

Spanish - Grade 5

(.1) Listening Skills

- (A) listen to and repeats rhymes, finger plays, songs, poems, prayers, and riddles
- (B) listen and respond to greetings and farewells appropriately
- (C) follows simple oral directions (Total Physical Response)
- (D) follow multi-step oral directions
- (E) understands nonverbal clues (body language, TPR)
- (F) identifies specific information from a speaker's oral message
- (G) listens to select main idea and supporting details
- (H) selects, recalls, and organizes necessary information from an oral presentation and conversation
- (I) interprets meaning through speaker's intonation, pitch, and nonverbal clues
- (J) listens to answer questions
- (K) listens so as to write from dictation
- (L) can listen to words and identify where stress is
- (M) can identify vowel sounds
- (N) can identify consonant sounds and words
- (O) can distinguish between rr and r
- (P) can distinguish between n and ~n

(.2) Speaking Skills

- (A) recites the alphabet orally
- (B) responds clearly to questions with a short phrase
- (C) responds clearly to questions with a complete sentence
- (D) develops speaking techniques (inflection, pronunciation, gesture, accentuation)
- (E) uses correct grammar in oral communication
- (F) expresses ideas and feeling using a variety of words
- (G) give directions (TPR)
- (H) orally identifies basic vocabulary (see appendix - basic vocabulary)
- (I) delivers clear, concise announcements (weather, schedule, activities of the day)
- (J) makes a proper introduction, student, teacher, formal or familiar (Le presento al Señor...)
- (K) recites "Senal de la Cruz"
- (L) recites "Angel de la Guarda"
- (M) recites "Padre Nuestro"
- (N) recites "Ave Maria"
- (O) recites "Gloria"
- (P) uses appropriate expressions to describe state of being (estoy bien, mal, tener expressions, idiomatic expressions)
- (Q) greets and says farewells with appropriate gestures
- (R) develops various techniques to ask questions and make statements (affirmative and negative) ?Vives tu en Dallas? ?No vas a la casa?)
- (S) counts from 1 to 10 orally
- (T) counts from 10 to 20 orally
- (U) counts from 10 to 100 (by tens) orally
- (V) counts from 100 to 1,000 (by hundreds) orally
- (W) counts from 1,000 to 1,000,000 (by thousands) orally
- (X) uses correct singular and plural endings to talk about people and things
- (Y) uses adjectives (correct gender) to describe situations, people, or objects (physically, personally, characteristics, situations, size, and color)
- (Z) asks for permission to tend to personal needs (water, restroom, and sharpen pencil)
- (JJ) expresses likes and dislikes
- (AA) spells words using the Spanish alphabet
- (BB) correctly pronounces words with consonant sounds: t and d, s and z, b and v, c and s, ion, n, ll and Y, j and g, gui and gue, and diphthongs
- (CC) tells time to the hour, half hour, and minute

(.3) Reading Skills

- (A) discriminates sound for each letter of the alphabet
- (B) uses basic phonic analysis of initial consonants (ch,qui,ge,gi,ll,h,b,v,s,f)
- (C) uses basic phonic analysis of medial consonants (r,rr,s,d)
- (D) uses basic phonic analysis of final consonants (d)

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| (E) uses basic phonic analysis of vowels (a,e,i,o,u, occasionally y) |
| (F) uses phonic analysis of initial blends (flor, clavel, etc.) |
| (G) uses phonics analysis of initial diphthongs (oi,oy,ay,au,eu, etc.) |
| (H) uses phonics analysis of medial diphthongs (ua,ue,ei,ie) |
| (I) uses phonics analysis of terminal diphthongs (oy,ay, etc.) |
| (J) uses structural analysis of compound words (sacapuntas, rascacielos) |
| (K) uses structural analysis of contractions (del, al) |
| (L) knows basic sight words (*see appendix - Basic Sight Words) |
| (M) acquires basic vocabulary (days of week, months, numbers, colors, def article, indef article, vocabulary pertaining to school and house, cat, dog, etc. * see appendix Basic Vocabulary) |
| (N) supplies missing words in oral context (songs, rhymes) |
| (O) applies rules of accentuation for different definition of word (el versus el) |
| (P) respond to storytelling or oral reading by arranging events in sequential order (primero, luego, por ultimo) |
| (Q) follow simple written directions |
| (R) follow multi-step directions |
| (S) skims to find specific facts from dialogues, letters, paragraphs, and stories |
| (T) understands idiomatic expressions (tener hambre, hace viento, etc.) |
| .4 Writing and Language Skills |
| .1 NOUNS: |
| (A) recognize common nouns |
| (B) forms the plurals of singular nouns ending in vowels, consonants, z |
| (C) identifies the gender of nouns (el alumno, la alumna) |
| (D) identifies the subject in a sentence |
| (E) identifies person spoken to in a sentence |
| (F) writes the diminutive and augmentative of nouns (EX. libro, librito, casa, casita, librote, casota) |
| .2 PRONOUNS: |
| (A) uses interrogative pronouns (que, quien, cual, cuantos, etc.) |
| .3 ADJECTIVES: |
| (A) uses the definite articles with nouns (el, la, los, las) |
| (B) uses the indefinite articles with nouns (un, unos, una, unas) |
| (C) uses noun adjective agreement (I.e. Number: rojo, rojos; gender: rojas, rojos) |
| (D) writes adjectives using the common form: noun/ adjective (libro grande) |
| .4 ADVERBS: |
| (A) uses the adverbs of time (hoy, anoche, siempre, nunca, a veces, ayer, anteaayer) |
| (B) forms the comparisons of adverbs of manner, using "mente" (atentamente) |
| .6 VERBS: |
| (A) recognizes the infinitive form of the verb |
| (B) uses present tense regular "ar" ending verbs in singular and plural |
| (C) places the negative in front of verbs |
| (D) applies the pattern conjugated verb + infinitive (Voy a pintar.) |
| (E) chooses the correct form of the verb "to be" using ser, estar, tener, hacer |
| (F) uses the idiomatic verb gustar |
| (G) uses the verb "hay" form of haber |
| .7 SENTENCES |
| (A) writes declarative (affirmatives) sentences |
| (B) writes negative sentences |
| (C) writes interrogative sentences beginning with interrogative pronouns |
| (D) writes exclamatory sentences |
| (E) writes a sentence from dictation |
| .8 PUNCTUATION |
| (A) uses the period to end affirmative, negative sentences |
| (B) uses the period for abbreviations |
| (C) writes question marks at the beginning and end of sentences |
| (D) writes exclamation points at the beginning and end of sentences |
| .9 CAPITALIZATION |
| (A) writes the proper names of persons, animals, mountains, rivers, streets, parks, ships, etc. with capital letters |
| (B) writes sentences beginning with capital letters |
| (C) checks spelling of words in dictionary/ glossary |
| (D) defines and identifies synonyms and antonyms |

(.7) Vocabulary

- (A) count 1-15 orally and recognizes numbers out of sequence
- (B) count 1-50 orally and recognizes numbers out of sequence
- (C) count 1-100 orally and recognizes numbers out of sequence
- (D) count 1-1000 orally and recognizes numbers out of sequence
- (E) count 1000's orally and recognizes numbers out of sequence
- (F) count millions orally and recognizes numbers out of sequence
- (G) writes numeral and word
- (H) identifies colors
- (I) writes and uses colors correctly with gender and number
- (J) names immediate family members (i.e. padre, madre, etc.)
- (K) names extended family members (tio, tia, primo, prima, etc.)
- (L) names objects in school
- (M) names workers in school and where they work
- (N) names domestic animals
- (O) names wild animals
- (P) names days and months
- (Q) writes date
- (R) names the parts of the house inside and out
- (S) names parts of the body
- (T) names toys (la bicicleta, la muñeca, el tren, etc.)
- (U) names seasons and weather expressions
- (V) names fruits and vegetables
- (W) knows greetings and farewells
- (X) names furniture
- (Y) names utensils used for a table setting
- (Z) names basic articles of clothing

(.8) Culture

- (A) recognizes and uses familiar and formal greetings (i.e. usted, tu)
- (B) explains significance and practices of Mother's Day
- (C) explains significance and practices of Cinco de Mayo
- (D) explains significance and practices of December 12 (Feast of Our Lady of Guadalupe)
- (E) explains significance and practices of Christmas
- (F) explains significance and practices of Holy Week
- (G) explains significance and practices of Feast Days