### Literacy Routines

(use during Word Study, Reading, and Writing to improve communication)

<table>
<thead>
<tr>
<th>Application</th>
<th>Instructional Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1(A)</td>
<td>listen actively, ask relevant questions to clarify information, and make pertinent comments</td>
</tr>
<tr>
<td>3.1(B)</td>
<td>follow, restate, and give oral instructions that involve a series of related sequences of action</td>
</tr>
<tr>
<td>3.1(C)</td>
<td>speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively</td>
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<tr>
<td>3.1(D)</td>
<td>work collaboratively with others by following agreed-upon rules, norms, and protocols</td>
</tr>
<tr>
<td>3.1(E)</td>
<td>develop social communication such as conversing politely in all situations</td>
</tr>
</tbody>
</table>

### Word Study

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking

<table>
<thead>
<tr>
<th>Application</th>
<th>Instructional Focus</th>
</tr>
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<tbody>
<tr>
<td>3.2(A)</td>
<td>demonstrate and apply phonetic knowledge by:</td>
</tr>
<tr>
<td>(i)</td>
<td>decoding words with a prosodic or orthographic accent</td>
</tr>
<tr>
<td>(ii)</td>
<td>decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x</td>
</tr>
<tr>
<td>(iii)</td>
<td>decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, gué-, and gü-</td>
</tr>
<tr>
<td>(iv)</td>
<td>becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents</td>
</tr>
<tr>
<td>(v)</td>
<td>decoding and differentiating meaning of a word based on a diacritical accent</td>
</tr>
<tr>
<td>(vi)</td>
<td>decoding words with prefixes and suffixes</td>
</tr>
<tr>
<td>3.2(B)</td>
<td>demonstrate and apply spelling knowledge by:</td>
</tr>
<tr>
<td>(i)</td>
<td>spelling palabras agudas and graves (words with an accent on the last and penultimate syllable)</td>
</tr>
<tr>
<td>(ii)</td>
<td>spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent</td>
</tr>
<tr>
<td>(iii)</td>
<td>spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents</td>
</tr>
<tr>
<td>(iv)</td>
<td>spelling words based on the diacritical accent such as se/sé, el/el, and mas/más</td>
</tr>
<tr>
<td>3.2(C)</td>
<td>alphabetize a series of words to the third letter</td>
</tr>
<tr>
<td>3.3(A)</td>
<td>use skills to support strategies for determining the meaning of unknown words while reading</td>
</tr>
<tr>
<td>3.3(B)</td>
<td>use print or digital resources to determine meaning, syllabication, and pronunciation</td>
</tr>
<tr>
<td>(A)</td>
<td>identify the meaning of and use words with affixes such as in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word</td>
</tr>
<tr>
<td>(B)</td>
<td>identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text</td>
</tr>
<tr>
<td>(C)</td>
<td>differentiate between and use homographs, homophones, and commonly confused terms such as porque/porque/por qué/por que, sino/si no, and también/tan bien</td>
</tr>
</tbody>
</table>

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Source: Texas Education Agency  
(A) is used consistently when there is a SE connected to a K&S  
/italics/ = text adapted to emphasize the application concept  
 TableColumn = long strand concept  
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**Shared Reading**

<table>
<thead>
<tr>
<th>Instructional Focus</th>
<th>Fiction</th>
<th>Poetry</th>
<th>Drama</th>
<th>Informational</th>
<th>Argumentative</th>
<th>Multimodal/Digital</th>
</tr>
</thead>
</table>

**Reading Process: Thinking Within the Text**

- **3.4(A)** use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text
- **3.6(A)** establish purpose for reading assigned and self-selected texts
- **3.3(B)** use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words
- **3.6(B)** generate questions about text before, during, and after reading to deepen understanding and gain information
- **3.6(C)** make and correct or confirm predictions using text features, characteristics of genre, and structures
- **3.6(D)** create mental images to deepen understanding
- **3.6(I)** monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions and annotating when understanding breaks down

**Comprehension: Thinking with the Text**

- **3.6(E)** make connections to personal experiences, ideas in other texts, and society
- **3.6(F)** evaluate details read to determine key ideas
- **3.6(G)** synthesize information to create new understanding

**Ways to Show: Thinking About the Meaning**

- **Multiple genres**: listening, speaking, reading, writing, and thinking using multiple texts
- **3.8 Literary elements**: The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.
- **3.9 Genres**: The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.
- **3.10 Author’s purpose**

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### Author’s Craft: Thinking About the Writing

**3.10 Author’s purpose and craft.** The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances.

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<td><strong>Point of View</strong></td>
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<td>3.10(E) analyze the use of literary devices, including first- or third-person point of view</td>
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<td>3.10(B) analyze how the use of text structure contributes to the author’s purpose</td>
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<td>3.10(C)* analyze the author’s use of print and graphic features to achieve specific purposes</td>
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<td>3.10(D)* describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes</td>
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<td>3.10(F) discuss how the author’s use of language contributes to voice</td>
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<td>3.10(G) identify and explain the use of hyperbole</td>
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### Responding to Text (applied to both Shared Reading and Independent Reading)

**3.7 Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

#### Ways to Show (Response Skills)

| 3.7(A) describe personal connections to a variety of sources, including self-selected texts | 3.7(B) write a response to a literary or informational text that demonstrates an understanding of a text | 3.7(C)* use text evidence to support an appropriate response | 3.7(D) retell and paraphrase texts in ways that maintain meaning and logical order | 3.7(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating | 3.7(F) respond using newly acquired vocabulary as appropriate | 3.7(G) discuss specific ideas in the text that are important to the meaning |

### Independent Reading

**3.5 Self-sustained reading.** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking. The student reads grade-appropriate texts independently.

| 3.5(A) self-select text and read independently for a sustained period of time |

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### Writing

**Composition:** listening, speaking, reading, writing, and thinking using multiple texts

**3.11 Writing process.** The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.

**3.12 Genres.** The student uses genre characteristics and craft to compose multiple texts that are meaningful.

<table>
<thead>
<tr>
<th>Application</th>
<th>Tools to Know (Writing Process)</th>
</tr>
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<tbody>
<tr>
<td>3.11(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping</td>
<td></td>
</tr>
<tr>
<td>3.11(B) develop drafts into a focused, structured, and coherent piece of writing by:</td>
<td>3.12(A) compose literary texts, including personal narratives and poetry, using genre characteristics and craft</td>
</tr>
<tr>
<td>(i) organizing with purposeful structure, including an introduction and a conclusion</td>
<td></td>
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<tr>
<td>(ii) developing an engaging idea with relevant details</td>
<td>3.12(B) develop informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft</td>
</tr>
<tr>
<td>3.12(C) compose argumentative texts, including opinion essays, using genre characteristics and craft</td>
<td></td>
</tr>
<tr>
<td>3.12(D) compose correspondence such as thank you notes or letters</td>
<td>3.12(E) publish written work for appropriate audiences</td>
</tr>
<tr>
<td>3.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity</td>
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</tr>
<tr>
<td>3.11(D) edit drafts using standard Spanish conventions, including:</td>
<td>3.13(D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words</td>
</tr>
<tr>
<td>(i) complete simple and compound sentences with subject-verb agreement</td>
<td></td>
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<tr>
<td>(ii) verb tense such as simple past, present, and future and imperfect past, past participle, perfect, and conditional, including the difference between ser and estar</td>
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<td>(iii) singular, plural, common, and proper nouns, including gender-specific articles</td>
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<tr>
<td>(iv) adjectives, including their comparative and superlative forms</td>
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<tr>
<td>(v) adverbs that convey time and adverbs that convey manner</td>
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<tr>
<td>(vi) prepositions and prepositional phrases</td>
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<tr>
<td>(vii) pronouns, including personal, possessive, objective, and reflexive pronouns</td>
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<tr>
<td>(viii) coordinating conjunctions to form compound subjects, predicates, and sentences</td>
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<tr>
<td>(ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people</td>
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<tr>
<td>(x) punctuation marks, including commas in a series and dates that include the day of the week, and correct mechanics, including indentations</td>
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<tr>
<td>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules</td>
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</tbody>
</table>

### Research (embedded skills throughout Reading and Writing)

**Inquiry and research:** listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.

<table>
<thead>
<tr>
<th>Application</th>
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</tr>
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<tbody>
<tr>
<td>3.13 use research skills to plan and present in written, oral, or multimodal formats</td>
<td>3.13(A) generate questions on a topic for formal and informal inquiry</td>
</tr>
<tr>
<td>3.13(B) develop and follow a research plan with adult assistance</td>
<td>3.13(C) identify primary and secondary sources</td>
</tr>
<tr>
<td>3.13(C) identify and gather relevant information from a variety of sources</td>
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<tr>
<td>3.13(D) demonstrate understanding of information gathered</td>
<td>3.13(E) recognize the difference between paraphrasing and plagiarism when using source materials</td>
</tr>
<tr>
<td>3.13(F) recognize the difference between paraphrasing and plagiarism when using source materials</td>
<td>3.13(G) create a works cited page</td>
</tr>
<tr>
<td>3.13(G) create a works cited page</td>
<td></td>
</tr>
<tr>
<td>3.13(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results</td>
<td></td>
</tr>
</tbody>
</table>