifies or describes a verb or an adjective.</p> <p>Adverbs of manner - time- indicate when an action has ended or the duration of that action.</p> <ul style="list-style-type: none"> • Cuando: Comí <i>antes</i> de ir a la escuela. • Duración: El <i>siempre</i> llega tarde. 	<p>Masculine</p> <ul style="list-style-type: none"> • Definite articles - el (singular), los (plural) • Indefinite articles - un (singular), unos (plural) <p>Feminine</p> <ul style="list-style-type: none"> • Definite articles - la (singular), las (plural) • Indefinite articles - una (singular), unas (plural) <p>Neutral</p> <ul style="list-style-type: none"> • lo (singular) <hr/> <p>(v) adverbs (e.g., time: antes, después; manner: cuidadosamente).</p> <p>Adverb - is the word that modifies or describes a verb or an adjective.</p> <p>Adverbs of manner - time - indicate when an action has ended or the duration of that action.</p> <ul style="list-style-type: none"> • Cuando: Comí <i>antes</i> de ir a la escuela. • Duración: El <i>siempre</i> llega tarde. <p>Adverbs of manner - manner-describe how an action is done</p> <ul style="list-style-type: none"> • Ella hizo su trabajo <i>cuidadosamente</i>.

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<p>(iv) prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., en, de, por la tarde, en la mañana); and</p> <p>Preposition - a word that shows the relationship between two words in a sentence</p> <p>Simple prepositional phrase - a phrase that has a preposition and an object (e.g., <i>Siéntate debajo de la mesa.</i>)</p>	<p>(v) prepositions and prepositional phrases ("por la mañana").</p> <p>Preposition - a word that shows the relationship between two words in a sentence</p> <p>Prepositional phrase - a phrase that has a preposition and an object, can also be descriptive words between the preposition and the object of the preposition (e.g., <i>Siéntate debajo de la pequeña mesa.</i>)</p>	<p>(vi) prepositions and prepositional phrases.</p> <p>Preposition - a word that shows the relationship between two words in a sentence</p> <p>Prepositional phrase - a phrase that has a preposition and an object, can also be descriptive words between the preposition and the object of the preposition (e.g., <i>Siéntate debajo de la pequeña mesa.</i>)</p>
<p>(v) personal pronouns (e.g., yo, ellos).</p> <p>Including but not limited to:</p> <p>Subject pronouns: yo, tú, él , ella, nosotros, ellos, ellas, ustedes</p> <p>Pronouns - a word that is used in place of a noun. They must match in gender and number to the subject that is being replaced.</p>	<p>(vi) personal pronouns (e.g., yo, ellos); and</p> <p>Including but not limited to:</p> <p>Subject pronouns: yo, tú, él , ella, nosotros, ellos, ellas, ustedes</p> <p>Object pronouns: me, te, lo/la/le, nos, los/las/les</p> <p>Pronouns - a word that is used in place of a noun. They must match in gender and number to the subject that is being replaced.</p>	<p>(vii) pronouns (e.g., él, su); and</p> <p>Including but not limited to:</p> <p>Subject pronouns: yo, tú, él , ella, nosotros, ellos, ellas, ustedes</p> <p>Object pronouns: me, te, lo/la/le, nos, los/las/les</p> <p>Possessive pronouns: mío/mía(s), tuyo/a(s), suyo/a(s), nuestro/a(s)</p> <p>Pronouns - a word that is used in place of a noun. They must match in gender and number to the subject that is being replaced.</p>
	<p>(vii) time-order transition words (e.g., primero, luego, después).</p>	<p>(viii) time-order transition words.</p> <p>Transition words time-order - a word or</p>

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		<p>Time-order, transition words - a word or phrase that helps the reader or writer to go from one sentence to the next (e.g. primero, pronto, inmediatamente, mientras, durante, ocasionalmente, segundo, luego, en ese tiempo, mientras tanto, cuando, frecuentemente, finalmente, ahora, hasta, ya, después, entretanto, siguiente)</p>	<p>phrase that helps the reader or writer go from one sentence to the next.(e.g., primero, pronto, inmediatamente, mientras, durante, ocasionalmente, segundo, luego, en ese tiempo, mientras tanto, cuando, frecuentemente, finalmente, ahora, hasta, ya, después, entretanto, siguiente)</p>
<p>K.16B</p>	<p>Speak in complete sentences to communicate; and</p> <p>Speak</p> <p>IN COMPLETE SENTENCES TO COMMUNICATE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Sentences that state something (e.g., Los perros pueden ladrar). • Sentences that ask questions (e.g. ¿Pueden ladrar los perros?) • Sentences that show strong feelings (e.g., ¡Gané!) 	<p>1.20B</p> <p>Speak in complete sentences with correct article-noun agreement (e.g., la pelota, el mapa, el agua, la mano, el águila); and</p> <p>Speak</p> <p>IN COMPLETE SENTENCES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Declarative sentence - a sentence that states something (e.g., Los perros pueden ladrar). • Interrogative sentence - a sentence that asks a question (e.g. ¿Pueden ladrar los perros?) • Exclamatory sentence - a sentence that shows strong feelings (e.g., ¡Gané!) <p>WITH CORRECT ARTICLE-NOUN AGREEMENT</p> <p>Masculine</p> <ul style="list-style-type: none"> • Definite articles: el libro, los libros • Indefinite articles: un libro, unos libros <p>Feminine</p>	

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		<ul style="list-style-type: none"> • Definite articles: la flor, las flores • Indefinite articles: una flor, unas flores 	
			<p>2.21B Distinguish among declarative, interrogative, exclamatory, and imperative sentences.</p> <p>Distinguish</p> <p>AMONG DECLARATIVE, INTERROGATIVE, EXCLAMATORY, AND IMPERATIVE SENTENCES.</p> <p>Including, but not limited to:</p> <p>Declarative sentence - a sentence that states a complete idea and ends with a period (.)</p> <p>Interrogative sentence - a sentence that asks a question; begins with a question mark (¿) and ends with a question mark (?)</p> <p>Exclamatory sentence - a sentence that expresses strong feelings; begins with an exclamation mark (!) and ends with an exclamation mark (!)</p> <p>Interjection - show a strong emotion or feeling. In general, interjections are separated in a sentence with exclamation marks or with a comma when the feeling is not very strong. (e.g., ¡Ay! Me lastimé el dedo. ¡Bravo, saqué un cien en la prueba!)</p> <p>Imperative sentence - a sentence that gives an order and can end with a period or an exclamation mark.</p>

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K.16C	<p>Use complete simple sentences.</p> <p>Use</p> <p>COMPLETE SIMPLE SENTENCES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Write/dictate complete sentences in written texts. • Write/dictate sentences that state something (e.g., Los perros pueden ladrar). 				
		1.20C	<p>Identify and read abbreviations (e.g., Sr., Sra.).</p> <p>Identify and read</p> <p>ABBREVIATIONS</p> <p>Abbreviations - abbreviated representation of the word in writing. (e.g. Sr., Sra., Dr., Lic., Ave., Gen., Col.)</p>		
<p><i>Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</i></p>					
K.17A	<p>Form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression).</p> <p>Form</p> <p>UPPER- AND LOWER-CASE LETTERS LEGIBLY USING THE BASIC CONVENTIONS OF PRINT</p> <p>Including, but not limited to:</p>	1.21A	<p>Form upper- and lower-case letters legibly in text, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences.</p> <p>Form</p> <p>UPPER- AND LOWER-CASE LETTERS LEGIBLY USING THE BASIC CONVENTIONS OF PRINT</p>	2.22A	<p>Write legibly leaving appropriate margins for readability.</p> <p>Write</p> <p>LEGIBLY LEAVING APPROPRIATE MARGINS FOR READABILITY</p>

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	<ul style="list-style-type: none"> • Left-to-right progression • Top-to-bottom progression • Gain control of penmanship, such as pencil grip, paper position and beginning stroke 		Including, but not limited to: <ul style="list-style-type: none"> • Progression from left to right • Progression from top to bottom • Spacing between words • Spacing between sentences • Using the correct formation • Using the appropriate size • Using the appropriate spacing • Gain control of penmanship, such as pencil grip, paper position, and beginning stroke 		
K.17B	Capitalize the first letter in a sentence; and Capitalize THE FIRST LETTER IN A SENTENCE Including, but not limited to: <ul style="list-style-type: none"> • Sentences that state something (e.g., Puedo correr). • Own name 	1.21B	Recognize and use basic capitalization for: Recognize and use BASIC CAPITALIZATION FOR: (i) the beginning of sentences; and Including, but not limited to: <ul style="list-style-type: none"> • Capitalize the first word in a declarative, interrogative and exclamatory sentence 	2.22B	Use capitalization for: Use CAPITALIZATION FOR: (i) proper nouns; and Including, but not limited to: <ul style="list-style-type: none"> • Names of people and pets • Names of places such as: stores, parks, etc. • Brand names or products (e.g., pañales desechables <i>Pampers</i>- Mi bebé usa <i>Pampers</i>.; Buick- Yo tengo un <i>Buick</i>.)

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			<p>(ii) names of people; and</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Own name • Names of pets • Names of family members 		<p>Proper name - names a specific person, place or thing</p> <hr/> <p>(ii) the salutation and closing of a letter.</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Capitalize the first word in the greeting (salutation) (e.g., Estimados amigos) • Capitalize the first word of the closing of a letter (e.g., Cordiales saludos)
				2.22C	<p>Understand that months and days of the week are not capitalized.</p> <p>Understand</p> <p>THAT THE MONTHS AND DAYS OF THE WEEK ARE NOT CAPITALIZED</p> <p>In Spanish, months and days of the week are always written in lower case unless they are at the beginning of the sentence, or they are part of a name that requires it to be spelled with a capital letter.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Nació el pasado martes, 22 de noviembre. • Santo, Plaza del Dos de Mayo, • Hospital Doce de Octubre.
K.17C	Use punctuation at the beginning (when appropriate) and at the end of a sentence.	1.21C	Recognize and use punctuation marks at the beginning and end of exclamatory and interrogative sentences and at the end of declarative sentences.	2.22D	Recognize and use punctuation marks, including beginning and ending punctuation in sentences; and

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	<p>Including, but not limited to:</p> <ul style="list-style-type: none"> Using punctuation marks at the beginning (; ;) and at the end (!; ?; .) to indicate to the reader that he/she has completed a thought 	<p>Recognize</p> <p>PUNCTUATION MARKS AT THE BEGINNING AND END OF EXCLAMATORY AND INTERROGATIVE SENTENCES AND AT THE END OF DECLARATIVE SENTENCES.</p> <p>Use</p> <p>PUNCTUATION AT THE BEGINNING AND AT THE END OF A SENTENCE.</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Declarative sentence - a sentence that states a complete idea and ends with a period (.) Interrogative sentence - a sentence that asks a question; begins with a question mark (¿) and ends with a question mark (?) Exclamatory sentence - a sentence that expresses strong feelings; begins with an exclamation mark (!) and ends with an exclamation mark (!) 	<p>Including, but not limited to:</p> <ul style="list-style-type: none"> Recognize that a sentence communicates a complete idea; Recognize that an author uses punctuation marks at the beginning (; ;) and at the end (!; ?; .) as he/she writes to indicate to the reader that he/she has completed a thought Using punctuation marks at the beginning (; ;) and at the end (!; ?; .) to indicate to the reader that he/she has completed a thought

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