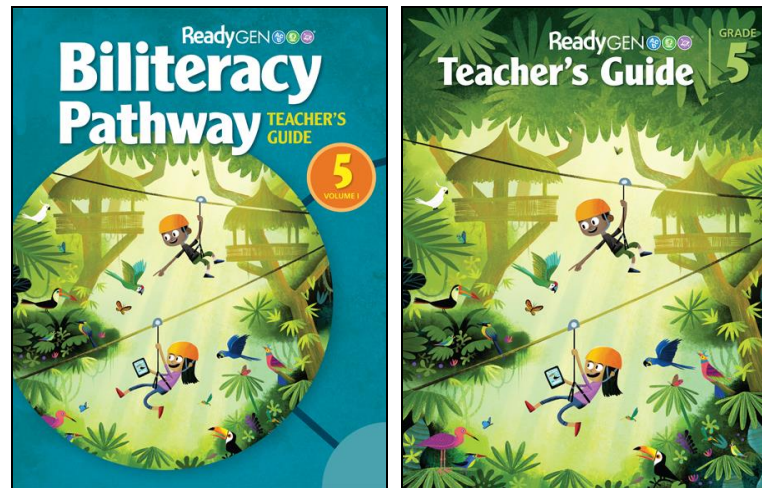


A Correlation of  
**ReadyGEN**  
**Biliteracy Pathway**  
Grade 5, ©2016



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 5</b>		
<b>LITERATURA LITERATURE</b>		
<b>Ideas clave y detalles Key Ideas and Details</b>		
<p>RL.5.1 Citan correctamente un texto al explicar lo que dice explícitamente y al hacer inferencias del mismo.</p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p><b>Unit 1, Module P:</b> 10, 18, 26, 34, 58, 66, 74</p> <p><b>Unit 2, Module P:</b> 148</p> <p><b>Unit 3, Module P:</b> 56, 66</p> <p><b>Unit 4, Module P:</b> 156</p>	<p><b>Unit 1 Module A:</b> 124, 126, 127, 154, 155</p> <p><b>Unit 2 Module A:</b> 13, 23, 33, 36, 37, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 136, 137, 143, 173, 183</p> <p><b>Unit 3 Module B:</b> 212, 213, 214, 215, 216, 217, 236, 267, 277, 293</p> <p><b>Unit 4 Module A:</b> 93, 103, 113, 123, 136, 137, 153, 162, 163, 173</p>

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<p>RL.5.2 Determinan el tema de un cuento, obra de teatro o poema utilizando los detalles en el texto, incluyendo cómo los personajes en un cuento u obra de teatro reaccionan a retos o cómo la voz del poeta reflexiona sobre un tema; hacen un resumen del texto.</p> <p>Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	<p><b>Unit 1, Module P:</b> 12, 20, 28, 35, 36, 57, 60, 61, 66, 68, 76, 77</p> <p><b>Unit 2, Module P:</b> 150</p> <p><b>Unit 3, Module P:</b> 60, 65, 66, 67, 68, 69</p> <p><b>Unit 4, Module P:</b> 155, 158, 185, 186</p>	<p><b>Unit 1 Module A:</b> 13, 22, 23, 42, 43, 46, 47, 52, 53, 54, 55, 56, 57, 62, 63, 72</p> <p><b>Unit 2 Module A:</b> 13, 16, 17, 62, 63, 122, 123, 124, 125, 126, 127, 172, 173, 174, 175, 176, 177</p> <p><b>Unit 3 Module B:</b> 222, 285, 287, 382, 383, 384, 385, 386, 387</p> <p><b>Unit 4 Module A:</b> 93, 103, 104, 106, 107, 126, 152, 153, 157, 163, 182</p>

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<p>RL.5.3 Compan y contrastan dos o más personajes, escenarios o acontecimientos en un cuento u obra de teatro, basándose en detalles específicos del texto (ejemplo: cómo interactúan los personajes).</p> <p>Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>	<p><b>Unit 1, Module P:</b> 27, 28, 29, 58, 65, 67, 69, 72, 73, 74, 77</p> <p><b>Unit 3, Module P:</b> 58, 86</p> <p><b>Unit 4, Module P</b> 158</p>	<p><b>Unit 1 Module A:</b> 13, 14, 16, 17, 64, 66, 67, 122, 123, 126, 127, 144, 146</p> <p><b>Unit 2 Module A:</b> 122, 123, 124, 125, 126, 127, 132</p> <p><b>Unit 3 Module B:</b> 224, 225, 226, 227, 237, 293, 382, 383, 384, 385, 386, 387</p> <p><b>Unit 4 Module A:</b> 112, 113, 114, 115, 116, 117, 173, 174, 175, 176, 177</p>

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<p><b>Composición y estructura Craft and Structure</b></p>		
<p>RL.5.4 Determinan el significado de palabras y frases que se utilizan en un texto, incluyendo el lenguaje figurado, como metáforas y símiles.</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>	<p><b>Unit 1, Module P:</b> 8, 11, 16, 19, 24, 26, 27, 32, 34, 35, 56, 59, 64, 66, 67</p> <p><b>Unit 3, Module P:</b> 56, 59</p> <p><b>Unit 4, Module P</b> 154, 157</p>	<p><b>Unit 1 Module A:</b> 13, 14, 23, 24, 33, 34, 43, 44, 53, 54, 57, 63, 64, 73, 74, 83</p> <p><b>Unit 2 Module A:</b> 13, 14, 24, 33, 34, 43, 44, 53, 54, 57, 64, 73, 74, 83, 84, 93, 94, 103, 104, 114, 123, 124, 132, 133, 134, 135, 144, 174, 184</p> <p><b>Unit 3 Module B:</b> 264, 265, 266, 267, 274, 284, 294, 304, 344, 374, 384</p> <p><b>Unit 4 Module A:</b> 93, 94, 103, 104, 106, 107, 112, 113, 114, 122, 123, 124</p>
<p>RL.5.5 Explican cómo una serie de capítulos, escenas o estrofas se acoplan entre sí para ofrecer la estructura general de un cuento, obra de teatro o poema en particular.</p> <p>Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>	<p><b>Unit 1, Module P:</b> 17, 18, 19, 20, 25, 57, 65, 73, 80-84</p> <p><b>Unit 2, Module P:</b> 184-189</p> <p><b>Unit 3, Module P:</b> 86-89</p> <p><b>Unit 4, Module P</b> 184-187</p>	<p><b>Unit 1 Module A:</b> 72, 92, 93, 132</p> <p><b>Unit 2 Module A:</b> 112, 183</p> <p><b>Unit 3 Module B:</b> 252, 253, 254, 255, 256, 257, 302, 303, 304, 305, 306, 307</p>

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<p>RL.5.6 Describen cómo el punto de vista de un narrador o locutor influye en la forma de describir los acontecimientos.</p> <p>Describe how a narrator's or speaker's point of view influences how events are described.</p>	<p><b>Unit 1, Module P:</b> 9, 10, 11, 12</p> <p><b>Unit 2, Module P:</b> 147, 148, 149</p> <p><b>Unit 3, Module P:</b> 65, 66</p>	<p><b>Unit 1 Module A:</b> 32, 33, 34, 54, 76, 152, 153, 154</p> <p><b>Unit 2 Module A:</b> 13, 14, 17, 117</p> <p><b>Unit 4 Module A:</b> 92, 93, 94, 95, 96, 97, 142, 143, 154, 155, 156, 157</p>
<p><b>Integración de conocimientos y de ideas</b> <b>Integration of Knowledge and Ideas</b></p>		
<p>RL.5.7 Analizan cómo los elementos visuales y de medios múltiples contribuyen al significado, tono o belleza de un texto (ejemplo: novela gráfica, presentación en medios múltiples de ficción, cuento popular, mito, poema).</p> <p>Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>	<p><b>Unit 1, Module P:</b> 28, 33, 34, 35, 36, 37</p> <p><b>Unit 2, Module P:</b> 184-187</p> <p><b>Unit 4, Module P:</b> 184-187</p>	<p><b>Unit 1 Module A:</b> 132, 162, 163</p> <p><b>Unit 2 Module A:</b> 22, 23, 24, 25, 26, 27, 32, 33, 43, 82, 84, 85, 86, 87, 172, 173, 174, 175, 176, 177</p> <p><b>Unit 3 Module B:</b> 233, 242, 243, 244, 245, 246, 247, 253, 272, 273, 274, 275, 276, 277, 372, 373</p>



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<p>RL.5.8 (No es aplicable a la literatura)</p> <p>(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>
<p>RL.5.9 Comparan y contrastan cuentos del mismo género (ejemplo: cuentos de misterio y aventura) al abordar temas y textos similares.</p> <p>Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p><b>Unit 1, Module P:</b> 65, 66, 73, 74, 75, 77</p> <p><b>Unit 3, Module P:</b> 86</p>	<p><b>Unit 1 Module A:</b> 142, 143, 146, 147, 172, 173, 176, 177, 182, 183, 186, 187</p> <p><b>Unit 2 Module A:</b> 105, 142, 143, 144, 145, 146, 147, 182</p> <p><b>Unit 3 Module B:</b> 342, 343, 344, 345, 346, 347</p> <p><b>Unit 4 Module A:</b> 172, 176, 182, 183, 184, 185, 186, 187</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.5.10 Al final del año escolar, leen y comprenden la literatura de forma independiente y competente, incluyendo cuentos, obras de teatro y poemas, en el nivel superior de la banda de complejidad del texto para los grados 4-5.</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>	<p><b>Unit 1, Module P:</b> 9, 17, 20, 25, 33, 57, 65, 73</p> <p><b>Unit 2, Module P:</b> 147, 184-186</p> <p><b>Unit 3, Module P:</b> 57, 65</p> <p><b>Unit 4, Module P:</b> 155, 184-186</p>	<p><b>Unit 1 Module A:</b> 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 135, 145, 155, 165, 175, 185</p> <p><b>Unit 2 Module A:</b> 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 135, 145, 175, 185</p> <p><b>Unit 3 Module B:</b> 215, 225, 235, 245, 255, 265, 275, 285, 305, 345, 375</p> <p><b>Unit 4 Module A:</b> 95, 105, 115, 125, 135, 145, 155, 165, 175, 185</p>

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<p><b>TEXTO INFORMATIVO INFORMATIONAL TEXT</b></p>		
<p><b>Ideas clave y detalles Key Ideas and Details</b></p>		
<p>RI.5.1 Citan correctamente un texto, al explicar lo que dice explícitamente y al hacer inferencias del mismo.</p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p><b>Unit 1, Module P:</b> 42, 50 <b>Unit 2, Module P:</b> 108, 116, 124, 132, 140, 156, 164, 172 <b>Unit 3, Module P:</b> 10, 18, 26, 34, 42, 50, 74 <b>Unit 4, Module P:</b> 108, 116, 124, 132, 140, 148, 164, 172</p>	<p><b>Unit 1 Module A:</b> 36, 136 <b>Unit 2 Module A:</b> 153, 156, 157, 163 <b>Unit 3 Module B:</b> 313 <b>Unit 4 Module A:</b> 95, 105, 115, 125, 135, 145, 155, 165, 175, 185</p>
<p>RI.5.2 Determinan dos o más ideas principales de un texto y explican la forma en que los detalles clave apoyan dichas ideas; hacen un resumen del texto.</p> <p>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p><b>Unit 1, Module P:</b> 41, 42 <b>Unit 2, Module P:</b> 108, 116, 124, 126, 132, 140, 163, 164, 166 <b>Unit 3, Module P:</b> 17, 18, 26, 33, 34, 41 <b>Unit 4, Module P:</b> 115, 116, 118, 124, 126, 131, 135, 164, 166</p>	<p><b>Unit 1 Module A:</b> 36, 136 <b>Unit 2 Module A:</b> 162 <b>Unit 3 Module B:</b> 323, 333, 334, 335, 343, 353, 354, 355, 356, 357, 383 <b>Unit 4 Module A:</b> 22, 23, 42, 43, 46, 47, 53, 55, 73, 77</p>

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<p>RI.5.3 Explican la relación o interacción existente entre dos o más personas, acontecimientos, ideas o conceptos en un texto histórico, científico o técnico, basándose en la información específica del texto.</p> <p>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	<p><b>Unit 1, Module P:</b> 40, 42</p> <p><b>Unit 2, Module P:</b> 116, 124, 130, 132</p> <p><b>Unit 3, Module P:</b> 17, 33, 41</p> <p><b>Unit 4, Module P:</b> 122, 131, 132, 147, 148, 163</p>	<p><b>Unit 1 Module A:</b> 36, 136</p> <p><b>Unit 2 Module A:</b> 164, 165, 166, 167</p> <p><b>Unit 3 Module B:</b> 312, 313, 314, 315, 316, 317, 322, 323, 324, 326, 327, 353, 354, 355, 356</p> <p><b>Unit 4 Module A:</b> 23, 24, 27, 33, 63, 64, 66, 67, 72, 73, 82, 83, 84, 85, 86, 87</p>

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<p><b>Composición y estructura Craft and Structure</b></p>		
<p>RI.5.4 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 quinto grado.</p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>	<p><b>Unit 1, Module P:</b> 40, 43, 48, 51</p> <p><b>Unit 2, Module P:</b> 106, 108, 109, 114, 117, 122, 125, 130, 133, 138, 141, 146, 149, 154, 156, 157, 162, 165, 170, 173, 185</p> <p><b>Unit 3, Module P:</b> 8, 11, 16, 18, 19, 24, 27, 32, 35, 40, 43, 48, 51, 64, 67, 72, 75</p> <p><b>Unit 4, Module P:</b> 106, 109, 114, 117, 122, 125, 130, 133, 138, 140, 141, 146, 149, 162, 165, 170, 173</p>	<p><b>Unit 1 Module A:</b> 57</p> <p><b>Unit 2 Module A:</b> 153, 154, 163, 164</p> <p><b>Unit 3 Module B:</b> 313, 314, 322, 324, 325, 326, 327, 333, 334, 343, 344, 354, 362, 363, 364, 365, 366, 367</p> <p><b>Unit 4 Module A:</b> 13, 14, 23, 24, 33, 34, 43, 44, 53, 54, 63, 64, 73, 74, 83, 84</p>

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<p>RI.5.5 Compan y contrastan la estructura general (ejemplo: cronología, comparación, causa/efecto, problema/solución) de acontecimientos, ideas, conceptos o información en dos o más textos.</p> <p>Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>	<p><b>Unit 2, Module P:</b> 170, 171, 172, 173, 174, 175</p> <p><b>Unit 3, Module P:</b> 49, 53, 73, 74, 75, 76, 77</p> <p><b>Unit 4, Module P:</b> 171, 172, 173, 174, 175</p>	<p><b>Unit 2 Module A:</b> 183, 184, 186, 187</p> <p><b>Unit 3 Module B:</b> 344, 345, 346, 347, 382</p> <p><b>Unit 4 Module A:</b> 37, 62, 63, 64, 65, 66, 67, 144, 145, 146, 147</p>
<p>RI.5.6 Analizan múltiples versiones del mismo acontecimiento o tema, señalando similitudes y diferencias importantes en el punto de vista que representan.</p> <p>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p><b>Unit 3, Module P:</b> 50, 52, 72, 74, 75, 76, 77</p> <p><b>Unit 4, Module P:</b> 107, 172, 174</p>	<p><b>Unit 3 Module B:</b> 342, 343, 344, 345, 346, 347, 382, 383, 384, 385, 386, 387</p> <p><b>Unit 4 Module A:</b> 182, 183, 184, 185, 186, 187</p>

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<p><b>Integración de conocimientos e ideas</b> <b>Integration of Knowledge and Ideas</b></p>		
<p>RI.5.7 Obtienen información de múltiples materiales impresos o fuentes digitales, demostrando su capacidad para localizar rápidamente la respuesta a una pregunta o para resolver eficientemente un problema.</p> <p>Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>	<p><b>Unit 1, Module P:</b> 86-89 <b>Unit 2, Module P:</b> 184-187 <b>Unit 3, Module P:</b> 22, 30, 49, 50, 51</p>	<p><b>Unit 2 Module A:</b> 191 <b>Unit 3 Module B:</b> 343, 346, 363, 372, 373, 374, 375, 376, 377 <b>Unit 4 Module A:</b> 13, 23, 26, 52, 53, 54, 55, 56, 57</p>

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<p>RI.5.8 Explican cómo el autor utiliza razones y evidencias para apoyar determinados puntos en un texto, identificando qué razones y evidencias corresponden a cada punto.</p> <p>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	<p><b>Unit 1, Module P:</b> 86-88</p> <p><b>Unit 2, Module P:</b> 154, 155, 156, 157, 158</p> <p><b>Unit 3, Module P:</b> 35</p> <p><b>Unit 4, Module P:</b> 108, 116</p>	<p><b>Unit 3 Module B:</b> 322, 323, 324, 332, 333, 334, 335, 336, 337, 352, 353, 354, 355, 356, 357</p> <p><b>Unit 4 Module A:</b> 27, 32, 33, 36, 42, 43, 44, 46, 47, 52, 53, 54, 55, 56, 57</p>
<p>RI.5.9 Integran la información de varios textos sobre el mismo tema, a fin de escribir o hablar con conocimiento sobre dicho tema.</p> <p>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p><b>Unit 3, Module P:</b> 50, 52, 72, 74, 75, 76, 77</p> <p><b>Unit 4, Module P:</b> 107, 172, 174</p>	<p><b>Unit 3 Module B:</b> 372, 373, 374, 375, 376, 377, 382, 384, 385, 386, 387</p> <p><b>Unit 4 Module A:</b> 142, 143, 182, 183, 184, 185, 186, 187</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>RI.5.10 Al final del año escolar, leen y comprenden textos informativos de forma independiente y 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.</p> <p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>	<p><b>Unit 1, Module P:</b> 41</p> <p><b>Unit 2, Module P:</b> 107, 115, 123, 131, 139, 155, 163, 184-186</p> <p><b>Unit 3, Module P:</b> 9, 17, 25, 33, 41, 49, 73</p> <p><b>Unit 4, Module P:</b> 107, 115, 123, 131, 139, 147, 155, 163</p>	<p><b>Unit 2 Module A:</b> 155, 165, 175, 185</p> <p><b>Unit 3 Module B:</b> 315, 325, 335, 345, 355, 365, 375, 385</p> <p><b>Unit 4 Module A:</b> 15, 25, 35, 45, 55, 65, 75, 85, 145, 185</p>

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<p><b>QUINTO GRADO ESTÁNDARES DE LECTURA: DESTREZAS FUNDAMENTALES READING STANDARDS: FOUNDATIONAL SKILLS</b></p>		
<p><b>Fonética y reconocimiento de palabras Phonics and Word Recognition</b></p>		
<p>RF.5.3a 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 fonemas y grafemas, patrones de división en sílabas, fijándose en el acento escrito según la morfología (ejemplo: raíces y afijos), para leer con precisión palabras multisilábicas desconocidas, 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> 8, 16, 24, 55 <b>Unit 2, Module P:</b> 161 <b>Unit 3, Module P:</b> 8, 16, 24, 32 <b>Unit 4, Module P:</b> 106</p>	<p><b>Unit 1 Module A:</b> FS2–FS13 <b>Unit 2 Module A:</b> FS2–FS10 <b>Unit 3 Module B:</b> 272, 282, 292, 302, FS17–FS19, FS23–FS25 <b>Unit 4 Module A:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, FS3–FS7</p>

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<p>RF.5.3b (ES) Conocen y aplican la fonética y las destrezas de análisis de palabras a nivel de grado, en la decodificación de palabras. Escriben correctamente las palabras con enclíticos (verbo + pronombre o artículo o ambos). (Ejemplo: cántamela, lávame, consíguemela).</p>	<p><b>Unit 1, Module P:</b> 70-71 <b>Unit 2, Module P:</b> 112-113, 114, 120-121, 122, 128-129, 130, 136-137, 144-145</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>RF.5.3c (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 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, sobreesdrújula).</li> <li>4. Determinan el sonido o la letra en que termina la palabra (vocal, 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> 70-71 <b>Unit 2, Module P:</b> 168-169 <b>Unit 3, Module P:</b> 14-15, 22-23, 30-31, 38-39, 46-47, 70-71 <b>Unit 4, Module P:</b> 112-113, 120-121, 128-129, 136-137, 144-145, 168-169</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.5.3d (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 de acuerdo con su significado en contexto (hacia/hacía, sabia /sabía, río/río).</p>	<p><b>Unit 2, Module P:</b> 122 <b>Unit 3, Module P:</b> 14-15, 22-23, 30-31, 38-39, 46-47, 70-71</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>Fluidez Fluency</b></p>		
<p>RF.5.4a Leen con suficiente precisión y fluidez para apoyar la comprensión. Leen textos a nivel de grado con propósito y comprensión.</p> <p>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, 33, 36, 41, 44, 49, 52, 57, 60, 65, 68, 73, 76</p> <p><b>Unit 2, Module P:</b> 107, 110, 115, 118, 123, 126, 131, 134, 139, 142, 147, 150, 155, 158, 163, 166, 171, 174</p> <p><b>Unit 3, Module P:</b> 9, 12, 17, 20, 25, 28, 33, 36, 41, 44, 49, 52, 57, 60, 65, 68, 73, 76</p> <p><b>Unit 4, Module P:</b> 107, 110, 115, 118, 123, 126, 131, 134, 139, 142, 147, 150, 155, 158, 163, 166, 171, 174</p>	<p><b>Unit 1 Module A:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142</p> <p><b>Unit 2 Module A:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142</p> <p><b>Unit 3 Module B:</b> 302, 312, 322, 332, 342, 352, 362, 372, 382</p> <p><b>Unit 4 Module A:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142</p>

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<p>RF.5.4b 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 progresivas.</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</p> <p><b>Unit 2, Module P:</b> 111, 119, 127, 135, 143, 151, 159, 167, 175, 184-186</p> <p><b>Unit 3, Module P:</b> 13, 21, 29, 37, 45, 53, 61, 69, 77, 86-88</p> <p><b>Unit 4, Module P:</b> 111, 119, 127, 135, 143, 151, 159, 167, 175, 184-186</p>	<p><b>Unit 1 Module A:</b> 17, 27, 67, 77, 97, 117, 147, 157, 177</p> <p><b>Unit 2 Module A:</b> 17, 27, 67, 77, 87, 97, 117, 127, 147, 157, 177, 187</p> <p><b>Unit 3 Module B:</b> 347, 357, 367, 377, 387</p> <p><b>Unit 4 Module A:</b> 17, 47, 67, 87, 97, 117, 127, 147, 157, 167, 177, 187</p>
<p>RF.5.4c Leen con suficiente precisión y fluidez para apoyar la comprensión. 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> 10, 48, 51, 72, 90, 93</p> <p><b>Unit 2, Module P:</b> 108, 125, 156, 185</p> <p><b>Unit 3, Module P:</b> 18, 28, 52, 63, 69, 90, 92</p> <p><b>Unit 4, Module P:</b> 117, 140, 156, 170, 189</p>	<p><b>Unit 1 Module A:</b> 113, 303, FS11, FS13</p> <p><b>Unit 2 Module A:</b> 67, 87, 97, 117, 157, 177, FS4, FS7, FS10, FS13</p> <p><b>Unit 3 Module B:</b> 217, 247, 327, FS16, FS19, FS22, FS25</p> <p><b>Unit 4 Module A:</b> FS2–FS4, FS10, FS13</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.5.1a Escriben propuestas de opinión sobre temas o textos, en las que apoyan su punto de vista con razones e información. Presentan un tema o texto con claridad, expresan su opinión y elaboran una estructura organizativa en la cual las ideas se agrupan de forma lógica para apoyar el propósito del escritor.  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 ideas are logically grouped to support the writer’s purpose.</p>	<p><b>Unit 1, Module P:</b> 86-88 <b>Unit 2, Module P:</b> 128, 144, 152, 160, 168, 176, 178-182 <b>Unit 3, Module P:</b> 70, 78 <b>Unit 4, Module P:</b> 112, 120, 128, 136, 144, 152, 160, 168, 176, 178-182</p>	<p><b>Unit 2 Module A:</b> 48, 49, 50, 58, 59, 60, 68, 69, 70, 128, 129, 130, 138, 139, 140 <b>Unit 4 Module A:</b> 48, 49, 50, 68, 69, 70, 78, 79, 80, 128, 129, 130</p>



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<p>W.5.1b Escriben propuestas de opinión sobre temas o textos, en las que apoyan su punto de vista con razones e información. Proveen razones ordenadas de forma lógica que se apoyen con hechos y detalles.</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Provide logically ordered reasons that are supported by facts and details.</p>	<p><b>Unit 1, Module P:</b> 86-89</p> <p><b>Unit 2, Module P:</b> 128, 144, 152, 160, 168, 176, 178-182</p> <p><b>Unit 3, Module P:</b> 70, 78</p> <p><b>Unit 4, Module P:</b> 112, 120, 128, 136, 144, 152, 160, 168, 176, 178-182</p>	<p><b>Unit 2 Module A:</b> 58, 59, 60, 68, 69, 70, 78, 79, 80, 178, 179, 180, 188, 189, 190</p> <p><b>Unit 4 Module A:</b> 58, 59, 60, 68, 69, 70, 178, 179, 180, 192</p>

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<p>W.5.1c Escriben propuestas de opinión sobre temas o textos, en las que apoyan su punto de vista con razones e información. Conectan la opinión y sus razones utilizando palabras, frases y cláusulas (ejemplo: <i>a fin de, asimismo</i>).</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Link opinion and reasons using words, phrases, and clauses (e.g., <i>for instance, in order to, in addition</i>).</p>	<p><b>Unit 1, Module P:</b> 88 <b>Unit 2, Module P:</b> 178 <b>Unit 3, Module P:</b> 112 <b>Unit 4, Module P:</b> 128, 144, 152, 160, 168, 176, 178</p>	<p><b>Unit 2 Module A:</b> 59, 70, 88, 89, 90, 148, 149, 150 <b>Unit 4 Module A:</b> 88, 89, 90, 148, 149, 150</p>

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<p>W.5.1d Escriben propuestas de opinión sobre temas o textos, en las que apoyan su punto de vista con razones e información. Proveen una declaración final o conclusión que confirma 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 2, Module P:</b> 144, 152, 176, 179 <b>Unit 4, Module P:</b> 112, 128, 160, 168, 178-182</p>	<p><b>Unit 2 Module A:</b> 59, 98, 99, 100 <b>Unit 4 Module A:</b> 98, 99, 100, 169</p>

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<p>W.5.2a Escriben textos informativos y explicativos para examinar un tema y transmitir ideas e información con claridad. Presentan un tema con claridad, proveen una observación general de enfoque y agrupan de forma lógica la información relacionada al tema; 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, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>	<p><b>Unit 2, Module P:</b> 112, 120, 128, 136, 144, 152, 168, 176, 178-182</p> <p><b>Unit 3, Module P:</b> 14, 22, 30, 38, 46, 54, 62, 70, 78, 80-84</p>	<p><b>Unit 3 Module B:</b> 218, 219, 220, 228, 229, 230, 278, 279, 280, 328, 329, 330, 338, 339, 340, 368, 369, 370, 378, 379, 380, 392</p>

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<p>W.5.2b 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 2, Module P:</b> 112, 120, 128, 136, 144, 152, 160, 168, 176, 178-182</p> <p><b>Unit 3, Module P:</b> 14, 22, 30, 38, 46, 54, 62, 70, 78, 80-84</p>	<p><b>Unit 3 Module B:</b> 238, 239, 240, 248, 249, 250, 258, 259, 260, 288, 289, 300, 308, 309, 310, 318, 319, 320, 388, 389, 390, 392</p>

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<p>W.5.2c Escriben textos informativos y explicativos para examinar un tema y transmitir ideas e información con claridad. Enlazan las ideas dentro y a través de las categorías de información, usando palabras, frases y cláusulas (ejemplo: <i>por el contrario, especialmente</i>).</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</p>	<p><b>Unit 2, Module P:</b> 136, 168, 178 <b>Unit 3, Module P:</b> 30, 38, 46, 54, 70, 80-84</p>	<p><b>Unit 3 Module B:</b> 268, 269, 270, 388, 389, 390, 392</p>

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<p>W.5.2d 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 2, Module P:</b> 144, 152, 168 <b>Unit 3, Module P:</b> 30, 46, 54, 70, 80-84</p>	<p><b>Unit 3 Module B:</b> 268, 269, 270, 348, 349, 350, 378, 379, 380, 392</p>

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<p>W.5.2e Escriben textos informativos y explicativos para examinar un tema y transmitir ideas e información con claridad. Proveen una declaración final o conclusión que confirma 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 2, Module P:</b> 144, 152, 176, 177, 178-182 <b>Unit 3, Module P:</b> 30, 70, 78, 80-84</p>	<p><b>Unit 3 Module B:</b> 298, 299, 300, 388, 389, 390, 392</p>



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<p>W.5.3a 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 1, Module P:</b> 14, 22, 30, 38, 46, 54, 62, 70, 78, 80-84</p> <p><b>Unit 3, Module P:</b> 86-89</p>	<p><b>Unit 1 Module A:</b> 48, 49, 50, 58, 59, 60, 68, 69, 70, 78, 79, 80, 128, 129, 130, 138, 139, 140, 148, 149, 150, 192</p>

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<p>W.5.3b Escriben narraciones que presentan experiencias o acontecimientos reales o imaginarios, utilizando una técnica eficaz, detalles descriptivos y una secuencia clara de los acontecimientos. Usan técnicas de narración, como el diálogo, las descripciones y el ritmo, para presentar las experiencias y acontecimientos o para mostrar la reacción 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.</p> <p>Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p>	<p><b>Unit 1, Module P:</b> 14, 22, 30, 38, 46, 54, 62, 70, 78, 80-84</p> <p><b>Unit 3, Module P:</b> 86-89</p>	<p><b>Unit 1 Module A:</b> 18, 19, 20, 40, 48, 49, 50, 53, 58, 59, 60, 88, 89, 90, 98, 99, 100, 101, 108, 109, 110, 118, 119, 120, 128, 129, 130, 138, 139</p>

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<p>W.5.3c 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, frases y cláusulas de transición para manejar la secuencia de los acontecimientos.</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, phrases, and clauses to manage the sequence of events.</p>	<p><b>Unit 1, Module P:</b> 14, 22, 30, 46, 54, 62, 80-84</p> <p><b>Unit 2, Module P:</b> 186</p> <p><b>Unit 3, Module P:</b> 86-89</p>	<p><b>Unit 1 Module A:</b> 68, 69, 70, 99, 139, 140, 192</p>

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<p>W.5.3d 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 acontecimientos.</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 1, Module P:</b> 14, 22, 30, 38, 46, 54, 62, 80-84</p> <p><b>Unit 3, Module P:</b> 88</p>	<p><b>Unit 1 Module A:</b> 58, 59, 60, 78, 79, 80, 99, 108, 109, 110</p>

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<p>W.5.3e 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 acontecimientos 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 1, Module P:</b> 38, 46, 80-84</p>	<p><b>Unit 1 Module A:</b> 98, 99, 100</p>

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<p><b>Producción y redacción de la escritura Production and Distribution of Writing</b></p>		
<p>W.5.4 Redactan textos claros y en los cuales el desarrollo y la 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, 86-88</p> <p><b>Unit 2, Module P:</b> 112, 120, 128, 136, 144, 152, 155, 160, 168, 176, 178-182</p> <p><b>Unit 3, Module P:</b> 14, 22, 30, 38, 46, 54, 62, 70, 78, 80-84, 86-88</p> <p><b>Unit 4, Module P:</b> 112, 120, 128, 136, 144, 152, 155, 160, 168, 176, 178-182</p>	<p><b>Unit 1 Module A:</b> 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148</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</p> <p><b>Unit 3 Module B:</b> 308, 318, 328, 338, 348, 358, 368, 378, 388</p> <p><b>Unit 4 Module A:</b> 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148, 158, 168, 178, 188</p>

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<p>W.5.5 Con la orientación y lo apoyo de compañeros y adultos, desarrollan y mejoran el escrito según sea necesario mediante la planificación, revisión, corrección, rehaciendo la redacción o intentando un nuevo enfoque. (La corrección debe demostrar el dominio de los estándares del Lenguaje 1–3, del quinto grado).</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)</p>	<p><b>Unit 1, Module P:</b> 62, 70, 82, 88 <b>Unit 2, Module P:</b> 168, 179, 180, 186 <b>Unit 3, Module P:</b> 54, 82, 88 <b>Unit 4, Module P:</b> 144, 168, 180</p>	<p><b>Unit 1 Module A:</b> 128, 129, 130, 148, 149, 150, 158, 159, 160 <b>Unit 2 Module A:</b> 20, 30, 40, 50, 60, 70, 80, 90, 99, 100, 110, 120, 128, 129 <b>Unit 3 Module B:</b> 220, 230, 240, 250, 260, 270, 280, 290, 300 <b>Unit 4 Module A:</b> 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150</p>

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<p>W.5.6 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; demuestran dominio suficiente de las habilidades de mecanografía para escribir un mínimo de dos páginas 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 two pages in a single sitting.</p>	<p><b>Unit 1, Module P:</b> 81, 84</p> <p><b>Unit 2, Module P:</b> 179, 182</p> <p><b>Unit 3, Module P:</b> 62, 81, 84</p> <p><b>Unit 4, Module P:</b> 179, 182</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, 107, 110, 120, 130, 140</p> <p><b>Unit 3 Module B:</b> 300, 307, 310, 320, 330, 340, 350, 360, 368, 369, 370, 380, 390</p> <p><b>Unit 4 Module A:</b> 20, 30, 40, 50, 60, 90, 100, 107, 110, 120, 130, 140, 150</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.5.7 Llevan a cabo proyectos de investigación cortos que utilizan varias fuentes de información, para ampliar sus conocimientos a través del estudio de diferentes aspectos de un tema.</p> <p>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p><b>Unit 1, Module P:</b> 86-89</p> <p><b>Unit 2, Module P:</b> 112, 120, 128, 176, 178-182, 184-187</p> <p><b>Unit 3, Module P:</b> 22, 30, 70, 80-84</p> <p><b>Unit 4, Module P:</b> 178-182</p>	<p><b>Unit 1 Module A:</b> 178, 179, 180, 188, 189, 190</p> <p><b>Unit 2 Module A:</b> 178, 179, 180, 188, 189, 190</p> <p><b>Unit 3 Module B:</b> 238, 239, 240, 248, 249, 250, 308, 309, 310</p> <p><b>Unit 4 Module A:</b> 108, 109, 110, 128, 129, 130, 180</p>

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<p>W.5.8 Recuerdan información relevante de experiencias o recopilan información importante de materiales impresos y fuentes digitales; hacen resúmenes o parafrasean la información en notas y trabajos terminados 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; summarize or paraphrase information in notes and finished work, and provide a list of sources.</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, 168, 178-182 184-186</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</p>	<p><b>Unit 1 Module A:</b> 178, 179, 180, 188, 189, 190</p> <p><b>Unit 2 Module A:</b> 178, 179, 180</p> <p><b>Unit 3 Module B:</b> 238, 239, 240, 248, 249, 250, 288, 289, 290, 308, 309, 310, 318, 319, 320</p> <p><b>Unit 4 Module A:</b> 58, 59, 70, 78, 79, 109, 110, 118, 119, 120, 192</p>

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<p>W.5.9a Encuentran pruebas o argumentos en textos literarios e informativos que apoyen el análisis y la reflexión e investigación. Aplican los <i>estándares de lectura de quinto grado</i> en la literatura (ejemplo: comparan y contrastan dos o más personajes, escenarios o acontecimientos de un cuento o en una obra de teatro, basándose en detalles específicos del texto [ejemplo: cómo interactúan los personajes]).</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research. <i>Apply grade 5 Reading standards to literature</i> (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").</p>	<p><b>Unit 1, Module P:</b> 11, 14, 19, 22, 27, 30, 35, 38, 46, 54, 59, 62, 67 <b>Unit 2, Module P:</b> 184-187</p>	<p><b>Unit 1 Module A:</b> 18, 19, 20, 28, 29, 30, 38, 39, 40 <b>Unit 2 Module A:</b> 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118 <b>Unit 3 Module B:</b> 218</p>

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<p>W.5.9b Encuentran pruebas o argumentos en textos literarios e informativos que apoyen el análisis y la reflexión e investigación. <i>Aplican los estándares de lectura de quinto grado en textos informativos (ejemplo: explican cómo el autor utiliza las razones, pruebas y argumentos para apoyar determinados puntos en un texto, identificando las razones, pruebas y argumentos que corresponden a cada punto).</i></p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research. <i>Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").</i></p>	<p><b>Unit 1, Module P:</b> 43, 51, 86-89</p> <p><b>Unit 2, Module P:</b> 109, 112, 117, 120, 125, 128, 133, 136, 141, 144, 152, 157, 160, 168, 173, 178-182</p> <p><b>Unit 3, Module P:</b> 14, 22, 30, 38, 46, 54, 62, 70, 78, 80-84</p> <p><b>Unit 4, Module P:</b> 112, 120, 128, 136, 144, 152, 160, 168, 176, 178-182</p>	<p><b>Unit 3 Module B:</b> 288, 318, 338, 358</p> <p><b>Unit 4 Module A:</b> 18, 28, 38, 48, 58, 59, 68, 78, 88, 148,</p>

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<p><b>Nivel de escritura y redacción</b> <b>Range of Writing</b></p>		
<p>W.5.10 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><b>Unit 1, Module P:</b> 14, 22, 30, 38, 46, 54, 62, 70, 78, 80-84, 86-88</p> <p><b>Unit 2, Module P:</b> 112, 120, 128, 136, 144, 152, 155, 160, 168, 176, 178-182</p> <p><b>Unit 3, Module P:</b> 14, 22, 30, 38, 46, 54, 62, 70, 78, 80-84, 86-88</p> <p><b>Unit 4, Module P:</b> 112, 120, 128, 136, 144, 152, 155, 160, 168, 176, 178-182</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, 107, 110, 120, 130, 140, 150, 160, 170, 180, 190</p> <p><b>Unit 3 Module B:</b> 300, 307, 310, 320, 330, 340, 350, 360, 370, 380, 390</p> <p><b>Unit 4 Module A:</b> 20, 30, 40, 50, 60, 70, 80, 90, 100, 107, 110, 120, 130, 140, 150, 160, 170, 180, 190</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.5.1a Participan eficazmente en una serie de conversaciones colaborativas (en pares, en grupos y dirigidas por el maestro) con diversos compañeros sobre temas y textos de quinto grado, elaborando sobre 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><b>Unit 1, Module P:</b> 9, 17, 25, 33, 40, 49, 56, 57, 65, 72, 73 <b>Unit 2, Module P:</b> 107, 115, 123, 131, 139, 147, 154, 155, 162, 163, 171 <b>Unit 3, Module P:</b> 9, 17, 25, 32, 33, 40, 49, 56, 57, 65, 72, 73 <b>Unit 4, Module P:</b> 107, 115, 122, 123, 130, 131, 139, 147, 154, 155, 163, 171</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 <b>Unit 3 Module B:</b> 213, 223, 233, 243, 253, 263, 273, 283, 293 <b>Unit 4 Module A:</b> 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 143, 153, 163, 173, 183</p>

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<p><b>SL.5.1 Continued</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. 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> Please see <i>ReadyGEN</i> Biliteracy Module citations above.</p>	<p><b>Continued</b> Please see <i>ReadyGEN</i> Paired English Module citations above.</p>

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<p>SL.5.1b Participan eficazmente en una serie de conversaciones colaborativas (en pares, en grupos y dirigidas por el maestro) con diversos compañeros sobre temas y textos de quinto grado, elaborando sobre 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 grade 5 topics and texts, 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> 10, 18, 26, 34, 40, 42, 50, 56, 58, 66, 72, 74</p> <p><b>Unit 2, Module P:</b> 108, 116, 124, 132, 140, 148, 154, 156, 162, 164, 180</p> <p><b>Unit 3, Module P:</b> 10, 18, 26, 32, 34, 40, 42, 50, 56, 58, 66, 72, 74</p> <p><b>Unit 4, Module P:</b> 108, 116, 122, 124, 130, 132, 140, 148, 154, 156, 164, 180</p>	<p><b>Unit 1 Module A:</b> 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 164, 184</p> <p><b>Unit 2 Module A:</b> 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 144, 154</p> <p><b>Unit 3 Module B:</b> 214, 224, 234, 244, 254, 264, 274, 284, 294</p> <p><b>Unit 4 Module A:</b> 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 164, 184</p>



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<p>SL.5.1c Participan eficazmente en una serie de conversaciones colaborativas (en pares, en grupos y dirigidas por el maestro) con diversos compañeros sobre temas y textos de quinto grado, elaborando sobre las ideas de los demás y expresando las propias con claridad. Plantean y contestan preguntas específicas al hacer comentarios que contribuyen a la conversación y expanden 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 grade 5 topics and texts, building on others' ideas and expressing their own clearly. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p>	<p><b>Unit 1, Module P:</b> 9, 17, 25, 33, 40, 49, 56, 57, 65, 72, 73</p> <p><b>Unit 2, Module P:</b> 107, 115, 123, 131, 139, 147, 154, 155, 162, 163, 171</p> <p><b>Unit 3, Module P:</b> 9, 17, 25, 32, 33, 40, 49, 56, 57, 65, 72, 73</p> <p><b>Unit 4, Module P:</b> 107, 115, 122, 123, 130, 131, 139, 147, 154, 155, 163, 171</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</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, 282, 292</p> <p><b>Unit 4 Module A:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182</p>

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<p>SL.5.1d Participan eficazmente en una serie de conversaciones colaborativas (en pares, en grupos y dirigidas por el maestro) con diversos compañeros sobre temas y textos de quinto grado, elaborando sobre las ideas de los demás y expresando las propias con claridad. Revisan las ideas clave expresadas y hacen conclusiones tomando en cuenta la información y el conocimiento obtenido de las conversaciones previas.</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p><b>Unit 1, Module P:</b> 10, 18, 26, 34, 42, 50, 56, 58, 66, 72, 74</p> <p><b>Unit 2, Module P:</b> 108, 116, 124, 132, 140, 148, 154, 156, 162, 164, 180</p> <p><b>Unit 3, Module P:</b> 10, 18, 26, 34, 42, 50, 58, 66, 72, 74</p> <p><b>Unit 4, Module P:</b> 108, 114, 116, 124, 132, 140, 148, 156, 164, 180</p>	<p><b>Unit 1 Module A:</b> 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 164, 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</p> <p><b>Unit 4 Module A:</b> 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 164, 184</p>

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<p>SL.5.2 Resumen un texto leído en voz alta o información presentada en diversos medios de comunicación y formatos visuales, cuantitativos y orales.</p> <p>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p><b>Unit 1, Module P:</b> 35, 36, 37</p> <p><b>Unit 3, Module P:</b> 11</p> <p><b>Unit 4, Module P:</b> 109, 111</p>	<p><b>Unit 1 Module A:</b> TR2–TR3, TR4–TR5, TR6–TR7</p> <p><b>Unit 2 Module A:</b> 64, 65, 66, 67, TR2–TR3, TR4–TR5, TR6–TR7</p> <p><b>Unit 3 Module B:</b> TR2–TR3, TR4–TR5, TR6–TR7</p> <p><b>Unit 4 Module A:</b> 22, 23, 42, 43, 162, 163, TR2–TR3, TR4–TR5, TR6–TR7</p>
<p>SL.5.3 Resumen los puntos que ofrece un hablante y explican cómo cada afirmación se sustenta con razones y evidencia.</p> <p>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p><b>Unit 1, Module P:</b> 38, 84, 88</p> <p><b>Unit 4, Module P:</b> 112</p>	<p><b>Unit 1 Module A:</b> 20, 60, 70, 140, 180</p> <p><b>Unit 3 Module B:</b> 240, 260, 300, 370</p> <p><b>Unit 4 Module A:</b> 60, 169, 170</p>

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<p><b>Presentación de conocimientos y de ideas Production of Knowledge and Ideas</b></p>		
<p>SL.5.4 Hacen un informe sobre un tema o texto o presentan una opinión, ordenando la secuencia de ideas de forma lógica y usando hechos apropiados y detalles descriptivos relevantes para apoyar las ideas o temas principales, hablando con claridad a un ritmo comprensible.</p> <p>Report on a topic or text or present an opinion, sequencing ideas logically and 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> 14, 22, 38, 46, 54, 62, 70, 78, 84, 88</p> <p><b>Unit 2, Module P:</b> 120, 128, 144, 152, 160, 168, 176, 182, 186</p> <p><b>Unit 3, Module P:</b> 14, 30, 38, 62, 70, 78, 84, 88</p> <p><b>Unit 4, Module P:</b> 112, 128, 152, 160, 168, 176, 182, 186</p>	<p><b>Unit 1 Module A:</b> 17, 27, 47, 57, 67, 77, 87, 97, 107, 117, 127, 147, 157, 167</p> <p><b>Unit 2 Module A:</b> 17, 27, 36, 37, 47, 57, 67, 77, 87, 97, 107, 117, 127, 136</p> <p><b>Unit 3 Module B:</b> 217, 227, 236, 237, 287, 297, 317, 336, 337, 357, 369, 370, 387</p> <p><b>Unit 4 Module A:</b> 17, 37, 136, 137, 168, 169, 170</p>

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<p>SL.5.5 Incluyen componentes de medios múltiples (ejemplo: gráficas, sonido) y efectos visuales en las presentaciones cuando es adecuado para mejorar el desarrollo de las ideas o temas principales.</p> <p>Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	<p><b>Unit 1, Module P:</b> 86-89 <b>Unit 2, Module P:</b> 160, 178-182, 184-187 <b>Unit 3, Module P:</b> 80-84 <b>Unit 4, Module P:</b> 178-182, 184-187</p>	<p><b>Unit 1 Module A:</b> 170, 194 <b>Unit 2 Module A:</b> 100, 140, 168, 169, 170 <b>Unit 3 Module B:</b> 280, 369, 370, 394, 398 <b>Unit 4 Module A:</b> 30, 194, 198</p>
<p>SL.5.6 Adaptan el discurso a una variedad de contextos y tareas, usando el español formal cuando es adecuado a la tarea y situación. (Ver los estándares 1 y 3 de lenguaje del quinto grado para expectativas específicas).</p> <p>Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)</p>	<p><b>Unit 1, Module P:</b> 86-89 <b>Unit 3, Module P:</b> 70, 93 <b>Unit 4, Module P:</b> 160, 178-182, 186</p>	<p><b>Unit 1 Module A:</b> TR20–TR23 <b>Unit 2 Module A:</b> TR20–TR23 <b>Unit 3 Module B:</b> TR20–TR23 <b>Unit 4 Module A:</b> TR20–TR23</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.5.1a Demuestran dominio de las normativas de la gramática del español y su uso al escribirlo o hablarlo. Explican la función de las conjunciones, preposiciones e interjecciones en general, y su función en oraciones particulares.</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p>	<p><b>Unit 2, Module P:</b> 136-137, 144-145, 180 <b>Unit 3, Module P:</b> 14-15, 46-47 <b>Unit 4, Module P:</b> 152-153, 180, 190</p>	<p><b>Unit 2 Module A:</b> 51, 61, 71, 81, 91, 101, 111, 141, 151, 161 <b>Unit 4 Module A:</b> 50, 51, 60, 61, 63, 70, 71, 80, 81, 90, 91, 100, 101, 140, 141, 150, 151, 171</p>

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<p>L.5.1b Demuestran dominio de las normativas de la gramática del español y su uso al escribirlo o hablarlo. Forman y usan los tiempos perfectos o verbos compuestos con haber y el participio pasado (ejemplo: <i>Yo había caminado; Yo he caminado; Yo habré caminado</i>).</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.</p>	<p><b>Unit 2, Module P:</b> 112-113 <b>Unit 4, Module P:</b> 112-113, 120-121, 128-129</p>	<p><b>Unit 3 Module B:</b> 221, 231, 240, 241, 250, 251</p>

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<p>L.5.1c Demuestran dominio de las normativas de la gramática del español y su uso al escribirlo o hablarlo. Usan el tiempo de los verbos para expresar distintos momentos, secuencias, estados y condiciones, incluyendo el contraste entre los usos del pretérito y copretérito o imperfecto para expresar acción en el pasado (ejemplo: Yo iba todos los días. Yo fui ayer).</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use verb tense to convey various times, sequences, states, and conditions.</p>	<p><b>Unit 1, Module P:</b> 54-55, 62-63 <b>Unit 2, Module P:</b> 120-121 <b>Unit 4, Module P:</b> 112-113, 120-121</p>	<p><b>Unit 2 Module A:</b> FS8, FS9 <b>Unit 3 Module B:</b> 220, 221, 230, 231, 260, 261, 270, 271, 300, 301, 310, 311</p>



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<p>L.5.1d Demuestran dominio de las normativas de la gramática del español y su uso al escribirlo o hablarlo. Reconocen y corrigen cambios inapropiados en el tiempo de los verbos.* (Ejemplo: falta de concordancia entre sujeto y verbo; uso incorrecto de pretérito vs. copretérito; falta de uso del subjuntivo).</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct inappropriate shifts in verb tense.*</p>	<p><b>Unit 1, Module P:</b> 54-55, 62-63 <b>Unit 2, Module P:</b> 112-113, 120-121, 128-129 <b>Unit 3, Module P:</b> 30-31, 91 <b>Unit 4, Module P:</b> 112-113, 120-121, 128-129</p>	<p><b>Unit 3 Module B:</b> 311</p>

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<p>L.5.1e Demuestran dominio de las normativas de la gramática del español y su uso al escribirlo o hablarlo. Usan las conjunciones correlativas con la forma correcta de negación (ejemplo: <i>Ni esto, ni aquello</i>). Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</p>	<p><b>Unit 2, Module P:</b> 144-145 <b>Unit 4, Module P:</b> 152-153, 190</p>	<p><b>Unit 2 Module A:</b> 110, 111, 159 <b>Unit 4 Module A:</b> 110, 111, 120, 121</p>
<p>L.5.1f (ES) Demuestran dominio de las normativas de la gramática del español y su uso al escribirlo o hablarlo. Reconocen y aplican correctamente la concordancia entre el sujeto, el verbo y el complemento indirecto (ejemplo: A mí me gustas tú; Tú me gustas a mí).</p>	<p><b>Unit 1, Module P:</b> 22-23, 38-39, 54-55, 82 <b>Unit 2, Module P:</b> 120-121 <b>Unit 3, Module P:</b> 30-31</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.5.1g (ES) Demuestran dominio de las normativas de la gramática del español y su uso al escribirlo o hablarlo. Distinguen y explican el uso de formas paralelas (<i>ser/estar; por/para; tú/usted</i>) según el contexto y significado de la oración.</p>	<p><b>Unit 3, Module P:</b> 63, 93 <b>Unit 4, Module P:</b> 108</p>	<p><i>ReadyGEN</i> Module A and Module B focus on English Language Arts reading, writing, speaking and listening skills.</p>
<p>L.5.1h (ES) Demuestran dominio de las normativas de la gramática del español y su uso al escribirlo o hablarlo. Identifican y emplean toda clase de conjunciones, tales como: concesivas (<i>aunque, por más que, a pesar de que</i>), condicionales (<i>en caso de, siempre que</i>) y finales (<i>de modo que, a fin de que, con el objeto de</i>).</p>	<p><b>Unit 2, Module P:</b> 136-137, 144-145 <b>Unit 3, Module P:</b> 46-47 <b>Unit 4, Module P:</b> 152-153</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.5.1i (ES) Demuestran dominio de las normativas de la gramática del español y su uso al escribirlo o hablarlo. Identifican y explican el uso de "a" personal con los complementos directos nombrando personas o mascotas (ejemplo: Recuerdo a mi abuela. Juan ve a Carlos. ¿Ve Juan a Carlos? Baño a mi perro).</p>	<p><b>Unit 3, Module P:</b> 22-23, 30-31</p>	<p><i>ReadyGEN</i> Module A and Module B focus on English Language Arts reading, writing, speaking and listening skills.</p>
<p>L.5.1j (ES) Demuestran dominio de las normativas de la gramática del español y su uso al escribirlo o hablarlo. Reconocen cuando el pronombre en función de sujeto se integra al verbo (ejemplo: yo hablo = hablo) y cuando se usa el pronombre para enfatizar o aclarar (ejemplo: Él fue el culpable).</p>	<p><b>Unit 1, Module P:</b> 14-15, 22-23, 30-31, 38-39, 46-47 <b>Unit 3, Module P:</b> 14-15, 22-23, 30-31, 38-39, 46-47</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.5.1k (ES) Demuestran dominio de las normativas de la gramática del español y su uso al escribirlo o hablarlo. Reconocen y usan correctamente los verbos irregulares en sus tiempos y modos, como futuro (haber = habré, habrá); gerundio (sentir = sintiendo); participio pasado (haber = hecho), pretérito (andar = anduvo).</p>	<p><b>Unit 1, Module P:</b> 62-63 <b>Unit 3, Module P:</b> 91</p>	<p><i>ReadyGEN</i> Module A and Module B focus on English Language Arts reading, writing, speaking and listening skills.</p>
<p>L.5.1l (ES) Demuestran dominio de las normativas de la gramática del español y su uso al escribirlo o hablarlo. Emplean correctamente el pronombre “se” y el singular o plural del verbo para expresar la voz pasiva (ejemplo: Se vende chocolate. Se venden libros).</p>	<p><b>Unit 2, Module P:</b> 112-113, 120-121, 128-129, 136- 137, 144-145</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>L.5.2a Demuestran, al escribir, dominio de normativas del español para el uso de las letras mayúsculas, signos de puntuación y ortografía. Usan la puntuación correcta para separar elementos en una serie.*</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation to separate items in a series.*</p>	<p><b>Unit 2, Module P:</b> 112-113, 120-121, 128-129, 136-137, 144-145, 151</p> <p><b>Unit 4, Module P:</b> 136-137</p>	<p>This standard is outside the scope of the <i>ReadyGEN</i> Paired English Modules.</p>

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<p>L.5.2b Demuestran, al escribir, dominio de normativas del español para el uso de las letras mayúsculas, signos de puntuación y ortografía. Usan una coma para separar un elemento de introducción del resto de la oración.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a comma to separate an introductory element from the rest of the sentence.</p>	<p><b>Unit 4, Module P:</b> 112-113, 120-121, 128-129, 136-137, 144-145</p>	<p><b>Unit 2 Module A:</b> 158</p>

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<p>L.5.2c Demuestran, al escribir, dominio de normativas del español para el uso de las letras mayúsculas, signos de puntuación y ortografía. Usan una coma para dar entrada a las palabras sí y no (ejemplo: <i>Sí, gracias</i>) para separar una cláusula final interrogativa del resto de la oración (ejemplo: <i>Es verdad, ¿no?</i>), y para indicar una expresión directa (ejemplo: <i>¿Eres tú, Esteban?</i>).</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use a comma to set off the words yes and no (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p>	<p><b>Unit 4, Module P:</b> 112-113, 120-121, 128-129, 136-137, 144-145</p>	<p>This standard is outside the scope of the <i>ReadyGEN</i> Paired English Modules.</p>



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<p>L.5.2d Demuestran, al escribir, dominio de normativas del español para el uso de las letras mayúsculas, signos de puntuación y ortografía. Usan la letra cursiva o bastardilla para indicar los títulos de las obras.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use underlining, quotation marks, or italics to indicate titles of works.</p>	<p><b>Unit 2, Module P:</b> 152-153 <b>Unit 4, Module P:</b> 160-161</p>	<p><b>Unit 1 Module A:</b> 188 <b>Unit 4 Module A:</b> 158</p>

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<p>L.5.2e Demuestran, al escribir, dominio de normativas del español para el uso de las letras mayúsculas, signos de puntuación y ortografía. Escriben con ortografía correcta palabras adecuadas al nivel de grado, incluyendo el uso del acento escrito, basados en la pronunciación y el acento diacrítico consultando 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> 14-15, 22-23, 30-31, 38-39, 46-47, 78-79</p> <p><b>Unit 2, Module P:</b> 112-113, 120-121, 128-129, 136-137, 144-145, 176-177, 180</p> <p><b>Unit 3, Module P:</b> 14-15, 22-23, 30-31, 38-39, 46-47, 78-79, 82</p> <p><b>Unit 4, Module P:</b> 112-113, 120-121, 128-129, 136-137, 144-145, 168-169, 177, 180, 189</p>	<p><b>Unit 2 Module A:</b> 191, FS10</p> <p><b>Unit 3 Module B:</b> 358, 359, 360, 395</p> <p><b>Unit 4 Module A:</b> 181, 190, 191, FS2, FS4, FS14</p>

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<p>L.5.2f (ES) Demuestran, al escribir, dominio de normativas del español para el uso de las letras mayúsculas, signos de puntuación y ortografía. Escriben sin mayúscula los adjetivos gentilicios (ejemplo: estadounidense, oaxaqueño, costarricense).</p>	<p><b>Unit 2, Module P:</b> 160-161 <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.5.2g (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 2, Module P:</b> 176-177 <b>Unit 3, Module P:</b> 14-15, 22-23, 30-31, 38-39, 46-47, 78-79 <b>Unit 4, Module P:</b> 112-113, 120-121, 128-129, 136-137, 144-145, 176-177</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><b>Acentuación</b></p>		
<p>L.5.2h (ES) Demuestran, al escribir, dominio de normativas del español para el uso de las letras mayúsculas, signos de puntuación y ortografía. Reconocen y explican el cambio del acento ortográfico en palabras inflexionadas (joven/ jóvenes; francés/franceses; unión/uniones)</p>	<p><b>Unit 2, Module P:</b> 168-169 <b>Unit 3, Module P:</b> 112-113, 120-121, 128-129, 136-137, 144-145</p>	<p><i>ReadyGEN</i> Module A and Module B focus on English Language Arts reading, writing, speaking and listening skills.</p>
<p>L.5.2i (ES) Demuestran, al escribir, dominio de normativas del español para el uso de las letras mayúsculas, signos de puntuación y ortografía. Usan el acento ortográfico correctamente en palabras enclíticas (verbo + pronombre o artículo o ambos; por ejemplo: cántamela, lávame, consíguemela).</p>	<p><b>Unit 1, Module P:</b> 70-71, 78-79 <b>Unit 2, Module P:</b> 112-113, 114, 120-121, 128-129, 130, 136-137, 144-145</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>Conocimiento del lenguaje Knowledge of Language</b></p>		
<p>L.5.3a Usan el conocimiento del lenguaje y sus normativas al escribir, hablar, leer o escuchar. Amplían, combinan y reducen las oraciones para mejorar el significado, despertar el interés del lector/oyente y adaptar el estilo.</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>	<p><b>Unit 1, Module P:</b> 62-63 <b>Unit 2, Module P:</b> 136-137 <b>Unit 3, Module P:</b> 46-47 <b>Unit 4, Module P:</b> 144-145, 152-153, 168-169</p>	<p><b>Unit 2 Module A:</b> 141, 161 <b>Unit 3 Module B:</b> 348, 349, 350 <b>Unit 4 Module A:</b> 131, 141, 151, 161</p>

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<p>L.5.3b Usan el conocimiento del lenguaje y sus normativas al escribir, hablar, leer o escuchar. Comparan y contrastan las variedades del español (ejemplo: dialectos, registros) que se usan en los cuentos, obras de teatro o poemas.</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	<p><b>Unit 1, Module P:</b> 18, 34 <b>Unit 2, Module P:</b> 156 <b>Unit 4, Module P:</b> 116, 130, 135</p>	<p><b>Unit 2 Module A:</b> 43, 63</p>

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<p><b>Adquisición y uso de vocabulario Vocabulary Acquisition and Use</b></p>		
<p>L.5.4a Determinan o aclaran el significado de palabras o frases desconocidas y de significados múltiples basándose en <i>lecturas de contenido académico de quinto grado</i>, eligiendo con flexibilidad entre una serie de estrategias. Usan el contexto (ejemplo: relaciones entre causa/efecto y comparaciones 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 <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p>	<p><b>Unit 1, Module P:</b> 10, 48, 51, 72 <b>Unit 2, Module P:</b> 108, 125, 156, 185 <b>Unit 4, Module P:</b> 117, 140, 156, 170</p>	<p><b>Unit 1 Module A:</b> 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 113, 114, 124, 134 <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> 304, 314, 324, 334, 344, 354, 364, 374, 384 <b>Unit 4 Module A:</b> 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 164, 174, 184</p>

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<p>L.5.4b Determinan o aclaran el significado de palabras o frases desconocidas y de significados múltiples basándose en <i>lecturas de contenido académico de quinto grado</i>, 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: <i>fotografía, fotosíntesis</i>).</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, 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., <i>photograph, photosynthesis</i>).</p>	<p><b>Unit 1, Module P:</b> 8, 16, 24 <b>Unit 3, Module P:</b> 8, 16, 24, 32 <b>Unit 4, Module P:</b> 106</p>	<p><b>Unit 1 Module A:</b> 62, 72, 82, 92, 102, FS5–FS7 <b>Unit 3 Module B:</b> 262, 272, 282, 292, 302, 362, 372, FS17–FS19, FS23–FS25 <b>Unit 4 Module A:</b> 52, 72, 82, 92, 102, FS5–FS7</p>



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<p>L.5.4c Determinan o aclaran el significado de palabras o frases desconocidas y de significados múltiples basándose en <i>lecturas de contenido académico de quinto grado</i>, 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 <i>grade 5 reading and content</i>, 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> 91 <b>Unit 2, Module P:</b> 106 <b>Unit 3, Module P:</b> 24, 26, 76 <b>Unit 4, Module P:</b> 118, 169</p>	<p><b>Unit 1 Module A:</b> 115, FS6, FS9, FS10, FS12, FS13 <b>Unit 2 Module A:</b> 158, FS3, FS6, FS11, FS12 <b>Unit 3 Module B:</b> FS14–FS16, FS18, FS20, FS21, FS23, FS24 <b>Unit 4 Module A:</b> 142, 162, 191, FS2, FS4, FS6, FS8, FS10–FS13</p>

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<p>L.5.5a Demuestran comprensión del lenguaje figurado, de las relaciones entre las palabras y de los matices de significado. Interpretan el lenguaje figurativo, incluyendo símiles y metáforas, en contexto.</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figurative language, including similes and metaphors, in context.</p>	<p><b>Unit 1, Module P:</b> 26, 62, 66</p> <p><b>Unit 2, Module P:</b> 168</p> <p><b>Unit 4, Module P:</b> 130</p>	<p><b>Unit 1 Module A:</b> 83, 93, 108, 153</p> <p><b>Unit 2 Module A:</b> 43</p> <p><b>Unit 3 Module B:</b> 353, 363</p> <p><b>Unit 4 Module A:</b> 134, 135, 164, 165, 166, 167</p>

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<p>L.5.5b 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, dichos, modismos 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 1, Module P:</b> 34, 42 <b>Unit 2, Module P:</b> 156 <b>Unit 4, Module P:</b> 116, 130, 135, 191</p>	<p><b>Unit 1 Module A:</b> 23, 33, 43, 53, 63, 73, 113, 133, 153, 163 <b>Unit 2 Module A:</b> 53, 83, 113, 123, 153 <b>Unit 3 Module B:</b> 283, 353, 363 <b>Unit 4 Module A:</b> 13, 73, 163</p>

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<p>L.5.5c Demuestran comprensión del lenguaje figurado, de las relaciones entre las palabras y de los matices de significado. Usan la relación entre determinadas palabras (ejemplo: sinónimos, antónimos, homógrafos) para comprender mejor el significado de cada una de ellas.</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p><b>Unit 1, Module P:</b> 72, 77 <b>Unit 3, Module P:</b> 24, 72, 77, 90, 92 93 <b>Unit 4, Module P:</b> 140, 156, 164, 188</p>	<p><b>Unit 1 Module A:</b> FS11, FS12 <b>Unit 2 Module A:</b> FS9 <b>Unit 3 Module B:</b> 212, 222, 232, 242, 252, FS14–FS16</p>

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

<p align="center"><b>Common Core State Standards for Spanish Language Arts and English Language Arts</b></p>	<p align="center"><b><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P)</b>  (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher's Guides)</p>	<p align="center"><b><i>ReadyGEN</i> Paired English Modules (Module A or B)</b>  (All page references correspond to the <i>ReadyGEN</i> Teacher's Guides)</p>
<p>L.5.6 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 contraste, expansión y otras relaciones lógicas (ejemplo: <i>sin embargo, aunque, no obstante, de manera similar, además, así mismo</i>).</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	<p><b>Unit 1, Module P:</b> 40, 48, 58, 64</p> <p><b>Unit 2, Module P:</b> 114, 146, 148, 162, 165, 167, 170</p> <p><b>Unit 3, Module P:</b> 40, 48, 56, 64</p> <p><b>Unit 4, Module P:</b> 138, 146, 162</p>	<p><b>Unit 1 Module A:</b> 14, 24, 34, 44, 54, 64, 66, 67, 74, 76, 77, 84, 86, 87, 94</p> <p><b>Unit 2 Module A:</b> 14, 24, 64, 94, 104, 114, 124, 134, 144, 154, 164, 174, 184</p> <p><b>Unit 3 Module B:</b> 214, 224, 234, 244, 254</p> <p><b>Unit 4 Module A:</b> 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 164, 174, 184</p>