

## Spanish – Grade 8

### (.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) identifies specific information for a written message
- (H) listens to select main idea and supporting details
- (I) selects, recalls, and organizes necessary information from an oral presentation and conversation
- (J) interprets meaning through speaker's intonation, pitch, and nonverbal clues
- (K) listens to answer questions
- (L) listens so as to write from dictation
- (M) can listen to words and identify where stress is
- (N) can identify vowel sounds
- (O) can identify consonant sounds and words
- (P) can distinguish between rr and r
- (Q) 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) relates events in their proper sequence (primero, despues, luego, por ultimo)
- (H) clearly states a short sequence of map directions (izquierda, derecha, derecho, al lado, dobla, sigue)
- (I) give directions (TPR)
- (J) communicates effectively in one to one and small group situations (communicative activities)
- (K) participates on committees and panels and in group problem solving activities in English (I.e. oral presentation on culture or country)
- (L) delivers an organized oral presentation (conversation, info about country, telephone conversation)
- (M) orally identifies basic vocabulary (see appendix - basic vocabulary)
- (N) presents information in a variety of oral situations
- (O) engages in creative dramatic activities using appropriate verbal and nonverbal communication (I.e. drama, skit, play)
- (P) delivers clear, concise announcements (weather, schedule, activities of the day)
- (Q) makes a proper introduction, student, teacher, formal or familiar (Le presento al Senor...)
- (R) recites "Senal de la Cruz"
- (S) recites "Angel de la Guarda"
- (T) recites "Padre Nuestro"
- (U) recites "Ave Maria"
- (V) recites "Gloria"
- (W) uses appropriate expressions to describe state of being (estoy bien, mal, tener expressions, idiomatic expressions)
- (X) greets and says farewells with appropriate gestures
- (Y) uses interrogative words to ask questions
- (Z) develops various techniques to ask questions and make statements (affirmative and negative) ?Vives tu en Dallas? ?No vas a la casa?)
- (AA) counts from 1 to 10 orally
- (BB) counts from 10 to 20 orally
- (CC) counts from 10 to 100 (by tens) orally
- (DD) counts from 100 to 1,000 (by hundreds) orally
- (EE) counts from 1,000 to 1,000,000 (by thousands) orally
- (FF) uses correct singular and plural endings to talk about people and things

(GG) uses adjectives (correct gender) to describe situations, people, or objects (physically, personally, characteristics, situations, size, and color)
(HH) responds to questions of quantity, time, information, reason, and location (?cuantos? ?cual es la fecha? ?que hora es? ?cuando? ?que? ?quien? ?donde? ?adonde? Y ?por que?
(II) asks for permission to tend to personal needs (water, restroom, and sharpen pencil)
(JJ) expresses likes and dislikes
(KK) spells words using the Spanish alphabet
(LL) 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
(MM) tells time to the hour, half hour, and minute
<b>(.3) Reading Skills</b>
(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)
(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 root words (comer-comida, aprender-aprendizaje)
(L) uses structural analysis of prefixes (pre, ex, re, pos, des, ante, sub)
(M) uses structural analysis of suffixes (mente, sion, cion, sion, dad, tad)
(N) uses structural analysis of contractions (del, al)
(O) knows basic sight words (*see appendix - Basic Sight Words)
(P) 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)
(Q) recognizes positional words (delante de, detras de, primero, despues, cerca de, lejos de, etc.)
(R) relates experiences using appropriate vocabulary and complete sentences in the present tense
(S) recognizes and uses formal and informal language (Tu and Usted)
(T) supplies missing words in oral context (songs, rhymes)
(U) uses context to understand the meaning of words or phrases
(V) selects from multiple meaning the most appropriate contextual meaning for a word (ganar, tomar, querer)
(W) understands meaning changes caused by the use of prefixes and suffixes (simpatico, antipatico)
(X) defines and identifies homographs (este-este, nada-nada)
(Y) divides words into syllables
(Z) applies rules of accentuation for words ending in vowels n, or s
(AA) applies rules of accentuation for words ending in consonants
(BB) applies rules of accentuation words ending in "ion"
(CC) applies rules of accentuation for different definition of word (el verses el)
(DD) respond to storytelling or oral reading by recalling important facts and details
(EE) respond to storytelling or oral reading by arranging events in sequential order (primero, luego, por ultimo)
(FF) follow simple written directions
(GG) follow multi-step directions
(HH) reads sentences in a smooth and clear manner; connects words appropriately (i.e. "cuatro y dos son seis")
(II) uses expression when reading questions, exclamations, and commands
(JJ) skims to find specific facts from dialogues, letters, paragraphs, and stories
(KK) rhymes words
(LL) understands idiomatic expressions (tener hambre, hace viento, etc.)
<b>(.4) Writing and Language Skills</b>
<b>.1 NOUNS:</b>
(A) recognize common nouns
(B) recognizes proper nouns/ collective nouns
(C) recognizes collective nouns

(D) forms the plurals of singular nouns ending in vowels, consonants, z
(E) identifies the gender of nouns (el alumno, la alumna)
(F) identifies the subject in a sentence
(G) identifies person spoken to in a sentence
(H) writes the diminutive and augmentative of nouns (EX. libro, librito, casa, casita, librote, casota)
<b>.2 PRONOUNS:</b>
(A) identifies singular and plural subject pronouns
(B) identifies and uses reflexive pronouns (me, te, se, etc.)
(C) uses indirect object pronouns (me, te, le nos, les)
(D) uses indefinite pronouns (nadie, alguien, todos, algo, nada, uno, alguno, ninguno)
(E) identifies possessive pronouns (el mio, mia, tuyo, etc.)
(F) identifies object pronouns (lo, la, etc.)
(G) uses pronouns as objects of a preposition (a mi, para ti)
(H) identifies the demonstrative pronouns (este, esta, ese, esa, aquel, aquella, esto, eso, aquellos, etc.)
(I) uses interrogative pronouns (que, quien, cual, cuantos, etc.)
<b>.3 ADJECTIVES:</b>
(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) identifies demonstrative adjectives (este libro, esta, esa, aquel)
(E) uses the shortened forms of adjectives that end in "o" if placed before a masculine noun in singular (EX. Bueno, buen hombre, uno, un libro, primer, primer piso, tercero, tercer piso)
(F) uses the adjectives "grande" and "santo" appropriately with nouns (gran general, Santo Domingo, San Jose)
(G) compares adjectives in the comparatives and superlatives (alto, mas alto, el mas alto, tan and tanto; menos, mayor)
(H) identifies possessive adjectives (mi, tu, su, nuestro, etc.)
(I) shows possession of nouns by using "de + name of owner"
(J) uses the numerals as determining adjectives (dos libros, cien libros, etc.)
(K) writes adjectives using the common form: noun/ adjective (libro grande)
<b>.4 ADVERBS:</b>
(A) uses the adverbs of time (hoy, anoche, siempre, nunca, a veces, ayer, anteaayer)
(B) uses the irregular comparisons of adverbs (bien, mejor, mucho, mas, mal, peor, poco, menos)
<b>.5 CONJUNCTIONS:</b>
(A) uses the correct conjunction (e, y, o, ni, pero, sino, u)
<b>.6 VERBS:</b>
(A) recognizes the infinitive form of the verb
(B) uses present tense regular "ar" ending verbs in singular and plural
(C) writes the endings for irregular verbs (dar, estar, ir)
(D) uses present progressive "ar" verbs (ayndando, escuchando)
(E) uses the past or preterite of "ar" verbs
(F) uses the imperative of "ar" verbs in singular and plural Formal: Escuche Usted! Informal: Escucha Tu!, Negative: No escuches!, No escuche!
(G) uses "er" present tense verbs with correct endings
(H) uses the present progressive "er" form of verbs (comiendo)
(I) places the negative in front of verbs
(J) applies the pattern conjugated verb + infinitive (Voy a pintar.)
(K) uses the preterite of "er" verbs (I, imos, io, ieron)
(L) forms the present progressive of "ir" verbs
(M) forms the preterite of "ir" verbs
(N) forms the imperative of "ir" verbs in formal/ informal negative/ affirmative commands
(O) chooses the correct form of the verb "to be" using ser, estar, tener, hacer
(P) applies the rules for when to use ser and estar
(Q) distinguishes between conocer, saber: tocar and jugar
(R) uses the idiomatic verb gustar
(S) uses the idiomatic verb doler and quedar

(T) conjugates stem changing verbs: 1) e-ie: tener, cerrar, comenzar, despertar 2) o-ue: almorzar, probar, poder, dormir 3) u-ue: jugar 4) e-i: decir, pedir, seguir, servir
(U) conjugates verbs with reflexives
(V) uses the verb "hay" form of haber
(W) uses the verb "tener que"
(X) uses verbs with the irregular "yo" forms (poner, salir, traer, hacer, venir, tener)
(Y) classifies "conocer" as an orthographic change verb (conozco)
<b>.7 SENTENCES</b>
(A) writes declarative (affirmatives) sentences
(B) writes negative sentences
(C) writes interrogative sentences beginning with interrogative pronouns
(D) writes interrogative sentences beginning with verbs "vas" and "no vas"
(E) writes exclamatory sentences
(F) writes imperative sentences
(G) creates compound sentences combining two simple sentences using conjunctions
(H) develops basic sentence patterns (subject-verb, subject-verb-adjective, subject-verb-noun)
(I) develops a descriptive paragraph using a variety of sentences
(J) develops a narrative paragraph using a variety of sentences
(K) writes a dialogue
(L) writes a sentence from dictation
(M) writes a friendly letter
(N) writes a response to a friendly letter
(O) writes and addresses a postcard
<b>.8 PUNCTUATION</b>
(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
(E) uses the comma in sentences
(F) uses the dash (raya) in dialogues
<b>.9 CAPITALIZATION</b>
(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) capitalizes "Ud." and "Uds." when abbreviated
(D) translates simple folk tales, stories, etc.
(E) uses a dictionary to locate multiple meanings of a word
(F) locates the abbreviation to indicate the part of speech of a word
(G) checks spelling of words in dictionary/ glossary
(H) determines common root of words (derivatives)
(I) defines and identifies synonyms and antonyms
(J) uses software or language translator to find the proper translation of phrases
<b>(.5) Viewing</b>
(A) views videos that depict cultural situations with comprehension
(B) answers questions about content of videos (textbook support materials)
(C) views TV commercials and determines vocabulary used
<b>(.6) Showing</b>
(A) uses pictures to orally make a presentation
(B) uses pictures or drawings to convey imperatives
(C) demonstrates how to accomplish a task in sequence (cook tacos, hit with a bat, make a bed, iron a shirt, etc.)
<b>(.7) Vocabulary</b>
(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 ( tío, tía, 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 objects found in the kitchen
(Z) names chores "quehaceres"
(AA) names utensils used for a table setting
(BB) names breakfast foods
(CC) names lunch foods
(DD) names dinner foods
(EE) names morning routine (reflexive verbs)
(FF) names games/ sports
(GG) names people and places in the community
(HH) names objects associated with the city
( II ) names vehicles and means of transportation
(JJ) names basic articles of clothing
<b>(.8) Culture</b>
(A) recognizes and uses familiar and formal greetings (i.e. usted, tu)
(B) compares and contrasts school schedules in N. America and Spanish-speaking countries
(C) compares and contrasts family structures in N. America and Spanish-speaking countries
(D) explains significance and practices of Quinceañera
(E) explains significance and practices of Mother's Day
(F) explains significance and practices of Cinco de Mayo
(G) explains significance and practices of October 12
(H) explains significance and practices of El Día de los Muertos
( I ) explains significance and practices of Baptism
(J) explains significance and practices of Matrimony
(K) explains significance and practices of First Communion
(L) explains significance and practices of December 12 (Feast of Our Lady of Guadalupe)
(M) explains significance and practices of Christmas
(N) explains significance and practices of Independence Days
(O) explains significance and practices of Holy Week
(P) explains significance and practices of Feast Days
(Q) compares and contrast the different seasons (esp. winter) in the North and Southern Hemisphere
(R) identifies Hispanics in the fields of medicine, science, sports, communication (TV), literature, art, business
(S) locates the following countries on a map: Mexico, Spain, Colombia, Argentina, Peru, Venezuela, Chile, Cuba, Ecuador, Guatemala, Bolivia, Dominican Republic, El Salvador, Honduras, Paraguay, Nicaragua, Puerto Rico, Uruguay, Costa Rica, Panama, Galapagos