



Level Learning's standards completely align with the TEKS Spanish language arts and reading standards across Kindergarten

[Strand 1: Foundational Language Skills](#)

[Strand 2: Comprehension](#)

[Strand 3: Response](#)

[Strand 4: Collaboration](#)

[Strand 5: Multiple Genres](#)

[Strand 6: Author's Purpose and Craft](#)

[Strand 7: Composition and Presentation](#)

[Strand 8: Inquiry and Research](#)

The Level Learning team has prepared this correlation guide to assist teachers in using the Level Learning platform to achieve Some important details in the correlation:

Each TEKS strand consists of a number of vertically aligned skills across grade levels. Level Learning standards also have similar vertical alignment design but each standard is aligned across a number of levels represented by letters. Each level

Each level is made up granular standards. Typically, one skill in a TEKS strand is mapped to more than one Level Learning

Level Learning standards consists of the following sections:

Phonics curriculum : available in May, 2022

Fluency (F) : available in July, 2022

Language and Vocabulary standards (L) : already in pilot

Reading standards for Literature (RL) : already in pilot

Reading standards for Informational Text (RI) : available in March 2022

Oral standards (O) : available in May, 2022

Reading Strategy Development : available in July, 2022

Writing (W) : available in Feb, 2023

		Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	
<b>Vista Level Spanish</b>											
<b>TEKS SLAR Strand 1 Foundational Language Skills</b>											
Oral	(A)	<p>develop oral language through listening and speaking by:</p> <p>(i) following, restating, and giving oral instructions that involve a short related sequence of actions;</p> <p>(ii) employing eye contact, speaking rate, volume, enunciation, and the conventions of language;</p> <p>(iii) participating in discussion by alternating between listening and speaking and taking turns;</p> <p>(iv) developing social communication, such as introducing self, common greetings, and expressing needs and wants; and</p> <p>(v) answering open-ended questions;</p>	<p>develop oral language through listening and speaking by:</p> <p>(i) following, restating, and giving oral instructions that involve a short related sequence of actions;</p> <p>(ii) employing eye contact, speaking rate, volume, enunciation, and the conventions of language;</p> <p>(iii) actively listening for a variety of reasons;</p> <p>(iv) listening to others and responding courteously to ideas and opinions;</p> <p>(v) developing social communication such as, introducing self and others, relating experiences to a classmate, expressing needs and feelings, and</p>	<p>develop oral language through listening and speaking by:</p> <p>(i) following, restating, and giving oral instructions that involve a short related sequence of actions;</p> <p>(ii) employing eye contact, speaking rate, volume, enunciation, and the conventions of language;</p> <p>(iii) giving informative presentations;</p> <p>(iv) developing social communication distinguishing between asking and telling; and</p> <p>(v) asking and answering open ended questions;</p>	<p>develop oral language by:</p> <p>(i) following, restating, and giving oral instructions that involve a short related sequence of actions;</p> <p>(ii) employing eye contact, speaking rate, volume, enunciation, and the conventions of language;</p> <p>(iii) giving descriptive, informative, and procedural presentations;</p> <p>(iv) listening and responding to information presented by others;</p> <p>(v) distinguishing between relevant and irrelevant information;</p> <p>(vi) conversing politely in all situations;</p> <p>(vii) using language to clarify, explain, and</p>	<p>develop oral language by:</p> <p>(i) following, restating, and giving oral instructions that involve a short related sequence of actions;</p> <p>(ii) employing eye contact, speaking rate, volume, enunciation, and the conventions of language;</p> <p>(iii) giving descriptive, informative, and procedural presentations;</p> <p>(iv) listening actively to sustained oral input, including reading, media, and dialogue;</p> <p>(v) applying appropriate language for a situation using Spanish language conventions; and</p> <p>(vi) using language to clarify, explain, and</p>	<p>develop oral language by:</p> <p>(i) following, restating, and giving oral instructions that involve a short related sequence of actions;</p> <p>(ii) employing eye contact, speaking rate, volume, enunciation, and the conventions of language;</p> <p>(iii) giving descriptive, informative, and procedural presentations;</p> <p>(iv) listening to and drawing conclusions in content learning activities;</p> <p>(v) providing others with constructive praise and feedback;</p> <p>(vi) negotiating and problem-solving;</p>	<p>develop oral language through listening and speaking by:</p> <p>(i) employing strategies that support active listening;</p> <p>(ii) employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and</p> <p>(iii) giving an organized presentation with a specific point of view;</p> <p>(iv) following, restating, and giving oral instructions that involve a short related sequence of actions; and</p> <p>(v) developing social communication and producing oral language in contextualized and purposeful ways;</p>	<p>develop oral language through listening and speaking by:</p> <p>(i) developing strategies to support active listening;</p> <p>(ii) employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively;</p> <p>(iii) giving an organized presentation with a specific point of view;</p> <p>(iv) following, restating, and giving oral instructions that involve a short related sequence of actions; and</p> <p>(v) developing social communication and producing oral language in contextualized and purposeful ways;</p>	<p>develop oral language through listening and speaking by:</p> <p>(i) developing strategies to support active listening;</p> <p>(ii) employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively;</p> <p>(iii) giving an organized presentation with a specific point of view;</p> <p>(iv) following, restating, and giving oral instructions that involve a short related sequence of actions; and</p> <p>(v) developing social communication and producing oral language in contextualized and purposeful ways;</p>	
Phonics curriculum	(B)	<p>RL.4.3 Understand the meaning of metaphors/similes/hyperboles used in text</p> <p>RL.5.3 Identify keywords and use glossary to determine meaning</p> <p>L.V.1 Distinguish the meaning of various words in context.</p> <p>L.V.2 Use of roots, suffix, affixes etc. and determine meaning of a word based on a well known root</p> <p>demonstrate phonological awareness by:</p> <p>(i) identifying and producing rhyming words in response to spoken words;</p> <p>(ii) identifying the individual words in a spoken sentence;</p> <p>(iii) recognizing spoken alliteration or groups of words that begin with the same initial sound or syllable;</p> <p>(iv) blending phonemes to generate syllables and words;</p> <p>(v) identifying syllables in spoken words;</p> <p>(vi) orally blending syllables to form and spell words;</p> <p>(vii) recognizing that new words are</p>	<p>demonstrate phonological awareness by:</p> <p>(i) distinguishing orally presented rhyming pairs of words from non-rhyming pairs;</p> <p>(ii) orally generating a series of rhyming words;</p> <p>(iii) identifying the individual words in a spoken sentence;</p> <p>(iv) recognizing spoken alliteration;</p> <p>(v) blending phonemes to generate multi-syllabic words;</p> <p>(vi) identify syllables in spoken words, including diphthongs and hiatus such as le-er, ri-o, quie-ro, na-die, ra-dio, sa-po;</p>	<p>demonstrate and apply phonetic knowledge by:</p> <p>(i) decoding and encoding multi-syllabic words;</p> <p>(ii) decoding and encoding diphthongs and hiatus; and</p> <p>(iii) decoding and encoding consonant blends and digraphs;</p> <p>(iv) using accents on words commonly used in questions and exclamations;</p> <p>(v) using words that have a prosodic or orthographic accent, including palabras, agudas, y graves;</p> <p>(vi) differentiating the meaning or function of a word based on the alphabetizing to the third letter;</p>	<p>demonstrate and apply phonetic knowledge by:</p> <p>(i) decoding words with an orthographic accent;</p> <p>(ii) recognizing palabras esdrújulas;</p> <p>(iii) becoming familiar with the concept of hiatus and diphthongs and the implications for orthographic accents;</p> <p>(iv) using accents on words commonly used in questions and exclamations;</p> <p>(v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses;</p> <p>(vi) using orthographic rules to</p>	<p>demonstrate and apply phonetic knowledge by:</p> <p>(i) decoding, encoding, and writing 'palabras agudas y graves' that have a prosodic or orthographic accent;</p> <p>(ii) decoding and encoding 'palabras esdrújulas' that have an orthographic accent;</p> <p>(iii) decoding and encoding words with hiatus and diphthongs;</p> <p>(iv) differentiating meaning of a word based on the diacritical accent;</p> <p>(v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses; and</p> <p>(vi) using orthographic rules to</p>	<p>demonstrate and apply phonetic knowledge by:</p> <p>(i) encoding words with more advanced orthographic patterns and rules, including:</p> <p>(ii) decoding, encoding, and writing 'palabras agudas, graves, and esdrújulas' with a prosodic or orthographic accent;</p> <p>(iii) encoding words containing hiatus and diphthongs;</p> <p>(iv) decoding and encoding 'palabras sobresdrújulas with a prosodic or orthographic accent;</p> <p>(v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses; and</p> <p>(vi) using orthographic rules to</p>	<p>demonstrate and apply phonetic knowledge by:</p> <p>(i) differentiating between commonly confused terms such as porque, porqué, por qué, por que; asimismo (adverbio), así mismo (de la misma manera), sino, si no, también, tan bien;</p> <p>(ii) decoding, encoding, and writing 'palabras agudas, graves, esdrújulas, and sobresdrújulas';</p> <p>(iii) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect conditional, and future tenses; and</p> <p>(iv) decoding and encoding words containing hiatus and diphthongs;</p>	<p>develop vocabulary by:</p> <p>(i) using print and digital resources including dictionaries, thesauri or glossaries to determine the meanings, syllabication, pronunciations, parts of speech, and alternate word choices of words in context;</p> <p>(ii) using context within and beyond a sentence to clarify the meaning of unfamiliar or ambiguous words;</p> <p>(iii) determining the meaning and usage of grade-level academic English words derived from Greek and Latin including ast, qui, path, mand/mend and duc; auto, bio, graph, meter, pton, port, and tele/ter; chrono, audi, geo, dict, photo, and ject;</p> <p>(iv) identifying and use words that</p>	<p>develop vocabulary by:</p> <p>(i) using print and digital resources including dictionaries, thesauri or glossaries to determine the meanings, syllabication, pronunciations, parts of speech, and alternate word choices of words in context;</p> <p>(ii) using context within and beyond a sentence to clarify the meaning of unfamiliar or ambiguous words;</p> <p>(iii) determining the meaning and usage of grade-level academic English words derived from Greek and Latin including ast, qui, path, mand/mend and duc; 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Phonics curriculum	(C)	<p>RL.4.2 Interpret words and phrases as they are used in the text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone</p> <p>demonstrate and apply phonetic knowledge by:</p> <p>(i) identifying and matching the common sounds that letters represent beginning with the five vowel sounds;</p> <p>(ii) decode one to two-syllable words that have meaning such as te, de, el, papa, mano; and</p> <p>(iii) recognizing that new words are created when letters or syllables are changed, added, or deleted;</p> <p>(iv) decoding and encoding contractions such as -al, det;</p> <p>(v) decoding consonant blends; and</p> <p>(vi) monitoring accuracy of decoding and encoding;</p>	<p>demonstrate and apply phonetic knowledge by:</p> <p>(i) use phonological knowledge to match sounds to individual letters and syllables;</p> <p>(ii) decode three to four-syllable words that have meaning such as zapato and mariposa;</p> <p>(iii) recognizing and generating words that are created when letters or syllables are changed, added, or deleted;</p> <p>(iv) decoding and encoding contractions such as -al, det;</p> <p>(v) decoding consonant blends; and</p> <p>(vi) monitoring accuracy of decoding and encoding;</p>	<p>demonstrate print awareness by:</p> <p>(i) using a variety of resources such as a picture dictionary, environmental print, digital and web-based resources to find words</p> <p>(ii) check spelling, and determine meanings;</p> <p>(iii) using context to determine the meaning of unfamiliar and multiple meaning words in grade level text;</p> <p>(iv) using context to determine the meaning of unfamiliar and multiple meaning words in grade level text;</p> <p>(v) identifying the meaning of base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, - ante, -eza, -ancia, -ura;</p>	<p>demonstrate print awareness by:</p> <p>(i) using a variety of resources such as a picture dictionary, environmental print, digital and web-based resources to find words</p> <p>(ii) check spelling, and determine meanings;</p> <p>(iii) using context to determine the meaning of unfamiliar and multiple meaning words in grade level text;</p> <p>(iv) using context to determine the meaning of unfamiliar and multiple meaning words in grade level text;</p> <p>(v) identifying the meaning of base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, - ante, -eza, -ancia, -ura;</p>	<p>use appropriate rate, accuracy, and prosody when reading grade level text;</p> <p>(i) using print, digital, and web-based resources to find words, determine spelling, meaning, syllabication, and pronunciation to validate understanding of unknown words;</p> <p>(ii) using context to determine the meaning of unfamiliar and multiple meaning words in grade level text;</p> <p>(iii) identifying the meaning of base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, - ante, -eza, -ancia, -ura;</p> <p>(iv) identifying the meaning of base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, - ante, -eza, -ancia, -ura;</p>	<p>use appropriate rate, accuracy, and prosody when reading grade level text;</p> <p>(i) using print, digital, and web-based resources to find words, determine spelling, meaning, syllabication, and pronunciation to validate understanding of unknown words;</p> <p>(ii) using context to determine the meaning of unfamiliar and multiple meaning words in grade level text;</p> <p>(iii) identifying the meaning of base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, - ante, -eza, -ancia, -ura;</p> <p>(iv) identifying the meaning of base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, - ante, -eza, -ancia, -ura;</p>	<p>adjusting fluency when reading grade-level text based on the reading purpose; and</p> <p>(i) using print, and digital reference resources to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words in context;</p> <p>(ii) using context to determine the meaning of unfamiliar words or multiple meaning words;</p> <p>(iii) determining the meaning and usage of grade-level academic Spanish words derived from Greek and Latin roots including metro-, grafo-, scrib-, port-;</p> <p>(iv) identify the meaning of base words with affixes including ex-, bio-, aéro-, -cida-, -voro-, -it-is; and</p>	<p>adjust fluency when reading grade-level text based on the reading purpose and use appropriate rate, accuracy, and prosody when reading grade level text;</p> <p>(i) using print, and digital reference resources to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words in context;</p> <p>(ii) using context to determine the meaning of unfamiliar words or multiple meaning words;</p> <p>(iii) determining the meaning and usage of grade-level academic Spanish words derived from Greek and Latin roots including metro-, grafo-, scrib-, port-;</p> <p>(iv) identify the meaning of base words with affixes including ex-, bio-, aéro-, -cida-, -voro-, -it-is; 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Fluency	(D)	<p>RL.5.3 Identify keywords and use glossary to determine meaning</p> <p>L.V.1 Distinguish the meaning of various words in context.</p> <p>demonstrate print awareness by:</p> <p>(i) identifying the parts of a book;</p> <p>(ii) recognizing that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries;</p> <p>(iii) holding a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left</p> <p>(iv) read texts by moving from top to bottom of the page and tracking words from left to right with return sweep;</p> <p>(v) recognizing environmental print;</p> <p>(vi) recognizing that spoken words can be represented by print for</p>	<p>demonstrate print awareness by:</p> <p>(i) identifying the information that different parts of a book provides;</p> <p>(ii) alphabetizing to the first letter; and</p> <p>(iii) recognizing the distinguishing features of a sentence such as capitalization of first word beginning and</p> <p>and the dash (guión) to indicate dialogue;</p>	<p>develop vocabulary by:</p> <p>(i) using a variety of resources such as a picture dictionary, environmental print, digital and web-based resources to find words</p> <p>(ii) check spelling, and determine meanings;</p> <p>(iii) using context to determine the meaning of unfamiliar and multiple meaning words in grade level text;</p> <p>(iv) using context to determine the meaning of unfamiliar and multiple meaning words in grade level text;</p> <p>(v) identifying the meaning of base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, - ante, -eza, -ancia, -ura;</p>	<p>develop vocabulary by:</p> <p>(i) using print, digital, and web-based resources to find words, determine spelling, meaning, syllabication, and pronunciation to validate understanding of unknown words;</p> <p>(ii) using context to determine the meaning of unfamiliar and multiple meaning words in grade level text;</p> <p>(iii) identifying the meaning of base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, - ante, -eza, -ancia, -ura;</p> <p>(iv) identifying the meaning of base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, - ante, -eza, -ancia, -ura;</p>	<p>use appropriate rate, accuracy, and prosody when reading grade level text;</p> <p>(i) using print, digital, and web-based resources to find words, determine spelling, meaning, syllabication, and pronunciation to validate understanding of unknown words;</p> <p>(ii) using context to determine the meaning of unfamiliar and multiple meaning words in grade level text;</p> <p>(iii) identifying the meaning of base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, - ante, -eza, -ancia, -ura;</p> <p>(iv) identifying the meaning of base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, - ante, -eza, -ancia, -ura;</p>	<p>use appropriate rate, accuracy, and prosody when reading grade level text;</p> <p>(i) using print, digital, and web-based resources to find words, determine spelling, meaning, syllabication, and pronunciation to validate understanding of unknown words;</p> <p>(ii) using context to determine the meaning of unfamiliar and multiple meaning words in grade level text;</p> <p>(iii) identifying the meaning of base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, - ante, -eza, -ancia, -ura;</p> <p>(iv) identifying the meaning of base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, - ante, -eza, -ancia, -ura;</p>	<p>adjusting fluency when reading grade-level text based on the reading purpose; and</p> <p>(i) using print, and digital reference resources to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words in context;</p> <p>(ii) using context to determine the meaning of unfamiliar words or multiple meaning words;</p> <p>(iii) determining the meaning and usage of grade-level academic Spanish words derived from Greek and Latin roots including metro-, grafo-, scrib-, port-;</p> <p>(iv) identify the meaning of base words with affixes including ex-, bio-, aéro-, -cida-, -voro-, -it-is; and</p>	<p>self-select text and read independently for a sustained period of time;</p> <p>(i) using print, and digital reference resources to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words in context;</p> <p>(ii) using context to determine the meaning of unfamiliar words or multiple meaning words;</p> <p>(iii) determining the meaning and usage of grade-level academic Spanish words derived from Greek and Latin roots including metro-, grafo-, scrib-, port-;</p> <p>(iv) identify the meaning of base words with affixes including ex-, bio-, aéro-, -cida-, -voro-, -it-is; and</p>	<p>self-select text and read independently for a sustained period of time;</p> <p>(i) using print, and digital reference resources to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words in context;</p> <p>(ii) using context to determine the meaning of unfamiliar words or multiple meaning words;</p> <p>(iii) determining the meaning and usage of grade-level academic Spanish words derived from Greek and Latin roots including metro-, grafo-, scrib-, port-;</p> <p>(iv) identify the meaning of base words with affixes including ex-, bio-, aéro-, -cida-, -voro-, -it-is; and</p>	

L.V.1 Distinguish the meaning of various words in context.  RL.7.1 Evaluate word and content with the help of illustration	(E)	develop vocabulary by:  (i) using a variety of resources such as a picture dictionary, environmental print, or digital and web-based resources to find words;  (ii) identifying and sort pictures of objects into conceptual categories such as colors and shapes.  (iii) understanding that compound words are made of two shorter words such as <i>saca + puntas = sacapuntas</i> ;  (iv) understanding and use words that name actions, directions, positions, sequences, and locations; and  (v) understand grade appropriate vocabulary including content and function words;	develop vocabulary by:  (i) using a variety of resources such as a picture dictionary, environmental print, digital and web-based resources to find words;  (ii) identifying and sort words into conceptual categories such as opposites or living things;  (iii) using knowledge of the meaning of base words to identify and read common compound words;  (iv) applying words that name actions, directions, positions, sequences, and locations; and  (v) determining what words mean based on how they are used in grade level text;	self-select text and read independently for a sustained period of time using the appropriate rate, accuracy, and prosody when reading grade level text; and	use appropriate rate, accuracy, and prosody when reading grade-level text;	self-select text to read independently for a sustained period of time; and	self-select text to read independently for a sustained period of time; and	self-select text to read independently for a sustained period of time.	demonstrate and apply phonetic knowledge; and	demonstrate and apply phonetic knowledge; and
Writing	(F)	self-select text and read independently for a sustained period of time;	using the appropriate rate, accuracy, and prosody when reading grade level text;	develop handwriting by printing complete words, thoughts, and answers legibly leaving appropriate spaces between words.	self-select text to read independently for a sustained period of time; and	write legibly in manuscript and cursive to complete assignments.	write legibly in manuscript and cursive.		write complete words, thoughts, and answers legibly.	write complete words, thoughts, and answers legibly.
Writing	(G)	develop handwriting by accurately forming all upper and lowercase letters using appropriate directionality.	self-select text and read independently for a sustained period of time; and							
Writing	(H)		develop handwriting by printing complete words, thoughts, and answers legibly leaving appropriate spaces between words.		write legibly in manuscript and cursive leaving appropriate spaces between words.					

		Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>Vista Level Spanish</b>		<b>TEKS SLAR Strand 2 Comprehension</b>								
RI.2.1 RL.2.2 main idea/central message/moral lesson and summarize	(A)	establish purpose for reading assigned and self-selected texts with adult assistance;	establish purpose for reading assigned and self-selected texts;	establish purpose for reading assigned and self-selected texts;	establish purpose for reading;	establish purpose for reading;	establish purpose for reading;	establish purpose for reading assigned and self-selected texts;	establish purpose for reading assigned and self-selected texts;	establish purpose for reading assigned and self-selected texts; and make and confirm predictions using text features, elements, and
RI.1.1 Identify key details RI.1.2 Ask and Answer questions about key details	(B)	generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;	generate questions about text before, during, and after reading to deepen understanding and gain information;	generate questions about text before, during, and after reading to deepen understanding and gain information;	generate questions about text before, during, and after reading to deepen understanding and gain information;	generate questions about text before, during, and after reading to deepen understanding and gain information;	generate questions about text before, during, and after reading to deepen understanding and gain information;	generate questions about text before, during, and after reading to deepen understanding and gain information;	generate questions about text before, during, and after reading to deepen understanding and gain information;	generate questions about text before, during, and after reading to deepen understanding and gain information;
RL.1.3 Use evidence from text to support prediction/opinion RI.5.1 Identify key sentence and connect introduction and conclusion RI.5.2 - RI.5.5 Use all types of text features to gain further information	(C)	make and confirm predictions using text features, characteristics of genre and structures with adult assistance;	make and confirm predictions using text features, characteristics of genre, and structures;	make and confirm predictions using text features, characteristics of genre and structures;	make and confirm predictions using text features, characteristics of genre, and structures;	make and confirm predictions using text features, characteristics of genre, and structures;	make and confirm predictions using text features, characteristics of genre, and structures;	make and confirm predictions using text features, characteristics of genre, and structures;	make and confirm predictions using text features, characteristics of genre, and structures;	make and confirm predictions using text features, characteristics of genre, and structures;
RL.4.1 RL.4.2 Interpret words and phrases (e.g. figurative) to shape meaning and tone	(D)	create mental images to deepen understanding with adult assistance;	create mental images to deepen understanding;	create mental images to deepen understanding;	create mental images to deepen understanding;	create mental images to deepen understanding;	create mental images to deepen understanding;	create mental images to deepen understanding;	create mental images to deepen understanding;	create mental images to deepen understanding;
Reading Strategy Development	(E)	make connections to personal experiences, to ideas in other texts, and to the larger community with adult assistance;	make connections to personal experiences, to ideas in other texts, and to the larger community;	make connections to personal experiences, to ideas in other texts, and to the larger community;	make connections to personal experiences, to ideas in other texts, and to the larger community;	make connections to personal experiences, to ideas in other texts, and to the larger community;	make connections to personal experiences, to ideas in other texts, and to the larger community;	make connections to personal experiences, to ideas in other texts, and to the larger community;	make connections to personal experiences, to ideas in other texts, and to the larger community;	make connections to personal experiences, to ideas in other texts, and to the larger community;
RI.3.1 RL.3.2 RI.3.3 Identify/Infer character traits, viewpoints, relationships RI.3.1 Using evidence from text, explain the resolution to a problem in the text.	(F)	make inferences and use evidence to support understanding with adult assistance;	make inferences and use evidence to support understanding;	make inferences and use evidence to support understanding;	make inferences using evidence to support understanding;	make inferences using evidence to support understanding;	make inferences using evidence to support understanding;	make inferences and use evidence to support understanding;	make inferences and use evidence to support understanding;	make inferences and use evidence to support understanding;
RI.1.1 Identify key details RI.1.2 Ask and Answer questions about key details	(G)	evaluate information and read to determine what is most important with adult assistance;	evaluate information read to determine what is most important;	evaluate information read to determine what is most important;	evaluate information read to what is most important;	evaluate information read to determine what is most important;	evaluate information read to determine what is most important;	evaluate information read to determine what is most important;	evaluate information read to determine what is most important;	evaluate information read to determine what is most important;
RI.3.4 Identify cause and effect RI.8.1 Identify evidence from text that supports viewpoint/opinion/argument from multiple aspects	(H)	synthesize information to create new understanding with adult assistance; and	synthesize information to create new understanding; and	synthesize information to create new understanding; and	synthesize information to create new understanding; and	synthesize information to create new understanding; and	establish purpose for reading assigned and self-selected texts;	synthesize information to create new understanding; and	synthesize information to create new understanding; and	synthesize information to create new understanding; and
Reading Strategy Development RL.3.1 RL.3.2 RL.3.3 RL.3.4 Identify/Infer character traits, viewpoints, relationships RI.8.1 Describe the reasoning an author uses to support specific points in a text.	(I) (J)	monitor comprehension and make adjustments when understanding breaks down with adult assistance.	monitor comprehension and make adjustments when understanding breaks down.	monitor comprehension and make adjustments when understanding breaks down.	monitor comprehension and make adjustments when understanding breaks down.	monitor comprehension and make corrections and adjustments when understanding breaks down.	synthesize information to create new understanding; and	monitor comprehension and make adjustments when understanding breaks down.	monitor comprehension and make adjustments when understanding breaks down.	monitor comprehension and make adjustments when understanding breaks down.
							monitor comprehension and make adjustments when understanding breaks down.			

		Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>Vista Level Spanish</b>		<b>TEKS SLAR Strand 3 Response</b>								
Reading Strategy Development	(A)	describe the personal and emotional connections to a variety of sources including;	describe the personal and emotional connections to a variety of sources;	describe the personal and emotional connections to a variety of sources;	describe the personal and emotional connections to a variety of sources, including self-selected texts;	describe the personal and emotional connections to a variety of sources, including self-selected texts;	describe the personal and emotional connections to a variety of sources, including self-selected texts;	describe the personal and emotional connections to a variety of sources including self-selected texts;	describe the personal and emotional connections to a variety of sources including self-selected texts;	describe the personal and emotional connections to a variety of sources including self-selected texts;
Writing	(B)	use text evidence to support an appropriate response;	use text evidence to support an appropriate response;	use text evidence to support an appropriate response;	use text evidence to support an appropriate response;	use text evidence to support an appropriate response	use text evidence to support an appropriate response;	use text evidence to support an appropriate response;	use text evidence to support an appropriate response;	use text evidence to support an appropriate response;
RL.2.1 Retell/Summarize	(C)	retell texts in ways that maintain meaning;	retell texts in ways that maintain meaning and logical order;	paraphrase texts in ways that maintain meaning and logical order;	paraphrase texts in ways that maintain meaning and logical order;	paraphrase or summarize texts in ways that maintain meaning and logical order;	paraphrase and summarize texts in ways that maintain meaning and logical order;	paraphrase and summarize texts in ways that maintain meaning and logical order;	paraphrase and summarize texts in ways that maintain meaning and logical order;	paraphrase and summarize texts in ways that maintain meaning and logical order;
Writing	(D)	interact with sources in meaningful ways such as illustrating or writing;	interact with sources in meaningful ways such as writing or illustrating; and	interact with sources in meaningful ways such as writing or illustrating; and	interact with sources in meaningful ways such as note-taking, annotating, free writing, or illustrating;	interact with sources in meaningful ways such as note-taking, annotating, free writing, or illustrating;	interact with sources in meaningful ways such as note-taking, annotating, free writing, or illustrating;	interact with sources in meaningful ways such as notetaking, annotating, free writing or illustrating;	interact with sources in meaningful ways such as notetaking, annotating, free writing or illustrating;	interact with sources in meaningful ways such as notetaking, annotating, free writing or illustrating;
Writing	(E)	respond using newly acquired vocabulary as appropriate.	respond using newly acquired vocabulary as appropriate.	respond using newly acquired vocabulary as appropriate.	respond using newly acquired vocabulary as appropriate; and	respond using newly acquired vocabulary as appropriate;	respond using newly acquired vocabulary as appropriate;	respond using newly acquired vocabulary as appropriate;	respond using newly acquired vocabulary as appropriate;	respond using newly acquired vocabulary as appropriate;
Writing	(F)				discuss specific ideas in the text important to the implied meaning.	discuss specific ideas in the text important to the implied meaning; and	discuss and write about specific ideas in the text important to the implied meaning; and	discuss and write about the implicit and explicit meanings of text;	express and write about the implicit and explicit meanings of text;	express and write about the implicit and explicit meanings of text;
RL.9.1 RI.9.1 Identify similar and differences between two texts on the same topic based on main viewpoint and main idea	(G)					compare and contrast ideas across a variety of sources.	compare and contrast across a variety of sources.	compare sources within and across genres and write a response with accurate text evidence;	compare sources within and across genres and write a response with accurate text evidence;	compare sources within and across genres and write a response with accurate text evidence;
Writing	(H)							respond orally or in writing with appropriate register, vocabulary, and voice; and	respond orally or in writing with appropriate register, vocabulary, and voice; and	respond orally or in writing with appropriate register, vocabulary, and voice; reflect on and adjust responses when valid evidence is presented
Writing	(I)							reflect on and adjust responses when valid evidence is presented.	reflect on and adjust responses when valid evidence is presented.	defend or challenge authors' claims using relevant text evidence

		Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>Vista Level Spanish</b>		<b>TEKS SLAR Strand 4 Collaboration</b>								
O.2.1 O.2.2 How can I meet my needs or address situations in conversations?	(A)	listen actively and ask questions to understand information;	listen actively and ask relevant questions to clarify information;	listen actively and ask relevant questions to clarify information;	(A) listen actively, ask relevant questions, and make pertinent comments;	listen actively, ask relevant questions, and make pertinent comments;	listen actively to interpret verbal and nonverbal messages and ask clarifying questions;	listen actively to interpret verbal and nonverbal messages and ask clarifying questions;	listen actively to interpret a message and ask clarifying questions that build on other's ideas;	listen actively to interpret a message by summarizing, asking questions, and making comments when appropriate;
	(B)	work productively with others by following agreed-upon rules for discussion, including taking turns;	work productively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions;	work productively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others;	work productively with others by following agreed upon rules, norms, and protocols;	work productively with others to develop a plan of shared responsibilities;	work productively with others to develop a plan of shared responsibilities;	work productively with others by following agreed upon rules for discussion to develop a plan with clear goals;	work productively with others to analyze a task to be solved and develop a plan with clear goals and deadlines;	work productively with others to analyze a task to be solved, and develop a plan with clear goals and deadlines;
O.1.1 O.1.2 O.1.3 O.1.4 O.1.5 How can I exchange information and ideas in conversations?	(C)	share ideas by speaking audibly and clearly; and	share ideas about the topic under discussion, speak clearly at an appropriate pace, and build on the ideas of others; and	share ideas about the topic under discussion, speak clearly and to the point, and build on the ideas of others; and	articulate thoughts clearly and build upon the ideas of others during discussion; and	articulate thoughts clearly and build upon the ideas of others during discussion; and	articulate thoughts clearly and build upon the ideas of others during discussion; and	elicit and consider suggestions from other group members and identify points of agreement and disagreement; and	engage in meaningful discourse and provide and accept constructive feedback from others;	engage in meaningful discourse and provide and accept constructive feedback from others such as: student led discourse, peer to peer, student/teacher;
	(D)	understand his/her own responsibility in collaboration.	recognize effective collaboration.	distinguish between effective and ineffective collaboration.	reflect and respond on the effectiveness of collaboration.	reflect and respond to the effectiveness of collaboration by acknowledging the contributions of	reflect on and respond to the effectiveness of collaboration by acknowledging the contributions of	evaluate the effectiveness of the collaborative interactions.	evaluate the effectiveness of the collaborative interactions such as, student led discourse, peer to peer,	evaluate the effectiveness of the collaborative interactions; and
	(E)								share prior knowledge with peers and others to facilitate communication and to foster respect for others.	share prior knowledge with peers and others to facilitate communication and to foster respect for others.

		Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	
<b>Vista Level Spanish</b>		<b>TEKS SLAR Strand 5 Multi-Genres</b>									
RI.5.1 RI.5.2 RI.5.3 RL.5.2 Analyze the structure of texts of all different text types. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	(A)	develop an understanding of how forms and structures are the same and different within and across genres including fiction, informational, traditional, and poetry;	develop an understanding of how forms and structures are the same and different within and across genres including fiction, informational, persuasive, procedural, and poetry;	develop an understanding of how forms and structures are the same and different within and across genres including realistic fiction, traditional, animal fantasy, informational, persuasive, procedural, and poetry;	develop an understanding of how forms and structures are the same and different within and across genres, including realistic fiction, traditional folktales, biographies, personal narrative, informational text, and poetry;	develop an understanding of how forms and structures are the same and different within and across genres, including historical fiction, legends, biographies, personal narrative, informational text, narrative non-fiction, poetry, and drama;	develop an understanding of how forms and structures are the same and different within and across genres such as realistic fiction, historical fiction, legends and myths, fantasy, science fiction, biographies, autobiographies, memoirs, informational text, primary source documents, narrative non-fiction, poetry, and drama;	develop an understanding of how forms and structures are the same and different within and across genres such as realistic fiction, historical fiction, legends and myths, fantasy, science fiction, biographies, autobiographies, memoirs, informational text, primary source documents, narrative nonfiction, argumentative text, poetry, drama, and hybrid text;	develop an understanding of how forms and structures are the same and different within and across genres such as realistic fiction, historical fiction, legends and myths, fantasy, science fiction, biographies, memoirs, informational text, primary source documents, narrative nonfiction, argumentative text, poetry, drama, and hybrid text;	develop an understanding of how forms and structures are the same and different within and across genres such as realistic fiction, historical fiction, fantasy, science fiction, biographies, autobiographies, memoirs, informational text, primary source documents, narrative nonfiction, argumentative text, poetry, drama, and hybrid text.	
RL.2.1 Determine main problem, central lesson or moral RL.2.3 Summarize RL.3.1, RL.3.2, RL.3.3, RL.3.4 How characters change over time, identify different viewpoints of characters and infer relationships between characters RL.3.5 Identify details in setting RL.5.1 and RL.5.3 climax of story RL.4.2 Understand how beats, alliteration, rhyme or repeated lines supply meaning to a story or poem.	(B)	recognize characteristics and structures of literary text, including: (i) identifying the main events, problem, and solution in the plot for texts read aloud; (ii) identifying the setting; (iii) identifying and describing the main character(s); (iv) identifying the basic theme with adult assistance; and (v) identify the rhyme, rhythm, repetition and meaning in nursery rhymes and familiar and traditional poems;	recognize characteristics and structures of literary text including: (i) identifying and understanding the main events, problem, and solution in the plot for texts read aloud and independently; (ii) describing the setting; (iii) describing the main character(s) and the reasons for their feelings and actions; (iv) identifying the basic theme; and (v) identify the rhyme, rhythm, repetition, imagery and meaning in a variety of poems;	recognize characteristics and structures of literary text, including: (i) identifying and understanding the main events, problem, and solution in the plot for texts read aloud and independently; (ii) describing the importance of the setting or multiple settings; (iii) describing the main character(s) and how their feeling and actions change; (iv) identifying the basic theme; and (v) identify and explain the elements of poetry, including rhyme, rhythm, repetition, imagery, and theme in narrative and lyrical poems;	recognize characteristics and structures of literary texts, including: (i) understanding how one event builds on another, how the problem is solved and multiple events and characters in the plot; (ii) understanding the relationship of the setting to the plot; (iii) explaining the relationship among the characters; (iv) identifying basic themes with textual evidence; and (v) understanding and identifying elements of poetry, including rhyme, rhythm, repetition, alliteration, and theme in narrative, lyrical, and concrete forms;	recognize characteristics and structures of literary texts, including: (i) analyzing and summarizing the elements of plot development, including rising action, climax, falling action, and resolution, including flashback as a way to develop plot; (ii) explaining the significance of the setting to the plot, including a historical setting; (iii) explaining the interactions of the characters and the changes they undergo; (iv) identifying and inferring basic themes with textual evidence; and (v) understanding and identifying elements of poetry, including stanzas and line breaks found in free verse, lyrical, and concrete forms;	recognize characteristics and structures of literary texts, including: (i) analyzing and summarizing the elements of plot development, including rising action, climax, falling action, and resolution, including non-linear elements such as flashback; (ii) explaining the significance of the setting of the plot, including historical setting; (iii) explaining the roles and functions of characters, including their relationships and conflicts; (iv) explaining multiple themes and ideas not explicitly stated within and across texts;	recognize characteristics and structures of literary texts, including: (i) analyzing nonlinear plot development including the use of foreshadowing to advance the plot; (ii) explaining the influence of the setting in character and plot development; (iii) analyzing the roles and functions of characters including their relationships and conflicts; (iv) explaining multiple themes and ideas not explicitly stated in texts;	recognize characteristics and structures of literary texts including: (i) analyzing texts with one or more subplots; (ii) explaining the influences of setting(s) on character and plot development in works with one or more subplots; (iii) analyzing how the internal and external responses of characters develop the plot; (iv) explaining how the theme(s) is developed;	recognize characteristics and structures of literary texts including: (i) analyzing linear and nonlinear plots with one or more subplots; (ii) analyzing the influence of setting(s) on character and plot development; (iii) analyzing how the central characters' qualities influence the resolution of the central conflict and the theme; (iv) explaining how the theme(s) is developed;	recognize characteristics and structures of literary texts including: (i) analyzing linear and nonlinear plots with one or more subplots; (ii) analyzing the influence of setting(s) on character and plot development; (iii) analyzing how the central characters' qualities influence the resolution of the central conflict and the theme; (iv) explaining how the theme(s) is developed;
RI.5.1 organization of text such as chronological order, main point-supporting evidence, cause and effect etc. RI.5.2 and RI.5.3 how text features such as section headings, bullet points, side bars help explain the main text RI.7.1 and 7.2 how different features such as diagram, timeline, charts etc. extend or support the main text	(C)	recognize characteristics and structures of informational text, including: (i) using features, including titles and simple graphics, to gain information; and (ii) discussing the ways information is grouped in a text such as sequence, description, and repeated patterns with adult assistance; and	recognize characteristics and structures of informational text including: (i) using features, and simple graphics to locate or gain information; and (ii) discuss how different organizational structures such as description, temporal sequence, and categorical support the main ideas;	recognize characteristics and structures of informational text including: (i) using features and graphics to and gain information; and (ii) discuss how different organizational structures such as temporal sequence, categorical, and questions/answers support the main ideas;	recognize characteristics and structures of informational text, including: (i) features, including chapters, sections, subsections, bibliography, tables, graphs, bullets, and numbers to locate, explain, or use information and gain understanding of text; and (ii) how different organizational structures such as cause and effect, compare and contrast, problem and solution, description, and chronological order support the main ideas;	recognize characteristics and structures of informational text, including: (i) features, including pronunciation guides and diagrams, to locate, explain, or use information and gain understanding of text; and (ii) how different organizational structures such as cause and effect, compare and contrast, problem and solution, description, and sequential and chronological order support the main ideas;	recognize characteristics and structures of informational text, including: (i) features, including insets, timelines, and sidebars, to locate, explain, or use information and gain understanding of text; and (ii) how different organizational structures such as cause and effect, compare and contrast, problem and solution, description, and sequential and chronological order support the main ideas;	recognize characteristics and structures of informational text including: (i) features such as introduction, forward, or preface, references, or acknowledgements to gain background information and understand the author's perspective on the topic; and (ii) how different organizational structures such as description, temporal sequence, cause and effect, compare and contrast, sequential order, chronological order, proposition-and-support, and problem-and-solution, support the main ideas;	recognize characteristics and structures of informational text including: (i) identifying the controlling idea or thesis; (ii) explaining how text is designed to organize and convey ideas; (iii) analyzing how multiple organizational structures such as description, temporal sequence, categorical, cause and effect, compare and contrast, and problem and solution develop the main ideas and the author's viewpoint; and (iv) identifying features, including chapters, sections, subsections, bibliography, tables, graphs, captions, bullets, and numbers to locate, explain, or use information and gain	recognize characteristics and structures of informational text including: (i) identifying the controlling idea or thesis; (ii) explaining how text is designed to organize and convey ideas; (iii) analyzing the author's use of multiple structures such as description, temporal sequence, categorical, cause and effect, compare and contrast, and problem and solution to organize information coherently; and (iv) using features, including chapters, sections, subsections, bibliography, tables, graphs, captions, bullets, and numbers to locate, explain, or use information and gain	
RI.8.1 Delineate and evaluate the argument	(D)	recognize characteristics and structures of text including what the author is trying to persuade the reader to think or do with adult assistance.	recognize characteristics and structures of persuasive text including what the author is trying to persuade the reader to think or do; and	recognize characteristics and structures of persuasive text including what the author is trying to persuade the reader to think or do; and identifying the thesis and facts or opinions that support the thesis; and	recognize characteristics and structures of persuasive text, including what the author is trying to persuade the reader to think or do by identifying the thesis and facts or opinions that support the thesis; and	recognize characteristics and structures of persuasive text, including what the author is trying to persuade the reader to think or do by identifying the thesis and facts or opinions that support the thesis; and	recognize characteristics and structures of persuasive text including analyzing the thesis to explain how the author has used facts for or against an argument and verifying the facts; and	recognize characteristics and structures of persuasive text including analyzing the argument by identifying the claim the author presents in the thesis and explain how the author supports their position with detailed and relevant evidence; and consideration of alternatives; and	recognize characteristics and structures of argumentative text including: (i) identifying the claim the author presents in the thesis; and (ii) analyzing the evidence presented and explain how the author anticipates and answers readers' concerns; and	recognize characteristics and structures of argumentative text including: (i) analyzing the claim the author presents in the thesis; and (ii) explaining how the author anticipates and answers readers' counter-arguments; and	
RI.9.1	(E)	explore the characteristics of multimodal texts for a variety of purposes.	recognize the characteristics of multimodal texts for a variety of purposes.	interpret and construct multimodal texts and digital literacies for a variety of purposes.	interpret and construct multimodal texts and digital literacies for a variety of purposes.	interpret and construct multimodal texts and digital literacies for a variety of purposes.	analyze and construct multimodal texts and digital literacies for a variety of purposes.	analyze and construct multimodal texts and digital literacies for a variety of purposes.	analyze and construct multimodal texts and digital literacies for a variety of purposes.	analyze and construct multimodal texts and digital literacies for a variety of purposes.	

		Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>Vista Level Spanish</b>		<b>TEKS SLAR Strand 6 Author's Purpose and Craft</b>								
RI.6.1 main purpose of text	(A)	Identify and discuss, with adult assistance, an author's purpose for writing text;	Identify and discuss the author's purpose for writing text;	Identify and discuss the author's purpose for writing text;	Identify and analyze the author's purpose and message within texts;	Identify and analyze the author's purpose and message within texts;	Identify and analyze the author's purpose and message within texts;	Identify and analyze the author's purpose and message of a within texts;	Identify and analyze the author's purpose and message within a text;	Identify and analyze the author's purpose and message within a text;
RL.6.1 how words and phrases in a story connect a story and how the organization of paragraphs are connected to communicate cause and effect etc.	(B)	Identify and discuss, with adult assistance, how text structure contributes to an author's purpose; and	Identify and discuss how text structure contributes to an author's purpose; and	Identify and discuss how text structure contributes to an author's purpose; and	Understand how text structure contributes to the author's purpose;	Understand how text structure contributes to the author's purpose;	Understand how text structure contributes to the author's purpose;	Identify and explain how a text structure contributes to the author's purpose;	Explain how a text structure contributes to the author's purpose;	Explain how a text structure contributes to the author's purpose;
RL.7.1 illustration support	(C)	Identify and discuss, with adult assistance, the author's use of print and graphic features to achieve specific purposes.	Identify and discuss the author's use of print and graphic features to achieve specific purposes with adult assistance.	Identify and discuss, the author's use of print and graphic features to achieve specific purposes.	Identify and explain the author's use of print and graphic features to achieve specific purposes;	Identify and explain the author's use of print and graphic features to achieve specific purposes;	Identify and explain the author's use of print and graphic features to achieve specific purposes;	Interpret the author's use of print and graphic features to achieve specific purposes;	Interpret the author's use of print and graphic features to achieve specific purposes;	Interpret and analyze the author's use of print and graphic features to achieve specific purposes;
RL.4.2 literal and figurative language	(D)				Describe how the author's use of literal and figurative language, including metaphor, simile, and imagery achieves specific purposes;	Describe how the author's use of literal and figurative language, including metaphor, simile, and imagery achieves specific purposes;	Describe how the author's use of literal and figurative language, including metaphor, simile, and imagery achieves specific purposes;	Explain the effect of literal and figurative language including metaphor, simile, personification, and imagery to achieve intended purposes;	Explain the effect of literal and figurative language including metaphor, simile, personification, and imagery to achieve intended purposes;	Explain the effect of literal and figurative language including imagery and symbolism to achieve intended purposes;
RL.4.1 analyze how specific word choices shape meaning or tone	(E)				Identify how the author's use of language contributes to the voice of a text; and	Identify and analyze how the author's use of language contributes to mood and voice of a text;	Identify and analyze how the author's use of language contributes to mood and voice of a text;	Identify and analyze how the author's use of language contributes to mood and voice of a text;	Identify and analyze how the author's use of language contributes to the mood, voice and tone, of a text;	Identify and analyze how the author's use of language contributes to the mood, voice and tone of a text;
RL.6.1 point of view, foreshadowing	(F)				Identify and analyze the use of literary devices, including point of view in first or third person to achieve a specific purpose.	Identify and analyze the use of literary devices, including point of view in first or third person to achieve a specific purpose; and	Identify and analyze the use of literary devices, including omniscient and limited point of view to achieve a specific purpose; and	Identify and analyze the use of literary devices including omniscient and limited point of view and foreshadowing to achieve a specific purpose; and	Identify and analyze the use of literary devices including subjective and objective point of view and foreshadowing to achieve a specific purpose; and	Identify and analyze the use of literary devices including subjective and objective point of view and irony to achieve a specific purpose; and
RL.4.3 literary devices such as exaggeration	(G)					Identify and explain the use of literary devices, including exaggeration, when used rhetorically.	Identify and explain the use of literary devices, including exaggeration and emotional appeals, when used rhetorically.	Discuss the use of rhetorical devices including hyperbole.	Discuss the use of rhetorical devices including loaded language.	Discuss the use of rhetorical devices including rhetorical questions and loaded language.