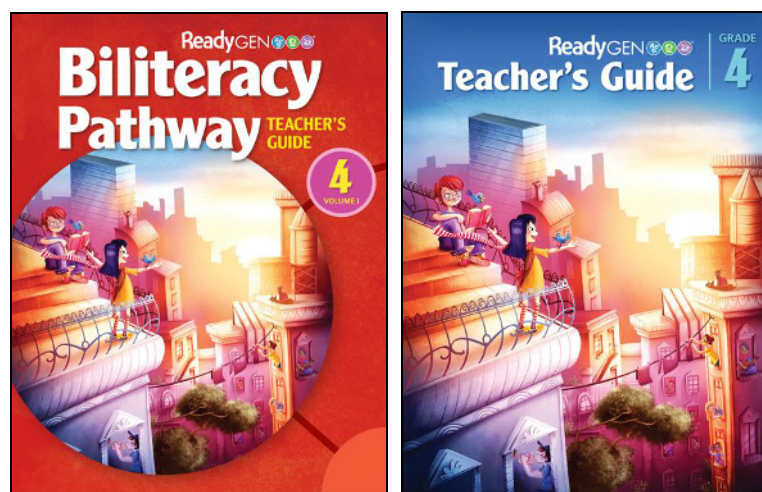


A Correlation of  
**ReadyGEN**  
**Biliteracy Pathway**  
Grade 4, ©2016



To the  
**Common Core State Standards for**  
**Spanish Language Arts and English Language Arts**

# A Correlation of the *ReadyGEN* Biliteracy Pathway to the Common Core State Standards for Spanish Language Arts and English Language Arts

## Introduction

This document demonstrates how ***ReadyGEN Biliteracy Pathway* ©2016** meets the Common Core State Standards for Spanish Language Arts and English Language Arts. Correlation page references are to the Unit Module Teacher’s Guides and are cited by grade and by unit. Please note that standards listed are for English and Spanish, and language differences may create a variance in the alignment.

### ReadyGEN Biliteracy Pathway Learning Resources

All language knowledge is an asset, not a deficit. Bilingual students acquire language differently than monolinguals, strategically using linguistic resources from both languages. The *ReadyGEN* Biliteracy Pathway provides a complete set of learning resources to help students develop literacy and linguistic skills in both languages:

#### Authentic Spanish Texts

- One trade book per unit (*6 trade books per grade at Grades K–2 and 4 trade books per grade at Grades 3–6*)
- Spanish trade books offer a collection of full-length authentic literary and informational texts to engage students in multiple close readings of appropriately complex text.

#### Spanish Leveled Text Library

Up to 50 Leveled Texts per grade help students develop self-extending reading and thinking strategies.

#### Detective

A collection of short, high-interest fiction and nonfiction selections used to sharpen students’ critical thinking skills.

### Instructional Model

The Biliteracy Pathway respects the unique features of Spanish by providing engaging, authentic text and literacy instruction that reflects the internal structures of Spanish phonology, grammar, syntax, and discourse patterns. When students analyze similarities and differences in two languages, their language and literacy skills can exceed those of monolingual children. A Biliteracy Pathway Unit consists of a Pathway Module (Module P) paired with an English-language *ReadyGEN* module.

The Module Overview identifies the instructional focus, or what readers, writers, and learners are expected to know and do. These expectations fall in line with the goals for the Performance-Based Assessment.

### Assessment

A Performance-Based Assessment (PBA) appears at the end of each Biliteracy module in the same genre as in English (narrative, informative, or opinion). The Biliteracy PBA was designed to provide a meaningful comparison if students complete PBAs in both English and Spanish. An online End-of-Unit assessment will be forthcoming for Fall 2016.

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<b>GRADE 4</b>		
<b>LITERATURA LITERATURE</b>		
<b>Ideas clave y detalles Key Ideas and Details</b>		
<p>RL.4.1 Se refieren a los detalles y ejemplos en un texto para explicar lo que dice explícitamente el texto y al hacer inferencias del mismo.</p> <p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p><b>Unit 2, Module P:</b> 107, 109, 115, 116, 124, 125, 156, 163</p> <p><b>Unit 3, Module P:</b> 49, 50, 51, 52, 66</p> <p><b>Unit 4, Module P:</b> 139, 140, 141, 142, 143, 148</p>	<p><b>Unit 1 Module A:</b> 13, 16, 23, 33, 43, 53, 63, 73, 83, 163, 167, 173, 183</p> <p><b>Unit 2 Module A:</b> 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 143, 153, 163, 173, 183</p> <p><b>Unit 3 Module B:</b> 292, 293, 302, 303, 304, 312, 313, 374, 375, 376, 377</p> <p><b>Unit 4 Module B:</b> 293, 303, 313, 323, 333, 373, 383</p>

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<p>RL.4.2 Utilizando los detalles en el texto, definen el tema de un cuento, obra de teatro o poema; hacen un resumen del texto.</p> <p>Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p><b>Unit 1, Module P:</b> 86-88</p> <p><b>Unit 2, Module P:</b> 107, 110, 118, 126, 131, 132, 133, 134, 135, 154, 155, 156, 157, 158, 171, 184-186</p> <p><b>Unit 3, Module P:</b> 52, 68</p> <p><b>Unit 4, Module P:</b> 142, 150, 184-186</p>	<p><b>Unit 1 Module A:</b> 12, 52</p> <p><b>Unit 2 Module A:</b> 42, 43, 46, 47, 82, 83, 84, 85, 86, 87, 92, 93, 122, 123, 153, 156, 162, 163, 165</p> <p><b>Unit 4 Module B:</b> 312, 313, 314, 315, 316, 317, 372, 373, 374, 375</p>
<p>RL.4.3 Describen en profundidad un personaje, escenario o acontecimiento en un cuento u obra de teatro, basándose en detalles específicos del texto (ejemplo: los pensamientos, palabras o acciones de un personaje).</p> <p>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p>	<p><b>Unit 2, Module P:</b> 107, 111, 115, 116, 123, 126, 127, 184-186</p> <p><b>Unit 4, Module P:</b> 149, 184-186</p>	<p><b>Unit 1 Module A:</b> 17, 23, 24, 26, 27, 33, 34, 53, 54, 56, 57, 63, 64, 66, 67, 73, 83, 86, 87</p> <p><b>Unit 2 Module A:</b> 12, 13, 14, 15, 16, 17, 52, 53, 55, 56, 57, 62, 63, 66, 72, 73, 156, 162, 163, 164, 165, 166, 167</p> <p><b>Unit 3 Module B:</b> 293, 302, 303, 304, 305, 306, 307</p> <p><b>Unit 4 Module B:</b> 292, 293, 294, 295, 296, 297, 372, 373</p>

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<p><b>Composición y estructura Craft and Structure</b></p>		
<p>RL.4.4 Determinan el significado de palabras y frases que se utilizan en un texto, incluyendo aquellas que aluden a personajes importantes de la mitología (ejemplo: Hércules).</p> <p>Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p>	<p><b>Unit 1, Module P:</b> 86, 87 <b>Unit 2, Module P:</b> 147, 148, 149, 150, 151 <b>Unit 3, Module P:</b> 48, 51, 64, 67 <b>Unit 4, Module P:</b> 137, 140, 141</p>	<p><b>Unit 1 Module A:</b> 13, 14, 23, 24, 33, 34, 43, 44, 53, 54, 63, 64, 73, 74, 77, 83, 84, 174, 184 <b>Unit 2 Module A:</b> 13, 14, 23, 24, 33, 34, 43, 44, 53, 54, 63, 64, 73, 74, 83, 84, 93, 174, 182, 184 <b>Unit 3 Module B:</b> 294, 313, 383 <b>Unit 4 Module B:</b> 303, 313, 323, 333, 373, 374, 383, 384</p>

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<p>RL.4.5 Explican las diferencias principales entre poemas, teatro y prosa. Y se refieren a los elementos estructurales de los poemas (ejemplo: verso, ritmo, métrica) y teatro (ejemplo: lista de los personajes, escenarios, descripciones, diálogos, direcciones de escena), al escribir o hablar sobre un texto.</p> <p>Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>	<p><b>Unit 1, Module P:</b> 86, 88 <b>Unit 2, Module P:</b> 108, 109, 111, 132, 174, 184, 186 <b>Unit 3, Module P:</b> 9, 10, 11, 12, 13, 50 <b>Unit 4, Module P:</b> 172, 174</p>	<p><b>Unit 2 Module A:</b> 39, 45 <b>Unit 3 Module B:</b> 212, 282 <b>Unit 4 Module B:</b> 272, 342, 352</p>
<p>RL.4.6 Comparan y contrastan el punto de vista desde el que se narran diferentes cuentos, incluyendo la diferencia entre las narraciones en primera y tercera persona.</p> <p>Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p><b>Unit 2, Module P:</b> 185, 186 <b>Unit 4, Module P:</b> 185</p>	<p><b>Unit 1 Module A:</b> 32, 33, 34, 35 <b>Unit 2 Module A:</b> 32, 33, 34, 35, 176 <b>Unit 4 Module B:</b> 324, 326, 327</p>

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<p><b>Integración de conocimientos y de ideas</b> <b>Integration of Knowledge and Ideas</b></p>		
<p>RL.4.7 Establecen conexiones entre el texto de un cuento, de una obra de teatro y una presentación visual u oral del mismo, identificando dónde cada versión refleja las descripciones e indicaciones específicas del texto.</p> <p>Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p>	<p>For related content, please see: <b>Unit 1, Module P:</b> 88 <b>Unit 2, Module P:</b> 182 <b>Unit 4, Module P:</b> 186</p>	<p><b>Unit 3 Module B:</b> 313, 384, 386 <b>Unit 4 Module B:</b> 372, 373</p>
<p>RL.4.8 (No es aplicable a la literatura).  (Not applicable to literature)</p>	<p>Not applicable according to Common Core State Standards for Spanish Language Arts</p>	<p>Not applicable according to Common Core State Standards for English Language Arts</p>



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<p>RL.4.9 Comparan y contrastan el tratamiento de temas en textos similares (ejemplo: oposición del bien y del mal) y los patrones de eventos (ejemplo: la búsqueda) en cuentos, mitos y literatura tradicional de diferentes culturas.</p> <p>Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>	<p><b>Unit 2, Module P:</b> 171, 172, 173, 174</p>	<p><b>Unit 2 Module A:</b> 172, 173, 175, 176, 177, 183 <b>Unit 3 Module B:</b> 314, 316, 317, 372, 373, 382, 383, 384, 385, 386, 387 <b>Unit 4 Module B:</b> 382, 383, 384, 385, 386, 387</p>

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<p><b>Nivel de lectura y de complejidad del texto</b> <b>Range of Reading and Level of Text Complexity</b></p>		
<p>RL.4.10 Al final del año escolar, leen y comprenden la literatura de forma competente, incluyendo cuentos, obras de teatro y poemas, en el nivel superior de la banda de complejidad del texto para los grados 4-5, con enseñanza guiada según sea necesario.</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><b>Unit 1, Module P:</b> 44, 76, 86-88 <b>Unit 2, Module P:</b> 110, 118, 126, 134, 158, 184-186 <b>Unit 3, Module P:</b> 12, 52, 68 <b>Unit 4, Module P:</b> 142, 150</p>	<p><b>Unit 1 Module A:</b> 15, 25, 35, 45, 55, 65, 75, 85, 175, 185 <b>Unit 2 Module A:</b> 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 135, 145, 155, 165, 175, 185 <b>Unit 3 Module B:</b> 295, 305, 315, 375, 385 <b>Unit 4 Module B:</b> 295, 305, 315, 325, 335, 375, 385</p>

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<p><b>TEXTO INFORMATIVO INFORMATIONAL TEXT</b></p>		
<p><b>IIdeas clave y detalles Key Ideas and Details</b></p>		
<p>RI.4.1 Se refieren a los detalles y ejemplos en un texto para explicar lo que dice explícitamente el texto y para hacer inferencias del mismo.</p> <p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p><b>Unit 1, Module P:</b> 9, 11, 27, 35, 65, 73 <b>Unit 2, Module P:</b> 136, 164, 167 <b>Unit 3, Module P:</b> 27, 28, 29 <b>Unit 4, Module P:</b> 107, 108, 109, 111, 116, 117, 163, 164</p>	<p><b>Unit 1 Module A:</b> 93, 103, 113, 123, 133, 136, 137, 143, 153, 163, 173, 183 <b>Unit 2 Module A:</b> 136, 137 <b>Unit 3 Module B:</b> 323, 324, 325, 326, 327, 342, 343, 352, 353, 362, 363, 372, 373, 382, 383 <b>Unit 4 Module B:</b> 213, 223, 233, 236, 237, 243, 244, 245, 246, 247, 252, 253, 263, 273, 283, 284, 286, 287, 336, 337, 342, 343, 344, 345, 346, 347</p>

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<p>RI.4.2 Determinan la idea principal de un texto y explican la forma en que los detalles clave apoyan dicha idea; hacen un resumen del texto.</p> <p>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p><b>Unit 1, Module P:</b> 11, 12, 13, 57, 58, 59, 60, 61, 65, 66, 67, 68, 69</p> <p><b>Unit 2, Module P:</b> 139, 141, 143</p> <p><b>Unit 3, Module P:</b> 13, 20, 26, 34, 36, 58</p> <p><b>Unit 4, Module P:</b> 108, 109, 110, 111, 123, 124, 125, 126, 127, 165, 167</p>	<p><b>Unit 1 Module A:</b> 122, 123, 124, 125, 126, 127, 142, 143, 144, 146, 147</p> <p><b>Unit 3 Module B:</b> 222, 223, 232, 233, 242, 243, 244, 246, 247, 374, 376, 377</p> <p><b>Unit 4 Module B:</b> 212, 213, 214, 215, 216, 217, 222, 223, 224, 225, 226, 227, 232, 233, 236, 237, 242, 243, 262, 263, 264, 265, 266, 267, 272, 273, 282</p>
<p>RI.4.3 Explican los acontecimientos, procedimientos, ideas o conceptos de un texto histórico, científico o técnico, incluyendo lo que sucedió y por qué, basándose en la información específica del texto.</p> <p>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p><b>Unit 1, Module P:</b> 9, 10, 16, 18, 24, 49, 50, 51, 52, 53</p> <p><b>Unit 2, Module P:</b> 139, 140, 141, 143, 147</p> <p><b>Unit 3, Module P:</b> 17, 18, 19, 20, 21, 33, 34, 35, 36, 37, 57, 58, 59, 61</p> <p><b>Unit 4, Module P:</b> 109, 111, 116, 117, 119, 124</p>	<p><b>Unit 1 Module A:</b> 127, 132</p> <p><b>Unit 3 Module B:</b> 212, 213, 222, 223, 272, 273, 274, 276, 277, 322, 323, 324, 327, 342</p> <p><b>Unit 4 Module B:</b> 212, 213, 222, 223, 226, 227, 232, 233, 242, 243, 246, 262, 263, 266, 272, 273, 283, 342, 343, 344, 345, 346, 347, 352, 353</p>

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<p><b>Composición y estructura Craft and Structure</b></p>		
<p>RI.4.4 Determinan en un texto el significado de palabras y frases de contexto académico general y de dominio específico pertinentes a los temas o materias de cuarto grado.</p> <p>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>	<p><b>Unit 1, Module P:</b> 10, 11, 12, 18, 19, 20, 21, 26, 27, 28, 34, 35, 36, 42, 43, 44, 45, 51, 52, 53, 58, 59, 60, 66, 67, 68, 74, 75, 76</p> <p><b>Unit 2, Module P:</b> 140, 141, 142, 148, 149, 150, 164, 165, 166</p> <p><b>Unit 3, Module P:</b> 10, 11, 12, 18, 19, 20, 26, 27, 28, 34, 35, 36, 42, 43, 44, 45, 58, 59, 60</p> <p><b>Unit 4, Module P:</b> 108, 109, 110, 116, 117, 118, 124, 125, 126, 132, 133, 134, 164, 165, 166, 172</p>	<p><b>Unit 1 Module A:</b> 93, 94, 103, 104, 113, 114, 123, 124, 133, 134, 135, 143, 144</p> <p><b>Unit 3 Module B:</b> 253, 254, 255, 256, 257, 263, 264, 273, 274, 283, 284, 314, 323, 324</p> <p><b>Unit 4 Module B:</b> 213, 214, 223, 224, 233, 234, 235, 243, 244, 253, 254, 257, 263, 264, 273, 274, 283, 284, 344, 354, 363, 364, 383, 384</p>

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<p>RI.4.5 Describen la estructura general (ejemplo: cronología, comparación, causa/efecto, problema/solución) de eventos, ideas, conceptos o información en un texto parte de un texto.</p> <p>Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>	<p><b>Unit 1, Module P:</b> 12, 16, 32, 33, 34, 35, 36, 37, 50, 57, 59, 60, 61, 76, 96</p> <p><b>Unit 2, Module P:</b> 148</p> <p><b>Unit 3, Module P:</b> 9, 10, 11, 12, 13, 96</p> <p><b>Unit 4, Module P:</b> 110, 142, 148</p>	<p><b>Unit 1 Module A:</b> 103, 105, 106, 107, 153, 154, 155, 156, 157</p> <p><b>Unit 3 Module B:</b> 262, 263, 264, 265, 266, 267, 312, 313, 316, 322, 342, 352, 353, 354, 355</p>
<p>RI.4.6 Comparan y contrastan la primera y la segunda descripción de un mismo evento o tema; describen las diferencias en el enfoque y en la información proporcionada.</p> <p>Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p><b>Unit 1, Module P:</b> 72, 73, 74, 75</p> <p><b>Unit 3, Module P:</b> 72, 73, 74, 75, 76, 77, 86-88</p> <p><b>Unit 4, Module P:</b> 170, 171, 172, 174, 175</p>	<p><b>Unit 3 Module B:</b> 312, 313, 314, 315, 316, 317, 332, 333, 334, 362, 363</p>

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<p><b>Integración de conocimientos e ideas</b> <b>Integration of Knowledge and Ideas</b></p>		
<p>RI.4.7 Interpretan información presentada visualmente, cuantitativamente y oralmente (ejemplo: en tablas, gráficas, diagramas, líneas del tiempo, animaciones, o elementos interactivos en páginas de internet) y explican cómo la información contribuye a la comprensión del texto en el que aparece.</p> <p>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	<p><b>Unit 1, Module P:</b> 25, 26, 27, 28, 29, 34, 42, 51</p> <p><b>Unit 3, Module P:</b> 13, 19, 21, 26, 74, 86-88</p> <p><b>Unit 4, Module P:</b> 111, 116, 117, 119, 126, 184-186</p>	<p><b>Unit 3 Module B:</b> 222, 223, 224, 225, 226, 227, 233, 243, 262, 263, 317, 322, 323, 373, 383</p> <p><b>Unit 4 Module B:</b> 223, 253, 263, 272, 273, 282, 283, 286, 343, 362</p>

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<p>RI.4.8 Explican cómo el autor utiliza las razones y evidencia para apoyar determinados puntos de un texto.</p> <p>Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p><b>Unit 1, Module P:</b> 32, 37 <b>Unit 2, Module P:</b> 165, 166 <b>Unit 3, Module P:</b> 25, 26, 28, 57, 58, 59 <b>Unit 4, Module P:</b> 154, 155, 156</p>	<p><b>Unit 1 Module A:</b> 96, 97, 164, 165, 166, 167 <b>Unit 3 Module B:</b> 263, 282, 283 <b>Unit 4 Module B:</b> 212, 213, 214, 222, 223, 224, 225, 232, 233, 242, 243, 253, 262, 263, 264, 265, 267, 272, 273</p>
<p>RI.4.9 Integran la información de dos textos sobre el mismo tema, a fin de escribir o hablar con conocimiento sobre dicho tema.</p> <p>Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p><b>Unit 1, Module P:</b> 72, 74, 75, 76, 77 <b>Unit 3, Module P:</b> 72, 73, 74, 75, 76, 77 <b>Unit 4, Module P:</b> 170, 171, 172, 173, 174, 175</p>	<p><b>Unit 1 Module A:</b> 172, 173, 174, 175, 176, 177 <b>Unit 3 Module B:</b> 312, 313, 314, 362, 363, 364, 366, 367, 372, 373, 382, 383, 384, 385, 386, 387 <b>Unit 4 Module B:</b> 362, 363, 364, 365, 382, 383, 384, 385, 386, 387</p>



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<p><b>Nivel de lectura y de complejidad del texto Range of Reading and Level of Text Complexity</b></p>		
<p>RI.4.10 Al final del año escolar, leen y comprenden textos informativos de forma competente, incluyendo textos de historia/estudios sociales, ciencias y textos técnicos, en el nivel superior de la banda de complejidad del texto para los grados 4-5, con enseñanza guiada según sea necesario.</p> <p>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><b>Unit 1, Module P:</b> 20, 28, 36, 44, 52, 60, 68 <b>Unit 2, Module P:</b> 142, 150, 166, 174 <b>Unit 3, Module P:</b> 12, 20, 28, 36, 44, 60, 76, 86-88 <b>Unit 4, Module P:</b> 110, 118, 126, 134, 158, 166, 174</p>	<p><b>Unit 1 Module A:</b> 95, 105, 115, 125, 135, 145, 155, 165, 175, 185 <b>Unit 3 Module B:</b> 215, 225, 235, 245, 255, 265, 275, 285, 325, 335, 345, 355, 365, 375, 385 <b>Unit 4 Module B:</b> 215, 225, 235, 245, 255, 265, 275, 285, 345, 355, 365, 385</p>

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<p><b>CUARTO GRADO ESTÁNDARES DE LECTURA: DESTREZAS FUNDAMENTALES READING STANDARDS: FOUNDATIONAL SKILLS</b></p>		
<p><b>Ffonética y reconocimiento de palabras Phonics and Word Recognition</b></p>		
<p>RF.4.3a Conocen y aplican la fonética y las destrezas de análisis de palabras a nivel de grado, en la decodificación de palabras. Usan el conocimiento combinado de todas las correlaciones entre grafemas y fonemas, patrones de división en sílabas y la morfología (ejemplo: raíces y afijos), para leer con precisión palabras desconocidas de sílabas múltiples, en contexto y fuera de contexto.</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p><b>Unit 1, Module P:</b> 16, 24, 32, 37, 72 <b>Unit 2, Module P:</b> 114, 122, 130, 170, 193 <b>Unit 3, Module P:</b> 8, 16, 24, 95 <b>Unit 4, Module P:</b> 106, 122, 130, 135, 170, 193</p>	<p><b>Unit 1 Module A:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, FS2–FS13 <b>Unit 2 Module A:</b> 12, 22, 32, 42, 52, 112, 122, 132, 142, 152, 162, FS2–FS13 <b>Unit 3 Module B:</b> 382, FS14–FS16, FS20–FS25 <b>Unit 4 Module B:</b> 212, 222, 232, 242, 252, 353, 362, 372, 382, FS14–FS16, FS20–FS25</p>

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<p>RF.4.3b (ES) Conocen y aplican la fonética y las destrezas de análisis de palabras a nivel de grado, en la decodificación de palabras. Distinguen palabras homófonas por su función y significado y reconocen el uso del acento diacrítico para distinguirlas.</p>	<p><b>Unit 1, Module P:</b> 8, 15, 23, 31, 39, 47, 79 <b>Unit 3, Module P:</b> 71 <b>Unit 4, Module P:</b> 164</p>	<p><i>ReadyGEN</i> Module A and Module B focus on English Language Arts reading, writing, speaking and listening skills.</p>
<p>RF.4.3c (ES) Conocen y aplican la fonética y las destrezas de análisis de palabras a nivel de grado, en la decodificación de palabras. Reconocen los cambios necesarios en la pronunciación y ortografía cuando se añade un acento a la palabra (ejemplo: lento, lentamente; rápido, rapidísimo).</p>	<p><b>Unit 1, Module P:</b> 50 <b>Unit 2, Module P:</b> 114, 122, 130, 170 <b>Unit 3, Module P:</b> 24, 92 <b>Unit 4, Module P:</b> 122, 130, 170</p>	<p><i>ReadyGEN</i> Module A and Module B focus on English Language Arts reading, writing, speaking and listening skills.</p>
<p>RF.4.3d (ES) Conocen y aplican la fonética y las destrezas de análisis de palabras a nivel de grado, en la decodificación de palabras. Usan correctamente la diéresis para señalar la letra u con sonido en las sílabas güe y güi (bilingüe, pingüino).</p>	<p><b>Unit 4, Module P:</b> 114</p>	<p><i>ReadyGEN</i> Module A and Module B focus on English Language Arts reading, writing, speaking and listening skills.</p>

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<p><b>Acentuación</b></p>		
<p>RF.4.3e (ES) Conocen y aplican la fonética y las destrezas de análisis de palabras a nivel de grado, en la decodificación de palabras. Usan correctamente el acento escrito de acuerdo con el acento tónico en palabras apropiadas al nivel de grado aplicando un análisis sistemático:</p> <ol style="list-style-type: none"> <li>1. Cuentan el número de sílabas.</li> <li>2. Nombran la sílaba que lleva el énfasis (última, penúltima, antepenúltima).</li> <li>3. Categorizan la palabra según su acento tónico (aguda, grave, esdrújula).</li> <li>4. Determinan el sonido o la letra en que termina la palabra (vocal o consonante /n/ o /s/).</li> <li>5. Escriben el acento ortográfico si es necesario.</li> <li>6. Justifican la acentuación de palabras de acuerdo a las reglas ortográficas.</li> </ol>	<p><b>Unit 1, Module P:</b> 16, 37, 71 <b>Unit 2, Module P:</b> 169 <b>Unit 3, Module P:</b> 71 <b>Unit 4, Module P:</b> 169</p>	<p><i>ReadyGEN</i> Module A and Module B focus on English Language Arts reading, writing, speaking and listening skills.</p>

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<p>RF.4.3f (ES) Conocen y aplican la fonética y las destrezas de análisis de palabras a nivel de grado, en la decodificación de palabras. Reconocen cuando una vocal fuerte (a, e, o) y una vocal débil (i, u) o dos vocales débiles forman hiato y no diptongo. Ponen correctamente el acento escrito sobre la vocal en la que cae el acento tónico (hacía, baúl, raíz).</p>	<p><b>Unit 1, Module P:</b> 71 <b>Unit 2, Module P:</b> 113, 121, 129, 137, 145 <b>Unit 3, Module P:</b> 15, 16, 23, 31, 39, 47</p>	<p><i>ReadyGEN</i> Module A and Module B focus on English Language Arts reading, writing, speaking and listening skills.</p>
<p><b>Fluidez</b></p>		
<p>RF.4.4a Leen con suficiente precisión y fluidez para apoyar la comprensión. Leen textos a nivel de grado con propósito y comprensión.  Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.</p>	<p><b>Unit 1, Module P:</b> 9, 12, 17, 20, 25, 28, 33, 36, 41, 44, 49, 52, 57, 60, 65, 68, 69, 76 <b>Unit 2, Module P:</b> 107, 110, 115, 118, 123, 126, 131, 134, 139, 142, 143, 147, 150, 155, 158, 163, 166, 174 <b>Unit 3, Module P:</b> 9, 12, 17, 20, 25, 28, 33, 36, 41, 44, 49, 52, 57, 60, 65, 68, 76 <b>Unit 4, Module P:</b> 107, 110, 115, 118, 123, 126, 131, 134, 139, 142, 147, 150, 155, 158, 163, 166, 174</p>	<p><b>Unit 1 Module A:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182 <b>Unit 2 Module A:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182 <b>Unit 3 Module B:</b> 212, 222, 232, 242, 252, 262, 272, 282, 292, 302, 312 <b>Unit 4 Module B:</b> 212, 222, 232, 242, 252, 262, 272, 282, 292</p>

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<p>RF.4.4b Leen con suficiente precisión y fluidez para apoyar la comprensión. Leen oralmente prosa y poesía a nivel de grado con precisión, ritmo adecuado y expresión en lecturas sucesivas.</p> <p>Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p><b>Unit 1, Module P:</b> 13, 21, 29, 37, 45, 53, 61, 69, 77, 88</p> <p><b>Unit 2, Module P:</b> 111, 119, 127, 135, 143, 151, 159, 167, 175, 186</p> <p><b>Unit 3, Module P:</b> 13, 21, 29, 37, 45, 53, 61, 69, 77, 88</p> <p><b>Unit 4, Module P:</b> 111, 119, 127, 135, 143, 151, 159, 167, 175, 186</p>	<p><b>Unit 1 Module A:</b> 17, 27, 47, 67, 77, 87, 97, 117, 127, 147, 157, 167, 177, 187</p> <p><b>Unit 2 Module A:</b> 17, 27, 47, 67, 77, 87, 97, 117, 127, 147, 155, 157, 167, 177, 187</p> <p><b>Unit 3 Module B:</b> 217, 227, 247, 267, 277, 287, 297, 317, 327, 347, 357, 367, 377, 387</p> <p><b>Unit 4 Module B:</b> 217, 227, 267, 277, 297, 317, 347, 357, 377, 387</p>
<p>RF.4.4c Usan el contexto para confirmar o autocorregir el reconocimiento de las palabras y la comprensión, releyendo cuando sea necesario.</p> <p>Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><b>Unit 1, Module P:</b> 8, 16, 26, 32, 40, 48, 53, 56, 61, 64, 72</p> <p><b>Unit 2, Module P:</b> 106, 114, 122, 130, 135, 138, 146, 162, 170</p> <p><b>Unit 3, Module P:</b> 21, 24, 32, 40, 48, 56, 64, 72</p> <p><b>Unit 4, Module P:</b> 114, 122, 130, 138, 146, 154, 162, 170</p>	<p><b>Unit 1 Module A:</b> FS4, FS7, FS10, FS13</p> <p><b>Unit 2 Module A:</b> 125</p> <p><b>Unit 3 Module B:</b> 277, 317, FS17-FS19</p> <p><b>Unit 4 Module B:</b> 217, 277, 347, 387</p>

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<p><b>ESCRITURA WRITING</b></p>		
<p><b>Tipos de textos y sus propósitos Text Types and Purposes</b></p>		
<p>W.4.1a Escriben propuestas de opinión sobre temas o textos, en las que apoyan un punto de vista con razones e información. Presentan un tema o texto con claridad, expresan su opinión y elaboran una estructura organizativa en la que se agrupan las ideas relacionadas con el mismo para apoyar el propósito del escritor.</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p>	<p><b>Unit 4, Module P:</b> 112, 120, 128, 136, 144, 152, 160, 176, 178-182</p>	<p><b>Unit 4 Module B:</b> 228, 229, 230, 238, 239, 240, 260, 268, 269, 270, 280, 288, 289, 290, 308, 309, 310, 349, 350, 359, 360, 368, 369, 370, 392</p>

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<p>W.4.1b Escriben propuestas de opinión sobre temas o textos, en las que apoyan un punto de vista con razones e información. Ofrecen razones que están sustentadas por hechos y detalles.</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Provide reasons that are supported by facts and details.</p>	<p><b>Unit 4, Module P:</b> 112, 120, 128, 136, 144, 152, 160, 176</p>	<p><b>Unit 1 Module A:</b> 37</p> <p><b>Unit 4 Module B:</b> 238, 239, 240, 258, 259, 260, 268, 270, 278, 279, 280, 288, 289, 290, 299, 328, 329, 330, 350, 360, 368, 369, 370, 392</p>
<p>W.4.1c Escriben propuestas de opinión sobre temas o textos, en las que apoyan un punto de vista con razones e información. Enlazan la opinión y las razones utilizando palabras y frases (ejemplo: a fin de, asimismo).</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p>	<p><b>Unit 4, Module P:</b> 112, 120, 136</p>	<p><b>Unit 4 Module B:</b> 228, 230, 298, 299, 300, 368, 369, 370, 392</p>



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<p>W.4.1d Escriben propuestas de opinión sobre temas o textos, en las que apoyan un punto de vista con razones e información. Ofrecen una declaración o conclusión relacionada con la opinión presentada.</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Provide a concluding statement or section related to the opinion presented.</p>	<p><b>Unit 4, Module P:</b> 152, 176, 178-182</p>	<p><b>Unit 4 Module B:</b> 279, 280, 288, 289, 290, 338, 339, 340, 369, 370, 392</p>

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<p>W.4.2a Escriben textos informativos y explicativos para examinar un tema y transmitir ideas e información con claridad. Presentan un tema con claridad y agrupan la información relacionada con el mismo en párrafos y secciones; incluyen formato (ejemplo: encabezados), ilustraciones y medios múltiples cuando sean útiles para ayudar a la comprensión.</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>	<p><b>Unit 1, Module P:</b> 14, 30, 54, 62, 70, 80-84 <b>Unit 3, Module P:</b> 22, 30, 38, 46, 54, 62, 70, 78, 80-84</p>	<p><b>Unit 1 Module A:</b> 18, 19, 20, 28, 29, 30, 68, 69, 70, 88, 89, 90, 118, 119, 120 <b>Unit 3 Module B:</b> 218, 219, 220, 228, 229, 230, 238, 239, 240, 268, 269, 270, 348, 349, 350, 392</p>

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<p>W.4.2b Escriben textos informativos y explicativos para examinar un tema y transmitir ideas e información con claridad. Desarrollan el tema con hechos, definiciones, detalles concretos, citas, u otra información y ejemplos relacionados con el tema.</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>	<p><b>Unit 1, Module P:</b> 14, 30, 46, 54, 62, 70, 80-84 <b>Unit 3, Module P:</b> 14, 22, 30, 38, 46, 54, 62, 70, 78, 80-84</p>	<p><b>Unit 1 Module A:</b> 48, 49, 50, 78, 79, 80, 138, 139, 140 <b>Unit 3 Module B:</b> 218, 219, 220, 228, 229, 230, 238, 239, 240, 248, 249, 250, 268, 269, 270, 278, 279, 280, 288, 289, 290, 318, 319, 320, 328, 329</p>

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<p>W.4.2c Escriben textos informativos y explicativos para examinar un tema y transmitir ideas e información con claridad. Enlazan las ideas dentro de las categorías de información, usando palabras y frases (ejemplo: otro, por ejemplo, también, porque).</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p>	<p><b>Unit 1, Module P:</b> 62 <b>Unit 3, Module P:</b> 30, 46, 62, 70, 78, 80-84</p>	<p><b>Unit 1 Module A:</b> 158, 159, 160 <b>Unit 3 Module B:</b> 308, 309, 310, 392, 394, 396</p>

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<p>W.4.2d Escriben textos informativos y explicativos para examinar un tema y transmitir ideas e información con claridad. Usan un lenguaje preciso y un vocabulario de dominio específico para informar sobre el tema o explicarlo.</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p><b>Unit 1, Module P:</b> 38, 62, 78, 80-84 <b>Unit 3, Module P:</b> 14, 30, 46, 62, 70, 78, 80-84</p>	<p><b>Unit 1 Module A:</b> 98, 99, 100 <b>Unit 3 Module B:</b> 218, 219, 220, 228, 229, 230, 238, 239, 240, 258, 259, 260, 298, 299, 300, 368, 369, 370, 392, 394, 396</p>

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<p>W.4.2e Escriben textos informativos y explicativos para examinar un tema y transmitir ideas e información con claridad. Incluyen una declaración o conclusión relacionada con la información o explicación presentada.</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Provide a concluding statement or section related to the information or explanation presented.</p>	<p><b>Unit 1, Module P:</b> 62, 78, 80-84 <b>Unit 3, Module P:</b> 62, 80-84</p>	<p><b>Unit 1 Module A:</b> 168, 169, 170, 192 <b>Unit 3 Module B:</b> 358, 359, 360, 392, 396</p>

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<p>W.4.3a Escriben narraciones que presentan experiencias o acontecimientos reales o imaginarios, utilizando una técnica eficaz, detalles descriptivos y una secuencia clara de los acontecimientos. Orientan al lector al establecer una situación y presentar al narrador y/o a los personajes; organizan una secuencia de acontecimientos que se desarrolla de forma natural.</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p><b>Unit 2, Module P:</b> 112, 120, 128, 144, 152, 160, 168, 176, 178-182</p> <p><b>Unit 3, Module P:</b> 86-88</p> <p><b>Unit 4, Module P:</b> 184-186</p>	<p><b>Unit 2 Module A:</b> 28, 29, 30, 38, 39, 40, 58, 59, 60, 108, 109, 110, 118, 119, 120, 148, 149, 150, 192, 196</p>

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<p>W.4.3b Escriben narraciones que presentan experiencias o acontecimientos reales o imaginarios, utilizando una técnica eficaz, detalles descriptivos y una secuencia clara de los acontecimientos. Usan el diálogo y descripciones para desarrollar las experiencias y acontecimientos o para mostrar la respuesta de los personajes ante diversas situaciones.</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p>	<p><b>Unit 2, Module P:</b> 120, 128, 136, 144, 152, 168, 176, 178-182 <b>Unit 3, Module P:</b> 86-88 <b>Unit 4, Module P:</b> 184-186</p>	<p><b>Unit 2 Module A:</b> 28, 88, 89, 90, 158, 159, 160, 178, 179, 180</p>



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<p>W.4.3c Escriben narraciones que presentan experiencias o acontecimientos reales o imaginarios, utilizando una técnica eficaz, detalles descriptivos y una secuencia clara de los acontecimientos. Usan una variedad de palabras y frases de transición para manejar la secuencia de los eventos.</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use a variety of transitional words and phrases to manage the sequence of events.</p>	<p><b>Unit 2, Module P:</b> 144, 160, 168, 176, 178-182 <b>Unit 3, Module P:</b> 86-88 <b>Unit 4, Module P:</b> 184-186</p>	<p><b>Unit 2 Module A:</b> 28, 88, 89, 90, 158, 159, 160, 178, 179, 180</p>

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<p>W.4.3d Escriben narraciones que presentan experiencias o acontecimientos reales o imaginarios, utilizando una técnica eficaz, detalles descriptivos y una secuencia clara de los acontecimientos. Usan palabras y frases concretas y detalles sensoriales para comunicar con precisión las experiencias y eventos.</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>	<p><b>Unit 2, Module P:</b> 112, 120, 128, 136, 144, 152, 160, 168, 176, 178-182 <b>Unit 3, Module P:</b> 86-88 <b>Unit 4, Module P:</b> 184-186</p>	<p><b>Unit 2 Module A:</b> 28, 68, 69, 70, 78, 79, 80, 98, 99, 100, 192</p>

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<p>W.4.3e Escriben narraciones que presentan experiencias o acontecimientos reales o imaginarios, utilizando una técnica eficaz, detalles descriptivos y una secuencia clara de los acontecimientos. Ofrecen una conclusión derivada de las experiencias o eventos narrados.</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Provide a conclusion that follows from the narrated experiences or events.</p>	<p><b>Unit 2, Module P:</b> 178-182 <b>Unit 3, Module P:</b> 86-88 <b>Unit 4, Module P:</b> 184-186</p>	<p><b>Unit 2 Module A:</b> 28, 129, 130, 168, 169, 170</p>

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<p><b>Producción y redacción de la escritura Production and Distribution of Writing</b></p>		
<p>W.4.4 Redactan textos claros y coherentes en los cuales el desarrollo y organización son adecuados a la tarea, el propósito y la audiencia. (Las expectativas específicas del nivel de grado para los tipos de escritura se definen en los estándares 1–3 antes mencionados).</p> <p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p><b>Unit 1, Module P:</b> 14, 22, 30, 38, 46, 54, 62, 70, 78, 80-84, 86-89</p> <p><b>Unit 2, Module P:</b> 42, 120, 128, 136, 144, 152, 160, 168, 178-182, 184-187</p> <p><b>Unit 3, Module P:</b> 14, 22, 30, 38, 46, 54, 62, 70, 78, 80-84, 86-89</p> <p><b>Unit 4, Module P:</b> 112, 120, 128, 136, 144, 152, 160, 168, 178-182, 184-187</p>	<p><b>Unit 1 Module A:</b> 18, 28, 29, 38, 48, 49, 50, 58, 59, 68, 69, 78, 79, 98, 99, 138, 148, 149, 150, 158, 168, 178, 188</p> <p><b>Unit 2 Module A:</b> 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148, 158, 168, 178, 188, 198</p> <p><b>Unit 3 Module B:</b> 218, 228, 238, 248, 258, 268, 278, 288</p> <p><b>Unit 4 Module B:</b> 218, 228, 238, 248, 258, 259, 268, 278, 288, 308</p>

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<p>W.4.5 Con la orientación y el apoyo de compañeros y adultos, desarrollan y mejoran el escrito según sea necesario mediante la planificación, revisión y corrección. (La corrección debe demostrar el dominio de los estándares de Lenguaje 1-3, del cuarto grado).</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 to and including grade 4.)</p>	<p><b>Unit 1, Module P:</b> 14, 22, 30, 38, 46, 54, 62, 70, 78, 80-84, 86-89</p> <p><b>Unit 2, Module P:</b> 112, 120, 128, 136, 144, 152, 160, 168, 176, 178-182, 184-187</p> <p><b>Unit 3, Module P:</b> 14, 22, 30, 38, 46, 54, 62, 70, 78, 80-84, 86-89</p> <p><b>Unit 4, Module P:</b> 112, 120, 128, 136, 144, 152, 160, 168, 176, 178-182, 184-187</p>	<p><b>Unit 1 Module A:</b> 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 128, 129, 130, 140</p> <p><b>Unit 2 Module A:</b> 20, 30, 40, 50, 60, 70, 80, 90, 110, 120, 130, 140, 150, 160</p> <p><b>Unit 3 Module B:</b> 220, 230, 240, 250, 260, 270, 280, 290, 300, 310, 320</p> <p><b>Unit 4 Module B:</b> 220, 230, 240, 250, 260, 270, 280, 290</p>

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<p>W.4.6 Con la orientación y el apoyo de adultos, usan la tecnología incluyendo internet, para crear y publicar textos escritos, así como para interactuar y colaborar con los demás, y demostrar dominio suficiente de las habilidades de mecanografía para escribir un mínimo de una página en una sola sesión.</p> <p>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p><b>Unit 1, Module P:</b> 14, 22, 30, 38, 46, 54, 62, 70, 78, 80-84, 86-89</p> <p><b>Unit 2, Module P:</b> 112, 120, 128, 136, 144, 152, 160, 168, 176, 178-182, 184-187</p> <p><b>Unit 3, Module P:</b> 14, 22, 30, 38, 46, 54, 62, 70, 78, 80-84, 86-89</p> <p><b>Unit 4, Module P:</b> 112, 120, 128, 136, 144, 152, 160, 168, 176, 178-182, 184-187</p>	<p><b>Unit 1 Module A:</b> 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150</p> <p><b>Unit 2 Module A:</b> 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150</p> <p><b>Unit 3 Module B:</b> 330, 340, 350, 360, 370, 380, 390</p> <p><b>Unit 4 Module B:</b> 300, 310, 320, 330, 340, 350, 360, 370, 380, 390, 394, 398</p>

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<p><b>Investigación para la formación y presentación de conocimientos Research to Build and Present Knowledge</b></p>		
<p>W.4.7 Llevan a cabo proyectos de investigación cortos que amplían sus conocimientos a través del estudio de diferentes aspectos de un tema.</p> <p>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p><b>Unit 1, Module P:</b> 22, 30, 38, 46, 54, 62, 70, 78, 80-84</p> <p><b>Unit 3, Module P:</b> 14, 22, 30, 38, 30, 38, 46, 54, 62, 70, 78, 80-84, 86-89</p> <p><b>Unit 4, Module P:</b> 112, 120, 128, 136, 144, 152, 160, 168, 176, 178-182</p>	<p><b>Unit 1 Module A:</b> 38, 39, 40, 108, 109, 110, 192</p> <p><b>Unit 3 Module B:</b> 219, 239, 249, 259, 278, 279, 280, 288, 289, 290, 298, 299, 309, 310, 318, 319</p> <p><b>Unit 4 Module B:</b> 239, 258, 259, 318, 319, 320</p>
<p>W.4.8 Recuerdan información relevante de experiencias o recopilan información importante de materiales impresos y fuentes digitales; toman notas, categorizan información y ofrecen una lista de las fuentes de información.</p> <p>Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, and categorize information, and provide a list of sources.</p>	<p><b>Unit 1, Module P:</b> 22, 30, 38, 46, 80-84, 86-89</p> <p><b>Unit 2, Module P:</b> 112, 120, 128, 136, 144, 176, 178-182</p> <p><b>Unit 3, Module P:</b> 14, 22, 30, 38, 46, 54, 62, 70, 78, 80-84, 86-89</p> <p><b>Unit 4, Module P:</b> 112, 120, 128, 136, 144, 152, 160, 168, 176, 178-182, 184-187</p>	<p><b>Unit 1 Module A:</b> 108, 109, 110</p> <p><b>Unit 3 Module B:</b> 290, 298, 299, 300, 309, 310, 318, 319, 340, 350, 360, 370, 380, 394</p> <p><b>Unit 4 Module B:</b> 239, 249, 258, 259, 278, 279, 298, 299, 318, 319, 320, 349, 359, 360</p>

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<p>W.4.9a Obtienen pruebas o argumentos de textos literarios e informativos para apoyar el análisis y la reflexión e investigación. Aplican los estándares de lectura de cuarto grado en la literatura (ejemplo: describen en profundidad un personaje, escenario o acontecimiento de un cuento u obra de teatro, en base a detalles específicos del texto [ejemplo: los pensamientos, palabras o acciones de un personaje]).</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").</p>	<p><b>Unit 1, Module P:</b> 86-89</p> <p><b>Unit 2, Module P:</b> 112, 120, 128, 136, 144, 152, 160, 176, 184-187</p> <p><b>Unit 4, Module P:</b> 178-182, 184-187</p>	<p><b>Unit 1 Module A:</b> 68, 69, 70</p> <p><b>Unit 2 Module A:</b> 18, 28, 48, 58, 68, 98, 108, 128, 138, 148, 158, 168, 178, 188</p> <p><b>Unit 4 Module B:</b> 374, 376</p>



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<p>W.4.9b Obtienen pruebas o argumentos de textos literarios e informativos para apoyar el análisis y la reflexión e investigación. Aplican los estándares de lectura de cuarto grado en textos informativos (ejemplo: explican cómo el autor utiliza las razones, pruebas y argumentos para apoyar determinados puntos en un texto).</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").</p>	<p><b>Unit 1, Module P:</b> 14, 22, 30, 38, 46, 54, 62, 80-84</p> <p><b>Unit 3, Module P:</b> 14, 22, 30, 38, 46, 54, 62, 80-84, 86-89</p> <p><b>Unit 4, Module P:</b> 112, 136, 144, 152, 160, 178-182</p>	<p><b>Unit 3 Module B:</b> 228, 229, 238, 248, 268, 269, 270, 278, 279, 280, 288, 318, 328, 338</p> <p><b>Unit 4 Module B:</b> 284, 286</p>

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<p><b>Nivel de escritura y redacción</b> <b>Range of Writing</b></p>		
<p>W.4.10 Escriben habitualmente durante períodos prolongados (tiempo para la investigación, reflexión y revisión) y períodos cortos (una sola sesión o uno o dos días) para una serie de tareas.</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>This objective is addressed throughout. See, for example:</p> <p><b>Unit 1, Module P:</b> 22, 46, 54, 70, 80-84, 86-89</p> <p><b>Unit 2, Module P:</b> 112, 144, 176, 182, 184-187</p> <p><b>Unit 3, Module P:</b> 14, 22, 30, 38, 70, 78, 80-84, 86-89</p> <p><b>Unit 4, Module P:</b> 128, 152, 168, 186</p>	<p><b>Unit 1 Module A:</b> 20, 30, 40, 50, 60, 70, 80, 90, 100, 107, 110, 120, 130, 140</p> <p><b>Unit 2 Module A:</b> 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150</p> <p><b>Unit 3 Module B:</b> 220, 230, 240, 250, 260, 270, 280, 290, 300, 310</p> <p><b>Unit 4 Module B:</b> 220, 230, 240, 250, 260, 270, 280, 290, 300, 310</p>

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<p><b>AUDICIÓN Y EXPRESIÓN ORAL SPEAKING AND LISTENING</b></p>		
<p><b>Comprensión y colaboración Comprehension and Collaboration</b></p>		
<p>SL.4.1a Participan eficazmente en una serie de conversaciones colaborativas (en pares, en grupos, y dirigidas por el maestro) con diversos compañeros sobre <i>temas y textos apropiados al cuarto grado</i>, elaborando a partir de las ideas de los demás y expresando las propias con claridad. Vienen preparados a las conversaciones, después de haber leído o estudiado el material necesario; se basan explícitamente en esa preparación y cualquier otra información conocida sobre el tema para explorar las ideas que se discuten.</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<p><b>Unit 1, Module P:</b> 8, 11, 16, 24, 27, 32, 35, 40, 56, 64, 67, 72 <b>Unit 2, Module P:</b> 106, 114, 117, 122, 125, 130, 133, 138, 141, 157, 165, 170, 184-187 <b>Unit 3, Module P:</b> 16, 19, 27, 51, 56, 59, 64, 67, 72, 75, 86-88 <b>Unit 4, Module P:</b> 106, 109, 117, 130, 138, 146, 149, 154, 162, 165, 184-187</p>	<p><b>Unit 1 Module A:</b> 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 143, 153, 163, 173, 183 <b>Unit 2 Module A:</b> 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 143, 153 <b>Unit 3 Module B:</b> 323, 333, 343, 353, 363, 373, 383, 393 <b>Unit 4 Module B:</b> 213, 223, 233, 243, 253, 263, 273, 283, 293, 303, 313</p>

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<p><b>SL.4.1a (Continued)</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	<p><b>(Continued)</b></p>	<p><b>(Continued)</b> See Paired English Module citations above.</p>
<p><b>SL.4.1b</b> Participan eficazmente en una serie de conversaciones colaborativas (en pares, en grupos, y dirigidas por el maestro) con diversos compañeros sobre <i>temas y textos apropiados al cuarto grado</i>, elaborando a partir de las ideas de los demás y expresando las propias con claridad. Siguen las reglas acordadas para participar en las conversaciones y llevar a cabo las funciones asignadas.</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly. Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<p><b>Unit 1, Module P:</b> 8, 9, 16, 17, 24, 25, 32, 33, 40, 41, 49, 56, 57, 64, 65, 72, 73, 86-89 <b>Unit 2, Module P:</b> 106, 107, 114, 115, 122, 123, 130, 131, 138, 139, 147, 155, 163, 170, 171, 184-187, <b>Unit 3, Module P:</b> 9, 16, 17, 25, 33, 41, 49, 56, 57, 64, 65, 72, 73, 86-89 <b>Unit 4, Module P:</b> 106, 107, 115, 123, 130, 131, 138, 139, 146, 147, 154, 155, 162, 163, 171, 184-187</p>	<p><b>Unit 1 Module A:</b> 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 164, 174, 184 <b>Unit 2 Module A:</b> 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 164, 174, 184 <b>Unit 3 Module B:</b> 214, 224, 234, 244, 254, 264, 274, 284, 294, 304, 314 <b>Unit 4 Module B:</b> 214, 224, 234, 244, 254, 264, 274, 284, 294, 304, 314</p>

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<p>SL.4.1c Participan eficazmente en una serie de conversaciones colaborativas (en pares, en grupos, y dirigidas por el maestro) con diversos compañeros sobre <i>temas y textos apropiados al cuarto grado</i>, elaborando a partir de las ideas de los demás y expresando las propias con claridad. Plantean y contestan preguntas específicas para aclarar o dar seguimiento a la información y hacen comentarios que contribuyen a la conversación y se enlazan a los comentarios de los demás.</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p>	<p><b>Unit 1, Module P:</b> 8, 9, 16, 17, 24, 25, 32, 33, 40, 41, 49, 56, 57, 64, 65, 72, 73, 86-89</p> <p><b>Unit 2, Module P:</b> 106, 107, 114, 115, 122, 123, 130, 131, 138, 139, 147, 155, 163, 170, 171, 184-187</p> <p><b>Unit 3, Module P:</b> 9, 16, 17, 25, 33, 41, 49, 56, 57, 64, 65, 72, 73, 86-89</p> <p><b>Unit 4, Module P:</b> 106, 107, 115, 123, 130, 131, 138, 139, 146, 147, 154, 155, 162, 163, 171, 184-187</p>	<p><b>Unit 1 Module A:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152</p> <p><b>Unit 2 Module A:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182</p> <p><b>Unit 3 Module B:</b> 212, 222, 232, 242, 252, 262, 272, 272, 282, 292, 302</p> <p><b>Unit 4 Module B:</b> 322, 332, 342, 352, 362, 372, 382</p>

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<p>SL.4.1d Participan eficazmente en una serie de conversaciones colaborativas (en pares, en grupos, y dirigidas por el maestro) con diversos compañeros sobre <i>temas y textos apropiados al cuarto grado</i>, elaborando a partir de las ideas de los demás y expresando las propias con claridad. Revisan las ideas clave expresadas y explican sus propias ideas y comprensión tomando en cuenta lo previamente hablado.</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p><b>Unit 1, Module P:</b> 8, 11, 16, 24, 27, 32, 35, 40, 56, 64, 67, 72, 86-89</p> <p><b>Unit 2, Module P:</b> 106, 114, 117, 122, 130, 138, 141, 165, 170, 184-187</p> <p><b>Unit 3, Module P:</b> 16, 56, 64, 72, 86-89</p> <p><b>Unit 4, Module P:</b> 106, 109, 117, 130, 138, 146, 154, 162, 184-187</p>	<p><b>Unit 1 Module A:</b> 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 164, 174, 184</p> <p><b>Unit 2 Module A:</b> 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 164, 174, 184</p> <p><b>Unit 3 Module B:</b> 214, 224, 234, 244, 254, 264, 274, 284, 294, 304, 314</p> <p><b>Unit 4 Module B:</b> 214, 224, 234, 244, 254, 264, 274, 284, 294, 304, 314</p>

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<p>SL.4.2 Parafrasean partes de un texto leído en voz alta o información presentada en diversos medios de comunicación y formatos visuales, cuantitativos y orales.</p> <p>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p><b>Unit 1, Module P:</b> 8, 13, 16, 24, 32, 40, 56, 64, 72, 86-89 <b>Unit 2, Module P:</b> 106, 114, 122, 130, 138, 170, 184-187 <b>Unit 3, Module P:</b> 16, 56, 64, 72, 86-89 <b>Unit 4, Module P:</b> 106, 130, 138, 146, 154, 162, 184-187</p>	<p><b>Unit 3 Module B:</b> 222, 223, 224, 225, 226, 227, 242, 243, 244, 245, 246, 247 <b>Unit 4 Module B:</b> 223, 227, 229, 253, 263, 297</p>
<p>SL.4.3 Identifican las razones, pruebas y argumentos que ofrece un hablante para sustentar determinados puntos.</p> <p>Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>For related content, please see: <b>Unit 1, Module P:</b> 8, 16, 24, 32, 40, 56, 64, 72, 84, 86-88 <b>Unit 2, Module P:</b> 106, 114, 122, 130, 138, 170, 184-186 <b>Unit 3, Module P:</b> 16, 56, 64, 72, 84, 86-88 <b>Unit 4, Module P:</b> 106, 130, 138, 146, 154, 162, 182, 184-186</p>	<p><b>Unit 3 Module B:</b> 230, 270, 282, 283, 290 <b>Unit 4 Module B:</b> 322, 323</p>

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<p><b>Presentación de conocimientos y de ideas Production of Knowledge and Ideas</b></p>		
<p>SL.4.4 Hacen un informe sobre un tema o texto, cuentan un cuento o relatan una experiencia de forma organizada con hechos apropiados y detalles descriptivos relevantes para sustentar las ideas o temas principales, hablando con claridad y a un ritmo comprensible.</p> <p>Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p><b>Unit 1, Module P:</b> 8, 16, 24, 32, 40, 56, 64, 72, 84, 86-88 <b>Unit 2, Module P:</b> 106, 112, 114, 122, 128, 130, 136, 138, 144, 152, 160, 168, 170, 176, 182, 184-186 <b>Unit 3, Module P:</b> 16, 56, 64, 72, 78, 84, 86-88 <b>Unit 4, Module P:</b> 106, 130, 138, 146, 154, 162, 182, 184-186</p>	<p><b>Unit 1 Module A:</b> 17, 27, 47, 87, 97, 107, 117, 127, 147, 157, 167, 187 <b>Unit 2 Module A:</b> 17, 27, 47, 57, 77, 87, 147, 157, 177 <b>Unit 3 Module B:</b> 236, 237, 277, 287, 307, 317, 327, 336, 337, 357, 377, 387 <b>Unit 4 Module B:</b> 217, 227, 247, 267, 287, 297, 307, 317, 327, 347, 357, 367, 377</p>
<p>SL.4.5 Añaden grabaciones de audio y video a las presentaciones cuando es adecuado para mejorar el desarrollo de las ideas o temas principales.</p> <p>Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p><b>Unit 1, Module P:</b> 70, 80-84, 86-89 <b>Unit 2, Module P:</b> 176, 178-182, 184-187 <b>Unit 3, Module P:</b> 38, 54, 78, 80-84, 86-89 <b>Unit 4, Module P:</b> 184-187</p>	<p><b>Unit 1 Module A:</b> 194 <b>Unit 2 Module A:</b> 188, 189, 190, 194, 198 <b>Unit 3 Module B:</b> 280, 300, 394, 398 <b>Unit 4 Module B:</b> 390, 394, 398</p>



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<p>SL.4.6 Distinguen entre contextos que requieren el uso del español formal (ejemplo: la presentación de ideas) y situaciones donde el discurso informal es apropiado (ejemplo: conversaciones en grupos pequeños). Usan el español formal cuando es adecuado a la tarea y situación. (Ver el estándar 1 de lenguaje del cuarto grado).</p> <p>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standard 1 for specific expectations.)</p>	<p><b>Unit 1, Module P:</b> 86-89 <b>Unit 2, Module P:</b> 184-187 <b>Unit 3, Module P:</b> 86-89 <b>Unit 4, Module P:</b> 184-187</p>	<p><b>Unit 4 Module B:</b> 398</p>

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<p><b>LENGUAJE LANGUAGE</b></p>		
<p><b>Normas y convenciones del español Conventions of Standard English</b></p>		
<p>L.4.1a Demuestran dominio de las normativas de la gramática del español y su uso al escribirlo o hablarlo. Usan los pronombres, relativos (<i>qué, que; quién, quien; cuál, cual; cuánto, cuanto</i>) y los adverbios relativos (<i>donde, cuando, como, cuanto</i>).</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p>	<p><b>Unit 1, Module P:</b> 15, 23, 31, 39, 47, 53, 55 <b>Unit 2, Module P:</b> 161 <b>Unit 4, Module P:</b> 113, 121, 129, 137, 145, 169</p>	<p><b>Unit 1 Module A:</b> 41, 61 <b>Unit 2 Module A:</b> 120, 121 <b>Unit 3 Module B:</b> 230, 231, 240, 241, 250, 251 <b>Unit 4 Module B:</b> 220, 221, 240, 241, 260, 261, 370, 371</p>

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<p>L.4.1b Demuestran dominio de las normativas de la gramática del español y su uso al escribirlo o hablarlo. Forman y usan los tiempos compuestos de los verbos (ejemplo: <i>Yo estaba caminando; Yo estoy caminando; Yo estaré caminando</i>) y reconocen su uso limitado en español (una acción en progreso, por ejemplo: Estoy hablando español vs Hablo español).</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p>	<p><b>Unit 2, Module P:</b> 145, 193</p>	<p><b>Unit 1 Module A:</b> 91 <b>Unit 2 Module A:</b> 140, 141, 160, 161 <b>Unit 3 Module B:</b> 350, 351 <b>Unit 4 Module B:</b> 250, 251, 320, 321</p>

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<p>L.4.1c Demuestran dominio de las normativas de la gramática del español y su uso al escribirlo o hablarlo. Usan verbos auxiliares con el infinitivo del verbo para expresar diversas condiciones (ejemplo: <i>Puedo correr. Debo dormir</i>) o con la forma condicional del verbo (ejemplo: <i>podría correr, desearía dormir</i>).</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p>	<p><b>Unit 1, Module P:</b> 44, 48, 66, <b>Unit 2, Module P:</b> 122, 126, 140, 149, 154 <b>Unit 3, Module P:</b> 21, 32, 34, 50, 58, 63, 69, 73, 95 <b>Unit 4, Module P:</b> 158, 184, 191</p>	<p><b>Unit 1 Module A:</b> 101, 151 <b>Unit 3 Module B:</b> 260, 261, 320, 321 <b>Unit 4 Module B:</b> 300, 301, 330, 331</p>

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<p>L.4.1d Demuestran dominio de las normativas de la gramática del español y su uso al escribirlo o hablarlo. Ordenan una serie de adjetivos dentro de una oración de acuerdo a los patrones convencionales (ejemplo: <i>una pequeña bolsa roja</i> en lugar de <i>una roja bolsa pequeña</i>).</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p>	<p><b>Unit 2, Module P:</b> 153 <b>Unit 3, Module P:</b> 47, 91 <b>Unit 4, Module P:</b> 113, 188</p>	<p><b>Unit 1 Module A:</b> 81 <b>Unit 2 Module A:</b> 20, 21, 30, 31 <b>Unit 3 Module B:</b> 340, 341 <b>Unit 4 Module B:</b> 340, 341, 350, 351</p>
<p>L.4.1e Demuestran dominio de las normativas de la gramática del español y su uso al escribirlo o hablarlo. Forman y usan frases preposicionales.</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use prepositional phrases.</p>	<p><b>Unit 1, Module P:</b> 15, 23, 31, 39, 47, 55, 63, 72, 96 <b>Unit 2, Module P:</b> 113, 121, 129, 137, 145, 168 <b>Unit 3, Module P:</b> 15, 23, 24, 31, 39, 47, 63, 72, 96 <b>Unit 4, Module P:</b> 113, 121, 129, 137, 145, 162, 191</p>	<p><b>Unit 1 Module A:</b> 131 <b>Unit 2 Module A:</b> 110, 111 <b>Unit 3 Module B:</b> 350, 351, 360, 361 <b>Unit 4 Module B:</b> 290, 291, 390, 391</p>

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<p>L.4.1f Demuestran dominio de las normativas de la gramática del español y su uso al escribirlo o hablarlo. Forman oraciones completas, reconocen y corrigen los fragmentos inadecuados y corridos o desconectados.*</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p>	<p><b>Unit 1, Module P:</b> 8, 24, 32 <b>Unit 3, Module P:</b> 15, 23, 92 <b>Unit 4, Module P:</b> 122, 153, 161, 162, 177</p>	<p><b>Unit 1 Module A:</b> 111, 121, 141 <b>Unit 2 Module A:</b> 70, 71, 80, 81, 100, 101 <b>Unit 3 Module B:</b> 220, 221, 280, 281, 290, 291</p>

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<p>L.4.1g Demuestran dominio de las normativas de la gramática del español y su uso al escribirlo o hablarlo. Usan correctamente palabras que frecuentemente se confunden (ejemplo: <i>tubo/tuvo; sabia/savia; cocer/coser; echo/hecho</i>).</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*</p>	<p><b>Unit 1, Module P:</b> 8, 15, 23, 31, 39, 47, 79 <b>Unit 3, Module P:</b> 71 <b>Unit 4, Module P:</b> 169</p>	<p><b>Unit 1 Module A:</b> 191 <b>Unit 2 Module A:</b> 150, 151</p>
<p>L.4.1h (ES) Demuestran dominio de las normativas de la gramática del español y su uso al escribirlo o hablarlo. Identifican y emplean correctamente el copretérito o pretérito imperfecto (-ar: <i>amaba; -er: comía; -ir: pedía</i>) y el condicional (-ar, <i>amaría; -er: comería; -ir: pediría</i>).</p>	<p><b>Unit 2, Module P:</b> 145, 177 <b>Unit 3, Module P:</b> 10, 55, 63 <b>Unit 4, Module P:</b> 129, 170</p>	<p><i>ReadyGEN</i> Module A and Module B focus on English Language Arts reading, writing, speaking and listening skills.</p>

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<p>L.4.1i (ES) Demuestran dominio de las normativas de la gramática del español y su uso al escribirlo o hablarlo. Reconocen el apócope en el uso de adjetivos (ejemplo: buen, bueno; gran, grande; algún, alguno; ningún, ninguno).</p>	<p><b>Unit 3, Module P:</b> 18 <b>Unit 4, Module P:</b> 113, 121, 129, 137, 145</p>	<p><i>ReadyGEN</i> Module A and Module B focus on English Language Arts reading, writing, speaking and listening skills.</p>
<p>L.4.1j (ES) Demuestran dominio de las normativas de la gramática del español y su uso al escribirlo o hablarlo. Identifican y emplean correctamente verbos regulares en el tiempo pretérito (ar - amó; er - comió; ir - escribió) o imperfecto (ar - amaba, er - comía, ir - escribía) y distinguen su uso. (Por ejemplo: Te escribí una carta. Te escribía todos los días).</p>	<p><b>Unit 2, Module P:</b> 145 <b>Unit 3, Module P:</b> 55 <b>Unit 4, Module P:</b> 129</p>	<p><i>ReadyGEN</i> Module A and Module B focus on English Language Arts reading, writing, speaking and listening skills.</p>
<p>L.4.1k (ES) Demuestran dominio de las normativas de la gramática del español y su uso al escribirlo o hablarlo. Identifican y emplean conjunciones copulativas (y/e, ni, que) y disyuntivas (o/u); adversativas (pero, aunque, sino, sin embargo); causales (pues, porque, como, puesto que).</p>	<p><b>Unit 1, Module P:</b> 10, 18, 42 <b>Unit 2, Module P:</b> 113, 129, 137, 168 <b>Unit 3, Module P:</b> 23 <b>Unit 4, Module P:</b> 161, 180, 190</p>	<p><i>ReadyGEN</i> Module A and Module B focus on English Language Arts reading, writing, speaking and listening skills.</p>



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<p>L.4.2a Demuestran, al escribir, dominio de normativas del español para el uso de las letras mayúsculas, signos de puntuación y ortografía. Emplean correctamente las letras mayúsculas.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization.</p>	<p><b>Unit 1, Module P:</b> 15, 63, 91, 92 <b>Unit 3, Module P:</b> 70</p>	<p><b>Unit 1 Module A:</b> 161, 178, 180 <b>Unit 2 Module A:</b> 190, 191</p>
<p>L.4.2b Demuestran, al escribir, dominio de normativas del español para el uso de las letras mayúsculas, signos de puntuación y ortografía. Usan las comillas para marcar un discurso directo o citas de un texto.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use commas and quotation marks to mark direct speech and quotations from a text.</p>	<p><b>Unit 1, Module P:</b> 22 <b>Unit 2, Module P:</b> 116, 121, 189 <b>Unit 3, Module P:</b> 39, 62, 86-89 <b>Unit 4, Module P:</b> 113, 121, 129, 137, 145, 152, 161</p>	<p><b>Unit 1 Module A:</b> 171, 181 <b>Unit 2 Module A:</b> 40, 41, 50, 51, 170, 171 <b>Unit 3 Module B:</b> 270, 271, 390, 391 <b>Unit 4 Module B:</b> 230, 231, 280, 281, 360, 361</p>

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<p>L.4.2c Demuestran, al escribir, dominio de normativas del español para el uso de las letras mayúsculas, signos de puntuación y ortografía. Usan una coma antes de una conjunción coordinante en una oración compuesta.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a comma before a coordinating conjunction in a compound sentence.</p>	<p><b>Unit 2, Module P:</b> 129, 137 <b>Unit 4, Module P:</b> 161</p>	<p><b>Unit 1 Module A:</b> 111 <b>Unit 2 Module A:</b> 90, 91 <b>Unit 3 Module B:</b> 330, 331, 380, 381 <b>Unit 4 Module B:</b> 270, 271, 380, 381</p>

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<p>L.4.2d Demuestran, al escribir, dominio de normativas del español para el uso de las letras mayúsculas, signos de puntuación y ortografía. Escriben con ortografía correcta, incluyendo el uso del acento escrito, palabras adecuadas al nivel de grado y consultan materiales de referencia según sea necesario.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p><b>Unit 1, Module P:</b> 15, 23, 31, 39, 47, 93 <b>Unit 2, Module P:</b> 113, 121, 129, 137, 145, 177 <b>Unit 3, Module P:</b> 15, 23, 31, 39, 47, 70, 79 <b>Unit 4, Module P:</b> 113, 121, 129, 137, 145, 169</p>	<p><b>Unit 1 Module A:</b> 178, 180 <b>Unit 2 Module A:</b> 181 <b>Unit 3 Module B:</b> 310, 311 <b>Unit 4 Module B:</b> 310, 311</p>
<p>L.4.2e (ES) Demuestran, al escribir, dominio de normativas del español para el uso de las letras mayúsculas, signos de puntuación y ortografía. Identifican y emplean los verbos que terminan en -zar,- car y -gar, cambiando la a por la e y la z por c (analizar, analice), la c por qu (educar-eduque); y la g por gu (pagar-pague).</p>	<p><b>Unit 2, Module P:</b> 113, 121, 129, 137, 145, 177</p>	<p><i>ReadyGEN</i> Module A and Module B focus on English Language Arts reading, writing, speaking and listening skills.</p>

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<p>L.4.2f (ES) Demuestran, al escribir, dominio de normativas del español para el uso de las letras mayúsculas, signos de puntuación y ortografía. Utilizan la coma antes y después de una explicación que se intercala en una oración (ejemplo: Ella, entre mis amigas, es la más simpática).</p>	<p><b>Unit 2, Module P:</b> 129 <b>Unit 3, Module P:</b> 23, 31 <b>Unit 4, Module P:</b> 113, 121, 129, 137, 145</p>	<p><i>ReadyGEN</i> Module A and Module B focus on English Language Arts reading, writing, speaking and listening skills.</p>
<p>L.4.2g (ES) Demuestran, al escribir, dominio de normativas del español para el uso de las letras mayúsculas, signos de puntuación y ortografía. Escriben correctamente palabras que contienen una relación entre fonemas y grafemas múltiples (b-v; c-s-z-x; c-k-qu; g-j; y-ll, r-rr) y letras mudas (H/h; u en las sílabas gue, gui, que, qui) en palabras a nivel de grado.</p>	<p><b>Unit 1, Module P:</b> 8, 15, 23, 31, 39, 47, 79 <b>Unit 2, Module P:</b> 113, 121, 129, 137, 145 <b>Unit 3, Module P:</b> 15, 23, 31, 39, 47 <b>Unit 4, Module P:</b> 106, 113, 121, 129, 137, 145</p>	<p><i>ReadyGEN</i> Module A and Module B focus on English Language Arts reading, writing, speaking and listening skills.</p>

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<p><b>Acentuación</b></p>		
<p>L.4.2h (ES) Demuestran, al escribir, dominio de normativas del español para el uso de las letras mayúsculas, signos de puntuación y ortografía. Reconocen que se emplea el acento ortográfico en todas las palabras esdrújulas y sobreesdrújulas.</p>	<p><b>Unit 1, Module P:</b> 32, 37 <b>Unit 2, Module P:</b> 169 <b>Unit 3, Module P:</b> 8, 15, 23, 31, 39, 47</p>	<p><i>ReadyGEN</i> Module A and Module B focus on English Language Arts reading, writing, speaking and listening skills.</p>
<p>L.4.2i (ES) Demuestran, al escribir, dominio de normativas del español para el uso de las letras mayúsculas, signos de puntuación y ortografía. Usan el acento diacrítico en interrogaciones, exclamaciones y para diferenciar los pronombres demostrativos de los determinativos.</p>	<p><b>Unit 1, Module P:</b> 15, 23, 31, 39, 47 <b>Unit 3, Module P:</b> 71 <b>Unit 4, Module P:</b> 113, 121, 129, 137, 145, 169</p>	<p><i>ReadyGEN</i> Module A and Module B focus on English Language Arts reading, writing, speaking and listening skills.</p>

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<p><b>Conocimiento del lenguaje Knowledge of Language</b></p>		
<p>L.4.3a Usan el conocimiento del lenguaje y sus normativas al escribir, hablar, leer o escuchar. Eligen palabras y frases para transmitir ideas con precisión.*  Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.*</p>	<p><b>Unit 1, Module P:</b> 38, 80-84, 86-89 <b>Unit 2, Module P:</b> 120, 128, 178-182 <b>Unit 3, Module P:</b> 46, 80-84, 86-89 <b>Unit 4, Module P:</b> 178-182, 184-187</p>	<p><b>Unit 1 Module A:</b> 74 <b>Unit 2 Module A:</b> 68, 69, 70, 78, 79, 80, 148, 149, 150 <b>Unit 3 Module B:</b> 258, 259, 260, 364, 365, 366, 367, 368, 369, 370 <b>Unit 4 Module B:</b> 274, 275, 276, 277</p>
<p>L.4.3b Usan el conocimiento del lenguaje y sus normativas al escribir, hablar, leer o escuchar. Eligen la puntuación para producir el efecto deseado.*  Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose punctuation for effect.*</p>	<p><b>Unit 1, Module P:</b> 69 <b>Unit 2, Module P:</b> 113, 121, 129, 137, 143, 145, 151, 189 <b>Unit 3, Module P:</b> 70 <b>Unit 4, Module P:</b> 127, 143, 159, 169</p>	<p><b>Unit 1 Module A:</b> 181 <b>Unit 2 Module A:</b> 147 <b>Unit 4 Module B:</b> 287</p>

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<p>L.4.3c Usan el conocimiento del lenguaje y sus normativas al escribir, hablar, leer o escuchar. Distinguen entre contextos que requieren el uso del español formal (ejemplo: la presentación de ideas) y situaciones donde el discurso informal es apropiado (ejemplo: conversaciones en grupos pequeños).</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p><b>Unit 1, Module P:</b> 80-84, 86-89 <b>Unit 2, Module P:</b> 182 <b>Unit 3, Module P:</b> 84, 88 <b>Unit 4, Module P:</b> 182</p>	<p><b>Unit 2 Module A:</b> 93 <b>Unit 4 Module B:</b> 378</p>

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<p><b>Adquisición y uso de vocabulario Vocabulary Acquisition and Use</b></p>		
<p>L.4.4a Determinan y aclaran el significado de palabras o frases desconocidas y de significados múltiples basándose en lecturas de contenido académico de cuarto grado, eligiendo con flexibilidad entre una serie de estrategias. Usan el contexto (ejemplo: definiciones, ejemplos o declaraciones en un texto) como clave para entender el significado de una palabra o frase.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>	<p><b>Unit 1, Module P:</b> 26, 42 <b>Unit 2, Module P:</b> 108, 130, 149, 150, 151, 158, 190 <b>Unit 3, Module P:</b> 32, 42, 43, 44, 45, 93 <b>Unit 4, Module P:</b> 134, 135, 140</p>	<p><b>Unit 1 Module A:</b> 14, 24, 34, 44, 45, 46, 47, 54, 64, 74, 84, 94, 104, 114, 124 <b>Unit 2 Module A:</b> 93, 113, 162, 172, 182, FS11–FS13 <b>Unit 3 Module B:</b> 254, 255, 256, 257, 343, 353, 373, 383 <b>Unit 4 Module B:</b> 213, 223, 243, 263, 273, 312, 323, 383</p>



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<p>L.4.4b Determinan y aclaran el significado de palabras o frases desconocidas y de significados múltiples basándose en lecturas de contenido académico de cuarto grado, eligiendo con flexibilidad entre una serie de estrategias. Usan afijos y raíces comunes del griego y del latín, adecuados al nivel de grado, como claves para entender el significado de palabras (ejemplo: telégrafo, fotografía, autógrafo).</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p>	<p><b>Unit 1, Module P:</b> 50, 72 <b>Unit 2, Module P:</b> 114, 122, 130, 135, 170, 193 <b>Unit 3, Module P:</b> 24, 92, 95 <b>Unit 4, Module P:</b> 122, 130, 135, 170, 189</p>	<p><b>Unit 1 Module A:</b> FS8–FS10 <b>Unit 2 Module A:</b> 12, 22, 32, 42, 52, FS2–FS4 <b>Unit 3 Module B:</b> 212, 222, 232, 242, 252, 362, 372, 382, FS14–FS16, FS23–FS25 <b>Unit 4 Module B:</b> 212, 222, 232, 242, 252, 362, 372, 382, FS14–FS16, FS23–FS25</p>

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<p>L.4.4c Determinan y aclaran el significado de palabras o frases desconocidas y de significados múltiples basándose en lecturas de contenido académico de cuarto grado, eligiendo con flexibilidad entre una serie de estrategias. Consultan materiales de referencia (ejemplo: diccionarios, glosarios, tesauros o diccionarios de sinónimos), tanto impresos como digitales, para determinar o aclarar el significado preciso de palabras y frases clave.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p><b>Unit 1, Module P:</b> 38, 93 <b>Unit 2, Module P:</b> 120, 190 <b>Unit 3, Module P:</b> 32, 43, 45, 79 <b>Unit 4, Module P:</b> 135, 169, 170, 175</p>	<p><b>Unit 2 Module A:</b> 180, 181, FS3, FS6, FS9, FS11–FS13 <b>Unit 3 Module B:</b> 292, 311, 312, 322, 343, 352, 370, 392, FS14–FS24 <b>Unit 4 Module B:</b> 213, 234, 262, 272, 292, 302, 322, 352</p>

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<p>L.4.5a Demuestran comprensión del lenguaje figurado, de las relaciones entre las palabras y de los matices de significado. Explican el significado de símiles y metáforas simples en contexto (ejemplo: <i>tan bonito como una fotografía</i>).</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p>	<p><b>Unit 1, Module P:</b> 86-89 <b>Unit 2, Module P:</b> 124, 125, 188 <b>Unit 4, Module P:</b> 140</p>	<p><b>Unit 2 Module A:</b> 33, 113, 114, 115, 116, 117, 118, 119 <b>Unit 3 Module B:</b> 283</p>
<p>L.4.5b Demuestran comprensión del lenguaje figurado, de las relaciones entre las palabras y de los matices de significado. Reconocen y explican el significado de expresiones idiomáticas comunes, adagios y proverbios.</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p><b>Unit 2, Module P:</b> 188 <b>Unit 3, Module P:</b> 72 <b>Unit 4, Module P:</b> 132, 158</p>	<p><b>Unit 1 Module A:</b> 63, 83, 153 <b>Unit 2 Module A:</b> 87, 94, 95, 96, 97, 103, 123, 143 <b>Unit 4 Module B:</b> 323, 373</p>

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<p>L.4.5c Demuestran comprensión del lenguaje figurado, de las relaciones entre las palabras y de los matices de significado. Demuestran comprensión de palabras al relacionarlas con sus opuestos (antónimos) y con palabras de significados similares aunque no idénticos (sinónimos).</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p><b>Unit 2, Module P:</b> 106, 151, 162 <b>Unit 3, Module P:</b> 90</p>	<p><b>Unit 3 Module B:</b> 262, 272, 282, 292, 302, FS17–FS19 <b>Unit 4 Module B:</b> 254, 255, 256, 257</p>

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<p>L.4.6 Aprenden y utilizan con precisión palabras y frases de contexto académico general y de dominio específico, adecuadas al nivel de grado, incluyendo las que señalan acciones precisas, emociones o estados de ánimo (ejemplo: <i>emocionado, afligido, eufórico</i>) y que son básicas para un tema en particular (ejemplo: <i>vida silvestre, conservación y en peligro de extinción</i> cuando se habla de la protección de los animales).</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>	<p><b>Unit 1, Module P:</b> 11, 19, 27, 35, 38, 40, 43, 48, 51, 56, 59, 64, 67, 75</p> <p><b>Unit 2, Module P:</b> 109, 117, 125, 133, 138, 141, 146, 149, 157, 162, 165, 173</p> <p><b>Unit 3, Module P:</b> 11, 19, 27, 35, 40, 43, 48, 51, 56, 59, 64, 67, 75</p> <p><b>Unit 4, Module P:</b> 109, 117, 125, 133, 141, 149, 154, 157, 165, 173</p>	<p><b>Unit 1 Module A:</b> 23, 43, 64, 73, 74, 83, 84, 104, 124, 144, 154, 164, 184</p> <p><b>Unit 2 Module A:</b> 54, 64, 74, 84, 94, 114, 124, 134, 144, 154, 164, 174, 184</p> <p><b>Unit 3 Module B:</b> 214, 224, 234, 244, 254, 264, 274, 284, 294, 304, 314</p> <p><b>Unit 4 Module B:</b> 214, 224, 234, 235, 244, 254, 264, 274, 284, 292, 293, 294</p>