

Vertical Alignment of Spanish Reading Vocabulary

Grades K–3

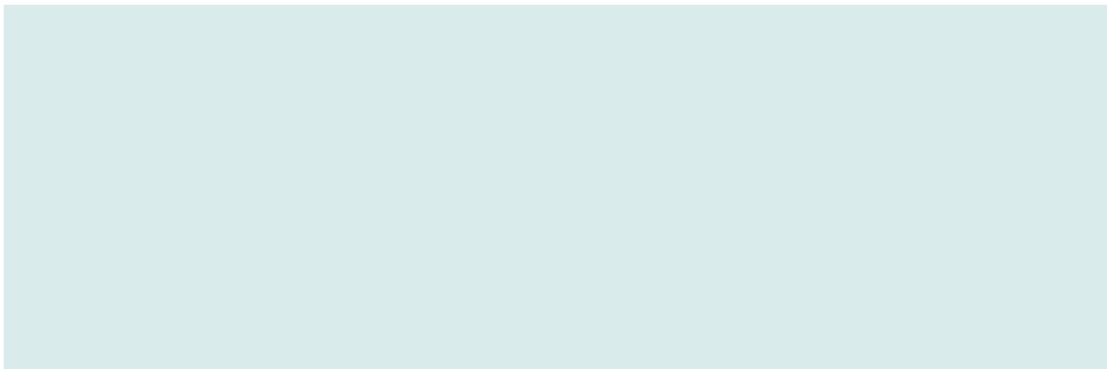
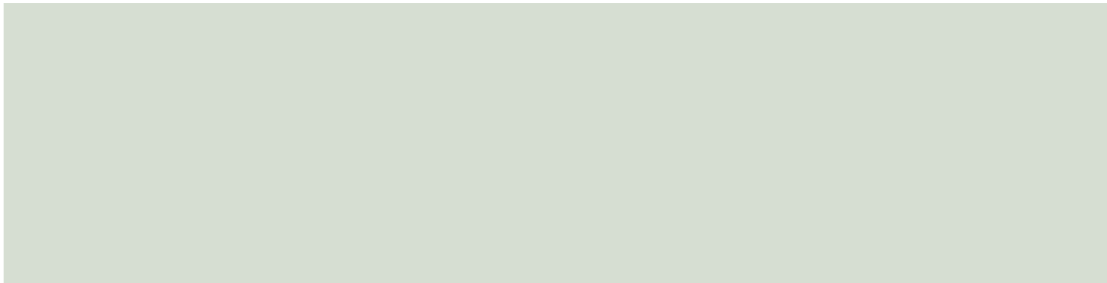
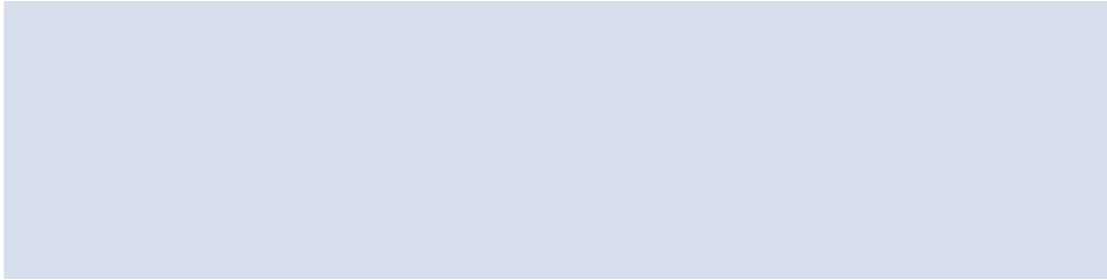
Spanish

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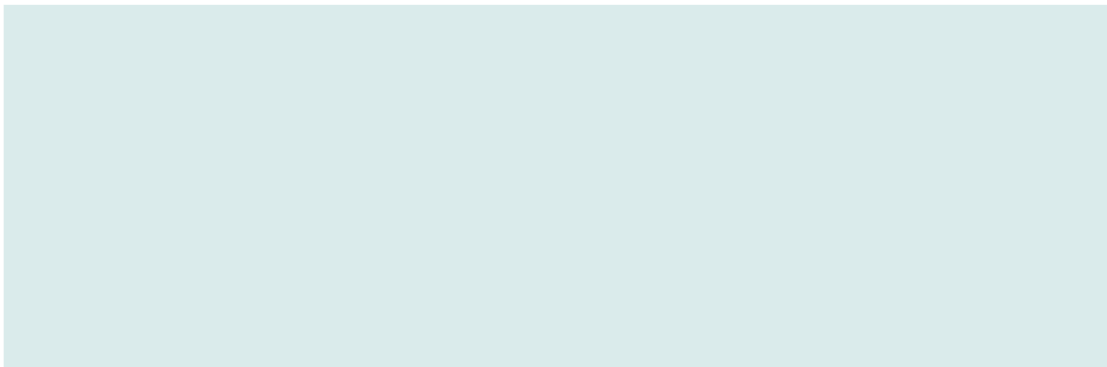
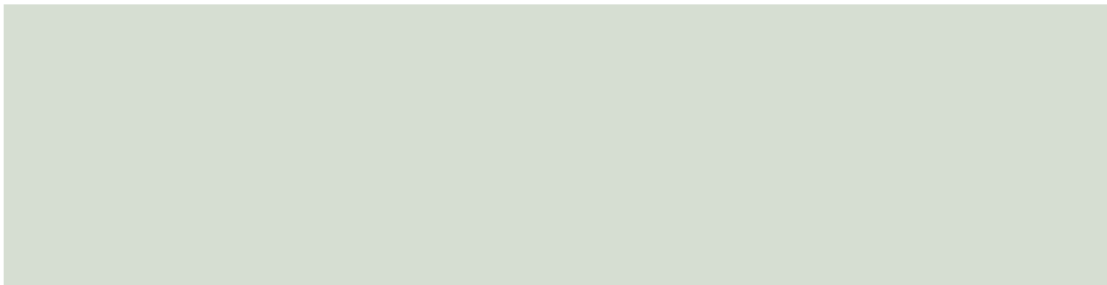
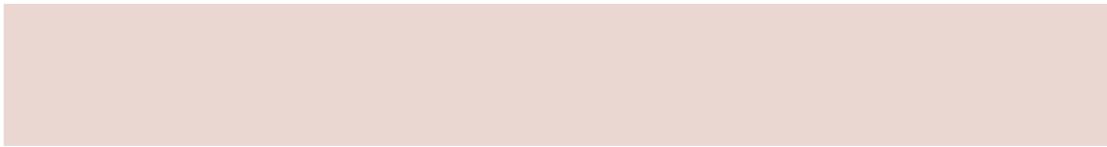
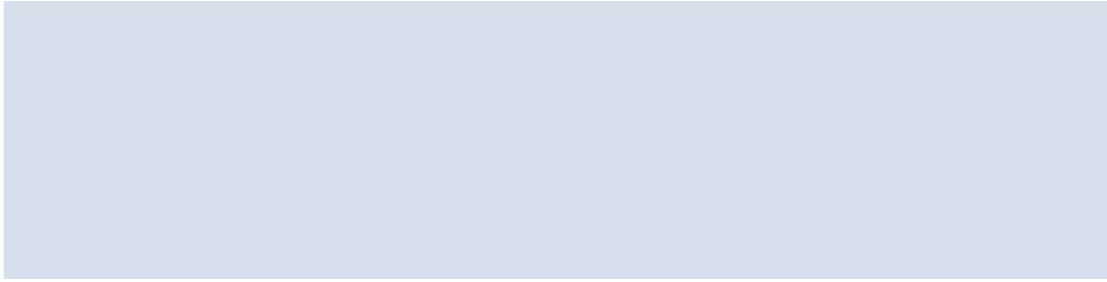
KINDERGARTEN

Proclamation 2010 English Language Arts/Reading K-1, Reading 2-5



GRADE 1

Proclamation 2010 English Language Arts/Reading K–1, Reading 2–5



GRADE 2

Proclamation 2010 English Language Arts/Reading K–1, Reading 2–5

2.5 Reading/VOCABULARY DEVELOPMENT. Students understand new vocabulary and use it when reading and writing. Students are expected to:

- (A) use prefixes and suffixes to determine the meaning of words (e.g., componer/descomponer; obedecer/desobedecer);
- (B) use context to determine the relevant meaning of unfamiliar words or multiple-meaning words;
- (C) identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning; and
- (D) alphabetize a series of words and use a dictionary or a glossary to find words.

2.23 Oral and Written Conventions/SPELLING. Students spell correctly. Students are expected to:

- (A) become familiar with words using orthographic patterns including:
 - (i) words that use syllables with hard /r/ spelled as “r” or “rr,” as in ratón and carro;
 - (ii) words that use syllables with soft /r/ spelled as “r” and always between two vowels, as in loro and cara;
 - (iii) words that use syllables with silent “h,” as in hora and hoy;
 - (iv) words that use syllables que-, qui-, as in queso and quito; gue-, gui-, as in guiso and juguete; and güe-, güi-, as in paragüero and agüita;
 - (v) words that have the same sound represented by different letters (e.g., “r” and “rr,” as in ratón and perro; “ll” and “y,” as in llave and yate; “g” and “j,” as in gigante and jirafa; “c,” “k,” and “q,” as in casa, kilo, and quince; “c,” “s,” and “z,” as in cereal, semilla, and zapato; “j” and “x,” as in cojín and México; “i” and “y,” as in imán and doy; “b” and “v,” as in burro and vela); and
 - (vi) words using “n” before “v” (e.g., invitación), “m” before “b” (e.g., cambiar), and “m” before “p” (e.g., comprar);
- (B) spell words with consonant blends (e.g., bra/bra-zo-, glo/glo-bo-);
- (C) spell the plural form of words ending in “z” by replacing the “z” with “c” before adding -es (e.g., lápiz, lápices, feliz, felices);
- (D) use knowledge of syllabic sounds, word parts, word segmentation, and syllabication to spell;
- (E) spell words that have a prosodic or orthographic accent on the last syllable (palabras agudas) (e.g., feliz, canción);
- (F) become familiar with words that have a prosodic or orthographic accent on the second-to-last syllable (palabras graves) (e.g., casa, árbol);
- (G) use accents appropriately on words commonly used in questions and exclamations (e.g., cuál, dónde, cómo);
- (H) mark accents appropriately when conjugating verbs in the simple past in the indicative mode (e.g., corrió, jugó);
- (I) identify, read, and write abbreviations (e.g., Sr., Dra.); and
- (J) use resources to find correct spellings.

GRADE 3

Proclamation 2010 English Language Arts/Reading K–1, Reading 2–5

3.4 Reading/VOCABULARY DEVELOPMENT. Students understand new vocabulary and use it when reading and writing. Students are expected to:

- (A) identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots;
- (B) use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs;
- (C) identify and use antonyms, synonyms, homographs, and homophones;
- (D) identify and apply playful uses of language (e.g., tongue twisters, palindromes, riddles); and
- (E) alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words.

3.24 Oral and Written Conventions/SPELLING. Students spell correctly. Students are expected to:

- (A) use knowledge of letter sounds, word parts, word segmentation, and syllabication to spell;
- (B) spell words with more advanced orthographic patterns and rules:
 - (i) consonant doubling when adding an ending;
 - (ii) dropping final “e” when endings are added (e.g., -ing, -ed);
 - (iii) changing y to i before adding an ending;
 - (iv) double consonants in middle of words;
 - (v) complex consonants (e.g., scr-, -dge, -tch); and
 - (vi) abstract vowels (e.g., ou as in could, touch, through, bought);
- (C) spell high-frequency and compound words from a commonly used list;
- (D) spell words with common syllable constructions (e.g., closed, open, final stable syllable);
- (E) spell single syllable homophones (e.g., bear/bare; week/weak; road/rode);
- (F) spell complex contractions (e.g., should've, won't); and
- (G) use print and electronic resources to find and check correct spellings.

3.31 Listening and Speaking/Teamwork. Students work productively with others in teams.

Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.

GRADE 4

Proclamation 2010 English Language Arts/Reading K–1, Reading 2–5

4.2 Reading/VOCABULARY DEVELOPMENT. Students understand new vocabulary and use it when reading and writing. Students are expected to:

- (A) determine the meaning of grade-level academic Spanish words derived from Latin, Greek, or other linguistic roots and affixes;
- (B) use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words;
- (C) complete analogies using knowledge of antonyms and synonyms (e.g., boy:girl as male:_____ or girl:woman as boy:_____);
- (D) identify the meaning of common idioms; and
- (E) use a dictionary or glossary to determine the meanings, spelling, and syllabication of unknown words.

4.22 Oral and Written Conventions/SPELLING. Students spell correctly. Students are expected to:

- (A) write with increasing accuracy using accent marks including:
 - (i) words that have a prosodic or orthographic accent on the last syllable (palabras agudas) (e.g., feliz, canción);
 - (ii) words that have a prosodic or orthographic accent on the second-to-last syllable (palabras graves) (e.g., casa, árbol); and
 - (iii) words that have an orthographic accent on the third-to-last syllable (palabras esdrújulas) (e.g., último, cómico, mecánico);
- (B) spell words with hiatus and diphthongs (e.g., le-er, rí-o, quie-ro, vio);
- (C) spell base words and roots with affixes (e.g., ex-, pre-, post-, -able);
- (D) spell words with:
 - (i) Greek roots (e.g., tele-, foto-, grafo-, metro-);
 - (ii) Latin roots (e.g., spec, scrib, rupt, port, dict);
 - (iii) Greek suffixes (e.g., -ología, -fobia, -ismo, -ista); and
 - (iv) Latin derived suffixes (e.g., -able, -ible, -ancia);
- (E) differentiate the meaning or function of a word based on the diacritical accent (e.g., dé, de; tú, tu);
- (F) mark accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (e.g., corrió, jugó, tenía, gustaría, vendrá); and
- (G) use spelling patterns, rules, and print and electronic resources to determine and check correct spellings.

5.29 Listening and Speaking/TEAMWORK. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.

English Language Proficiency Standards — ELPS

- (1) **Cross-curricular second language acquisition/LEARNING STRATEGIES.** The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. A – H
- (2) **Cross-curricular second language acquisition/LISTENING.**
 - (C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions.
- (3) **Cross-curricular second language acquisition/SPEAKING.**
 - (D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency.
- (4) **Cross-curricular second language acquisition/READING.**
 - (C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials.
- (5) **Cross-curricular second language acquisition/WRITING.**
 - (B) write using newly acquired basic vocabulary and content-based grade-level vocabulary.

GRADE 5

Proclamation 2010 English Language Arts/Reading K–1, Reading 2–5

5.2 Reading/VOCABULARY DEVELOPMENT. Students understand new vocabulary and use it when reading and writing. Students are expected to:

- (A) determine the meaning of grade-level academic Spanish words derived from Latin, Greek, or other linguistic roots and affixes;
- (B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words;
- (C) produce analogies with known antonyms and synonyms;
- (D) identify and explain the meaning of common idioms, adages, and other sayings; and
- (E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabification, spelling, alternate word choices, and parts of speech of words.–

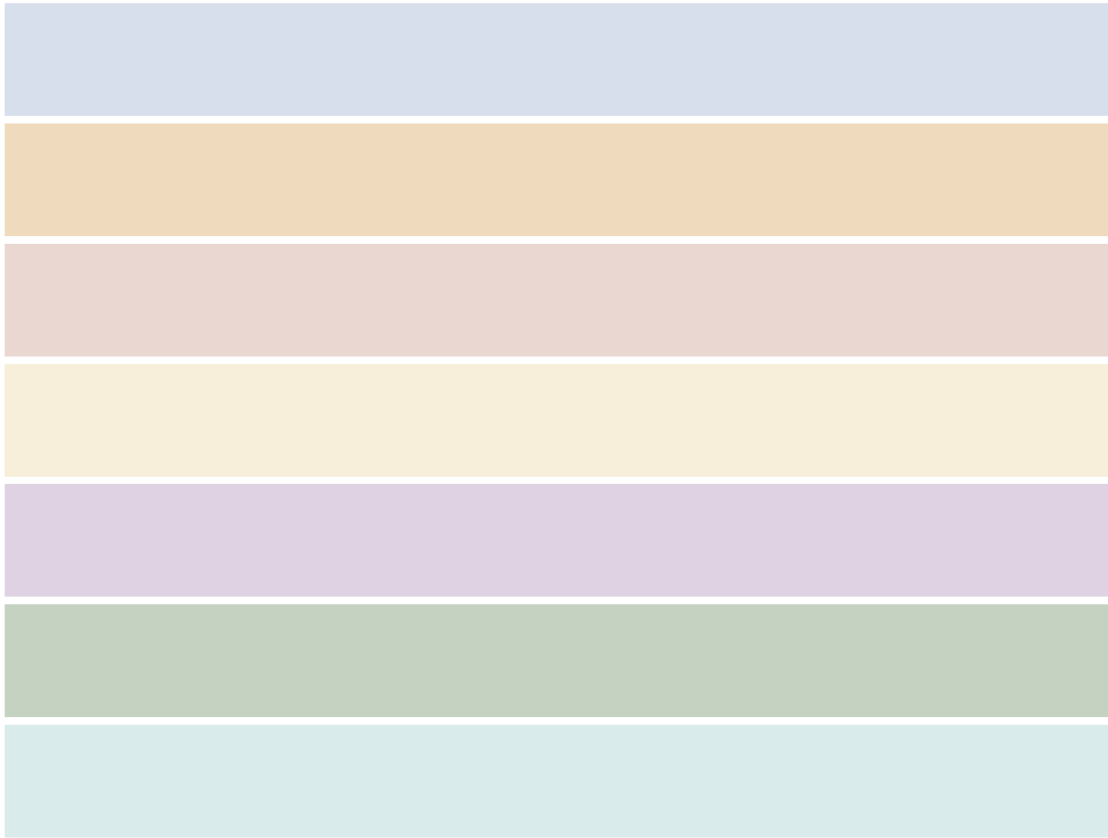
22) Oral and Written Conventions/SPELLING. Students spell correctly. Students are expected to:

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 - (iii) words that have an orthographic accent on the third-to-last syllable (palabras esdrújulas) (e.g., último, cómico, mecánico); and
 - (iv) words that have a prosodic or orthographic accent on the fourth-to-last syllable (palabras sobresdrújulas);
- (B) mark accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (e.g., corrió, jugó, tenía, gustaría, vendrá);
- (C) spell words with:
 - (i) Greek roots (e.g., tele-, foto-, grafo-, metro-);
 - (ii) Latin roots (e.g., spec, scrib, rupt, port, dict);
 - (iii) Greek suffixes (e.g., -ología, -fobia, -ismo, -ista); and
 - (iv) Latin derived suffixes (e.g., -able, -ible, -ancia);
- (D) correctly spell words containing hiatus and diphthongs (e.g., le-er, ri-o, quie-ro, vio);
- (E) differentiate between commonly confused terms (e.g., porque, por qué; asimismo, así mismo; sino, si no; también, tan bien);
- (F) use spelling patterns, rules, and print and electronic resources to determine and check correct spellings; and
- (G) know how to use the spell-check function in word processing while understanding its limitations.

5.29 Listening and Speaking/TEAMWORK. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.

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