

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Listening/Speaking/Viewing</p>	<p>The following objectives support competencies A and B.</p> <ol style="list-style-type: none"> 1. Follows a set of directions, instructions, or commands to complete a task of medium difficulty. (FL.A.2.1.3) 2. Recites and retells poems and/or song lyrics. 3. Arranges pictures in sequence and creates simple "stories" or descriptions from pictures/media (e.g., illustrations, drawings, paintings, magazines, posters, television programs, movies, etc.). 4. Tells/retells individual/group experiences in the form of stories. (FL.A.3.1.1) 5. Responds and asks questions to demonstrate comprehension of a text selection that has been orally presented. 6. Speaks with a clear, understandable voice. 7. Speaks using vocabulary in context, sentence length, and sentence/phrase complexity appropriate for grade level. (FL.A.3.1.1) 8. Recognizes and writes onomatopoeic sounds/words. 9. Listens/views a play/presentation/dance/media broadcast (television, radio, video, filmstrip, radio broadcast) and retells/summarizes it in own words. (FL.A.2.1.4) 10. <i>Expresses likes and dislikes when asked simple questions.</i> (FL.A.1.1.1) 11. <i>Greets others and exchanges essential personal information.</i> (FL.A.1.1.2) 12. <i>Uses appropriate gestures and expressions to complete or enhance verbal messages.</i> (FL.A.1.1.3) 	<ol style="list-style-type: none"> A. The student will demonstrate development of effective listening and viewing skills by: <ol style="list-style-type: none"> a. following a set of directions, instructions, or imperative commands of some complexity to complete a task; b. listening/viewing a play/presentation/individual or group experience/media broadcast and summarizing/retelling it in own words. (FL.A.2.1.3) B. The student will demonstrate effective communication skills by: <ol style="list-style-type: none"> a. describing in detail an individual/group experience, a story read, or a set of illustrations; b. retelling or dramatizing a story read aloud in class, following proper logical sequence; c. answering/asking questions related to a viewing/listening experience (e.g., song, story, play, television program, radio program, realia, poster, etc.) (FL.A.2.1.4) (FL.A.3.1.1)

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<p>II Reading/Literature</p>	<p>The following objectives support competencies A, B, and C.</p> <ol style="list-style-type: none"> 1. Identifies and decodes the following initial, middle, and final syllable patterns: "c(vv)" in a word (e.g., "comienza", "desierto", "limpiando", "puente", "serpiente"), c(v) (e.g., "gato", "jinete", "girasol", "llave", "yema", "xil'fono", "Waldo"), c(c)(v) (e.g., "chaqueta", "fresco", "blusa", "carro"). c(c)(v)(c) (e.g., "blanco", "planta", "fresco"). 2. Identifies and decodes words in a sentence/simple literary selection that contain the above mentioned syllable patterns. 3. Identifies rhyming words within a simple literary selection. 4. Identifies and locates topic sentences/main idea in a paragraph or short literary selection. 5. Asks and answers questions appropriate to the student's instructional level to demonstrate comprehension of literary selections. (FL.C.2.1.1) 6. Identifies logical plot/character outcomes in a literary selection based on comprehension and/or word/illustrations/title cues. 7. Distinguishes between reality/real actions and fantasy/unreal actions or real/fantastic events in a literary selection. 8. Recognizes inflected word forms (e.g. plurals/singulars, suffixes, gender/number word markers) within a simple text. 9. Recognizes function words (e.g., prepositions, contractions, conjunctions) within simple literary texts. 10. Recognizes nouns and verbs and classifies them by categories based on common topics of units of study appropriate to grade level. 11. Uses appropriate pauses rhythm and intonation as a response to punctuation when reading (e.g., question mark, exclamation points, periods, etc.) 	<ol style="list-style-type: none"> A. The student will demonstrate understanding of letter-sound correspondence by: <ol style="list-style-type: none"> a. using and writing a variety of words with simple consonant/vowel and vowel/consonant patterns; b. applying knowledge of letter/sound and syllable/words correspondences when reading simple literary selections. B. The student will demonstrate the use of basic decoding skills by: <ol style="list-style-type: none"> a. reading sentences/phrases within short literary selections; b. recognizing rhyming word/patterns.; c. identifying words that begin and end with the same syllable/sound; d. reinterpreting/retelling written sentences and/or short literary selections in oral form. C. The student will demonstrate comprehension of a literary selection by: <ol style="list-style-type: none"> a. identifying details, characters, plot lines, time sequences and general themes using context clues; b. predicting logical outcomes in short literary selections; c. illustrating the main characters or events in a story; d. distinguishing reality from fantasy within the elements of a story. (FL.C.2.1.1) D. <i>The student will recognize that language has different patterns of communication and apply this knowledge to own culture. (FL.D.1.1.1)</i>

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<p>III Writing/Language Mechanics</p>	<p>12. <i>Knows examples of words borrowing from one language to another.</i> (FL.D.1.1.1)</p> <p>The following objectives support competency A.</p> <ol style="list-style-type: none"> 1. Writes simple sentences through language experience activities at student's instructional level. 2. Arranges and spaces words when forming sentences. 3. Uses symbolic writing conventions (e.g., question mark, exclamation mark, period, comma, colon, dash, ellipsis, etc.) 4. Writes declarative, interrogative, and imperative sentences using correct punctuation and syntax. 5. Writes own first and last name in legible manuscript lettering. 6. Uses appropriate capitalization/lower case lettering conventions when writing simple sentences and phrases. 7. Copies a friendly letter, invitation, or announcement. 8. Supplies a synonym or antonym for a word. 9. Identifies contractions and the words they derivate(e.g., "del=de + el", "al=a + el"). 10. Recognizes the syllabic structure of a diphthong. 11. Identifies the verb in a sentence and changes verb forms (i.e., from present to past tense from third person singular to third person plural). 12. Transforms declarative sentences into interrogative and/or imperative sentences. 	<p>A. The student will demonstrate his/her growth in literacy by:</p> <ol style="list-style-type: none"> a. writing full first and last name with proper spacing between words and capitalizing the first letter; b. writing three (3) simple sentences using writing conventions; c. writing one (1) sentence each: declarative, interrogative, imperative, and negative; d. writing a simple paragraph of three (3) or more sentences with evidence of writing process and using writing conventions.

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<p>IV Culture</p>	<p>13. Transforms a positive sentence into a negative sentence.</p> <p>14. Uses a variety of pre-writing techniques (e.g., brainstorming, observing, listing, imaging, and webbing) to generate ideas for writing.</p> <p>15. Uses the writing process (pre-writing, composing, revising, editing, and publishing) in writing short paragraphs and simple poems.</p> <p>The following objectives support competencies A, B and C.</p> <ol style="list-style-type: none"> 1. Creates and/or participates in games, dances, and activities (classroom and/or schoolwide) relating to stories, myths, and folktales from various Hispanic countries, with emphasis on those cultures represented in our community. (FL.B.1.1.1) 2. Identifies differences and similarities between different aspects of those Hispanic cultures represented in our community. 3. Dramatizes in plays, skits, and dances selected aspects of Hispanic cultures represented in our community. (FL.B.1.1.1) 4. Illustrates aspects of different Hispanic cultures represented in our community in drawings, posters, collages, group paintings, etc. 5. Manipulates realia, food, and objects related to specific/general aspects of some of the Hispanic cultures represented in our community. (FL.B.1.1.3) 6. <i>Recognizes patterns of social behavior or social interaction in various settings.</i> (FL.B.1.1.2) 7. <i>Knows examples of words from one language to another.</i> (FL.D.1.1.1) 	<ol style="list-style-type: none"> A. The student will demonstrate an understanding of some of the aspects of the different Hispanic cultures represented in our community by: <ol style="list-style-type: none"> a. dramatizing a short skit/dance/play in which one (or several) aspects of the Hispanic cultures in our community are portrayed and/or highlighted; b. drawing a poster, painting or illustration, or creating a collage that shows a particular aspect/generic characteristic of the Hispanic cultures in our community; c. using realia or objects, or cooking/preparing foods related to Hispanic cultures represented in our community. (FL.B.1.1.1) (FL.B.1.1.3) B. <i>The student will recognize that languages have different patterns of communication and apply this knowledge to own culture.</i> (FL.D.1.1.1) (FL.D.1.1.2) C. <i>The student will recognize that cultures have different patterns and apply this knowledge to own culture.</i> (FL.2.1.1) (FL.2.1.2)

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<p><i>V Connections</i></p>	<p>8. <i>Uses simple vocabulary and short phrases in Spanish.</i> (FL.D.1.1.2)</p> <p>9. <i>Knows the similarities and differences between the patterns of behavior of Hispanic culture relating to recreation, celebration, holidays, customs and the pattern of behavior of the local culture.</i> (FL.D.2.1.1)</p> <p>10. <i>Recognizes that there are similarities and differences between objects from Hispanic culture and objects from the local culture.</i> (FL.D.2.1.2)</p> <p><i>The following objectives support competencies A, B, and C.</i></p> <p>1. <i>Uses simple vocabulary and phrases to identify familiar objects and concepts from other disciplines.</i> (FL.C.1.1.1)</p> <p>2. <i>Participates in activities in the Spanish class that are based on concepts taught in content classes.</i> (FL.C.1.1.2)</p> <p>3. <i>Uses Spanish to gain access to information that is only available through Spanish or within Hispanic culture.</i> (FL.C.2.1.1)</p>	<p>A. <i>The student will reinforce and enhance knowledge of other disciplines through Spanish by:</i></p> <ul style="list-style-type: none"> a. <i>identifying community members;</i> b. <i>identifying and labeling cities and geographical points on a map of a given country;</i> c. <i>describing locations using cardinal directions (north, south, east, and west).</i> <p>(FL.C.1.1.1) (FL.C.1.1.2)</p>

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		<p><i>B. The student will acquire information and perspective through Spanish and within Hispanic culture by:</i></p> <ul style="list-style-type: none"> <i>a. describing in detail individual/group experiences;</i> <i>b. retelling and dramatizing a skit, dance, or play in which aspects of Hispanic culture are portrayed;</i> <i>c. answering/asking teacher-directed questions concerning a viewing/listing experience (e.g., Hispanic television programs, radio programs, songs). (FL.C.2.1.1)</i> <p><i>C. Answering/asking teacher-directed questions concerning a viewing/listening experience (e.g., Hispanic television programs, radio programs, songs). (FL.C.2.1.1)</i></p>