

A student who is **Proficient** in New Mexico **Spanish Language Arts III Reading** consistently exhibits abilities to read and understand literary and informational text at the appropriate grade level. A strong focus is placed on the use and identification of literary and rhetorical elements. Proficient students are able to:

- identify the elements of a literary piece to comprehend the key aspects of the message the author is trying to convey (poetry, play, essay, fable, novel, etc.)
- recall most key events and details from the story and recognize literary elements the author is trying to convey such as protagonists, climax, tone, etc.
- effectively use context clues to identify the meaning of unknown vocabulary words
- determine the author's intentions by using specific vocabulary provided in the text to guide the reader's inferences
- explicitly use and understand specialized vocabulary such as figurative and connotative meanings, i.e., Tier III words including words with multiple meanings
- identify and define all rhetorical and literary elements that the author presents (alliteration, anaphora, prosopopeia, etc.)
- demonstrate a clear understanding of traditional Spanish literature within historical and social context (e.g., El Cid, El Quijote, Lazarillo de Tormes, La Vida es Sueno) and understand the text implications conveyed
- compare and contrast the changes between Old Spanish to Modern Spanish and recognize the modifications between the two forms of the Spanish language
- hypothesize and draw conclusions while citing evidence of findings
- identify the theme and central idea of the text and determine the author's point of view
- understand the use of poetic devices and literary terminology
- identify and recognize variations in grammatical forms
- use prior knowledge and context clues to interpret the definitions of Tier III words while making a real life connection

A student who is **Borderline Proficient** in New Mexico **Spanish Language Arts III Reading** consistently exhibits abilities to read and understand literary and informational text at the appropriate grade level. A strong focus is placed on the use and identification of literary and rhetorical elements. Borderline proficient students are able to:

- identify minimal elements of a literary piece to comprehend some elements of the message the author is trying to convey
- recall some key events and details from the story and recognize some literary elements conveyed by the author
- use context clues to identify the meaning of unknown words with some success
- determine author's implications by using vocabulary provided in the text to make inferences
- understand the vocabulary in text including Tier II words
- identify and define some rhetorical and literary elements that are being presented by the author (alliteration, anaphora, prosopopeia)
- have minimal familiarity with traditional Spanish literature within historical and social context (e.g., El Cid, El Quijote, La Zarillo de Tormesy, La Vida es Sueno) and understand the text implications conveyed
- identify some of the basic changes between Old Spanish to Modern Spanish and recognize the modifications between the two forms of the Spanish language
- hypothesize and draw conclusions from a piece of literature being presented
- identify a theme of the literature while omitting the central idea of the author's point of view
- be familiar with poetic devices and literary terminology
- have minimal use of grammatical skills
- use prior knowledge and context clues to predict the definitions of Tier II words
- identify some of the basic changes between Old Spanish to Modern Spanish and recognize the modifications between the two forms of the Spanish language