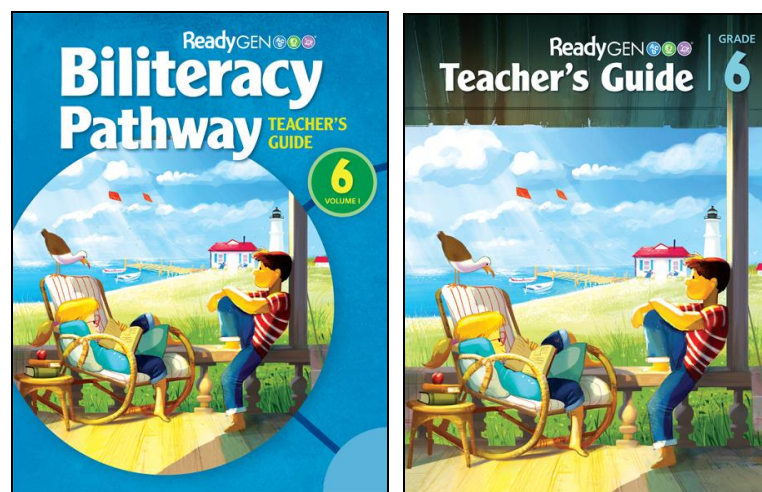


**A Correlation of**  
**ReadyGEN**  
**Biliteracy Pathway**  
**Grade 6, ©2016**



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

**SAVVAS**

# A Correlation of the *ReadyGEN* Biliteracy Pathway, Grade 6, 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.

**A Correlation of the *ReadyGEN* Biliteracy Pathway, Grade 6, to the  
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**Table of Contents**

**LITERATURE..... 4**  
**LITERATURA ..... 4**

**TEXTO INFORMATIVO..... 10**  
**INFORMATIONAL TEXT..... 10**

**ESCRITURA..... 15**  
**WRITING ..... 15**

**AUDICIÓN Y EXPRESIÓN ORAL ..... 37**  
**SPEAKING AND LISTENING ..... 37**

**LENGUAJE ..... 45**  
**LANGUAGE ..... 45**

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<b>Grade 6</b>		
<b>LITERATURE LITERATURA</b>		
<b>Key Ideas and Details Ideas clave y detalles</b>		
<p>RL.6.1 Citan evidencias textuales para sustentar el análisis de lo que dice explícitamente el texto, así como lo que se infiere del mismo.</p> <p>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>Unit 1, Module P:</b> 10, 18, 26, 27, 34, 41, 42, 43, 44, 45, 73, 74, 75, 76, 77</p> <p><b>Unit 3, Module P:</b> 58, 59, 61</p> <p><b>Unit 4, Module P:</b> 140, 141, 143</p>	<p><b>Unit 1 Module A:</b> 12, 14, 15, 16, 17, 22, 23, 24, 25, 26, 27, 152, 153, 154, 156</p>
<p>RL.6.2 Definen el tema o idea principal de un texto y cómo esta se transmite a través de determinados detalles. Resumen el texto sin dar opiniones o juicios personales.</p> <p>Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p><b>Unit 1, Module P:</b> 12, 20, 36, 44, 76</p> <p><b>Unit 3, Module P:</b> 60</p> <p><b>Unit 4, Module P:</b> 141, 143</p>	<p><b>Unit 1 Module A:</b> 72, 74, 76, 77, 162, 164, 166, 167</p> <p><b>Unit 2 Module A:</b> 162, 163, 164, 166, 167</p>

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<p>RL.6.3 Describen cómo un cuento determinado o la trama de una obra de teatro se desarrolla en una serie de episodios. Describen también cómo responden o cambian los personajes a medida que la trama se va desarrollando.</p> <p>Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p><b>Unit 1, Module P:</b> 9, 12, 17, 18, 19, 20, 21, 25, 26, 27, 28, 29, 33, 34, 35, 41, 49, 50, 57; <b>Unit 3, Module P:</b> 58, 138, 140</p>	<p><b>Unit 1 Module A:</b> 32, 34, 42, 43, 44, 45, 47, 142, 143, 144, 145, 146, 147</p>
<p><b>Composición y estructura</b> <b>Craft and Structure</b></p>		
<p>RL.6.4 Definen el significado de palabras y frases que se utilizan en un texto, incluyendo tanto el sentido figurado como el connotativo; analizan el impacto que tiene la elección de determinadas palabras en el sentido y tono del texto.</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p><b>Unit 3, Module P:</b> 72, 74, 86-89, 92 <b>Unit 4, Module P:</b> 122, 124, 190, 191</p>	<p><b>Unit 1 Module A:</b> 13, 33, 43, 52, 53, 54, 55, 56, 57 <b>Unit 2 Module A:</b> 143, 153 <b>Unit 4 Module A:</b> WA5, WA6, WA7</p>

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<p>RL.6.5 Analizan cómo una oración, capítulo, escena o estrofa particular se ajusta a la estructura global en un texto y cómo contribuye al desarrollo del tema, ambiente o escenario o trama.</p> <p>Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>	<p><b>Unit 1, Module P:</b> 10, 18, 26, 34, 86-89 <b>Unit 3, Module P:</b> 10, 26, 27, 34, 58, 86-89</p>	<p><b>Unit 1 Module A:</b> 12, 17, 34, 42, 142, 144, 147</p>
<p>RL.6.6 Explican cómo el autor desarrolla el punto de vista del narrador u hablante de un texto.</p> <p>Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p><b>Unit 1, Module P:</b> 12, 38, 41, 50, 62 <b>Unit 3, Module P:</b> 10, 86-89</p>	<p><b>Unit 1 Module A:</b> 12, 13, 14, 15, 16, 17, 122, 123, 124, 125, 126, 127 <b>Unit 2 Module A:</b> 142, 144, 146, 147, 152, 153, 154, 155, 156</p>

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<p><b>Integración de conocimientos y de ideas</b> <b>Integration of Knowledge and Ideas</b></p>		
<p>RL.6.7 Comparan y contrastan la experiencia de leer un cuento, obra de teatro o poema, con la de escuchar o ver una grabación de audio, video o la versión en vivo del texto; esto incluye el contrastar lo que “se visualiza” y “se escucha” cuando leen, con lo que perciben cuando escuchan u observan.</p> <p>Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p>	<p><b>Unit 1, Module P:</b> 86-89 <b>Unit 3, Module P:</b> 86-89</p>	<p><b>Unit 1 Module A:</b> 110, 127</p>
<p>RL.6.8 (No se aplica a la literatura).  (Not applicable to literature)</p>	<p>Not applicable according to the Common Core State Standards for Spanish Language Arts</p>	<p>Not applicable according to the Common Core State Standards for English Language Arts</p>

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<p>RL.6.9 Comparan y contrastan textos de diferentes formas o géneros (por ejemplo: cuentos y poemas, novelas históricas y cuentos de fantasía) en cuanto a la manera en que estos abordan temas y asuntos similares.</p> <p>Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	<p><b>Unit 1, Module P:</b> 49, 50, 51, 72, 73, 74, 75, 77</p> <p><b>Unit 3, Module P:</b> 10, 18, 34, 35</p>	<p><b>Unit 1 Module A:</b> 112, 114, 132, 134, 172, 174, 176, 177, 182, 184, 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.6.10 Al final del año escolar, leen y comprenden competentemente textos literarios, como cuentos, obras de teatro y poemas, correspondientes al nivel superior de complejidad de textos para los grados 6–8, con enseñanza guiada según sea necesario.</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><b>Unit 1, Module P:</b> 9, 12, 17, 20, 28, 36, 41, 44, 49, 73</p> <p><b>Unit 2, Module P:</b> 150, 166</p> <p><b>Unit 3, Module P:</b> 36, 57, 60, 61</p> <p><b>Unit 4, Module P:</b> 139, 142, 143</p>	<p><b>Unit 1 Module A:</b> 12, 32, 42, 62, 82, 122, 152, 162, 172, 182</p> <p><b>Unit 2 Module A:</b> 142, 152</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.6.1 Citan evidencias textuales para sustentar el análisis de lo que dice explícitamente el texto, así como lo que se infiere del mismo.  Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>Unit 1, Module P:</b> 50, 58, 59, 66 <b>Unit 2, Module P:</b> 107, 108, 115, 116, 124, 131, 132, 134, 139, 140, 148, 155, 156, 157, 158, 159, 163, 164, 165, 171, 173, 184-186 <b>Unit 3, Module P:</b> 10, 18, 26, 34, 42, 50, 66, 67, 68, 74 <b>Unit 4, Module P:</b> 107, 108, 110, 116, 124, 131, 132, 148, 156, 157, 158, 159, 163, 164</p>	<p><b>Unit 1 Module A:</b> 92, 93, 97, 102, 103, 104, 105, 106, 107, 172, 182, 183 <b>Unit 2 Module A:</b> 12, 15, 23, 36, 37, 43, 45, 53, 63, 73, 93, 103, 183, 186 <b>Unit 3 Module A:</b> 12, 13, 14, 16, 17, 42, 112, 122, 132, 136, 137, 172 <b>Unit 4 Module A:</b> 182, 183, 184, 185, 187</p>
<p>RI.6.2 Definen el tema o idea principal de un texto y cómo estos se transmiten a través de determinados detalles específicos. Resumen el texto sin dar opiniones o juicios personales.  Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p><b>Unit 1, Module P:</b> 57, 58, 59, 60, 65, 66, 67, 68, 69 <b>Unit 2, Module P:</b> 107, 108, 109, 110, 163, 170, 171, 172, 173, 174 <b>Unit 3, Module P:</b> 43, 65, 66, 67, 68, 72 <b>Unit 4, Module P:</b> 155, 156, 157, 158, 163, 164, 165, 166, 167, 171, 173, 175</p>	<p><b>Unit 2 Module A:</b> 14, 15, 16, 92, 93, 94, 95, 96, 97, 134 <b>Unit 3 Module A:</b> 42, 43, 44, 46, 47, 52, 54, 56, 62, 64, 66 <b>Unit 4 Module A:</b> 32, 33, 34, 35, 42, 43, 44, 45, 46, 47</p>

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<p>RI.6.3 Analizan en detalle cómo se presenta, describe y desarrolla un personaje, acontecimiento o idea clave en un texto a través de ejemplos o anécdotas.</p> <p>Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p><b>Unit 1, Module P:</b> 57, 58, 59, 60, 61, 65, 66, 67, 68, 69</p> <p><b>Unit 2, Module P:</b> 107, 108, 109, 110, 111, 117, 128, 131, 132, 134, 139, 147, 155, 164, 165, 166, 172, 173, 174</p> <p><b>Unit 3, Module P:</b> 11, 19, 20, 41, 42, 43, 49, 50, 66, 67</p> <p><b>Unit 4, Module P:</b> 108, 109, 116, 117, 125, 133, 139, 147, 149, 155, 156, 157, 163, 164, 165, 167, 171, 173</p>	<p><b>Unit 1 Module A:</b> 92, 93, 95, 95, 96, 97</p> <p><b>Unit 2 Module A:</b> 14, 22, 24, 26, 27, 36, 37, 54, 56, 72, 76, 94, 112, 114, 116</p> <p><b>Unit 3 Module A:</b> 22, 27, 33, 36, 37, 42, 46, 47, 67, 87, 113, 132, 133, 134, 135</p> <p><b>Unit 4 Module A:</b> 32, 34, 82, 83, 84, 86, 87, 102, 104, 106, 107, 142, 144, 146, 147</p>
<p><b>Composición y estructura Craft and Structure</b></p>		
<p>RI.6.4 Definen el significado de palabras y frases que se utilizan en un texto, incluyendo tanto el sentido figurado, como el connotativo y técnico.</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<p><b>Unit 1, Module P:</b> 59, 67, 75</p> <p><b>Unit 2, Module P:</b> 109, 117, 125, 133, 141, 149, 157, 165, 173</p> <p><b>Unit 3, Module P:</b> 11, 19, 27, 35, 43, 51, 67, 75</p> <p><b>Unit 4, Module P:</b> 109, 117, 125, 133, 141, 149, 157, 165, 173</p>	<p><b>Unit 1 Module A:</b> 183</p> <p><b>Unit 2 Module A:</b> 32, 33, 34, 44, 46, 122, 123, 124, 126, 127</p> <p><b>Unit 3 Module A:</b> 52, 53, 54, 56, 57, 92, 93, 94, 96, 97, 126, 143</p> <p><b>Unit 4 Module A:</b> 13, 53, 83, 113, WA5, WA6, WA7</p>

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<p>RI.6.5 Analizan cómo una determinada oración, párrafo, capítulo o sección se ajusta a la estructura global de un texto y cómo contribuye al desarrollo de las ideas.</p> <p>Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p>	<p><b>Unit 1, Module P:</b> 52, 60, 68</p> <p><b>Unit 2, Module P:</b> 110, 116, 118, 125, 126, 134, 142, 150, 158, 166, 174</p> <p><b>Unit 3, Module P:</b> 9, 10, 11, 12, 13, 18, 17, 18, 19, 20, 21, 25, 27, 28, 29, 32, 33, 34, 35, 36, 37, 41, 42, 44, 49, 65, 68, 72, 73, 74, 76, 77</p> <p><b>Unit 4, Module P:</b> 107, 110, 115, 118, 123, 125, 124, 127, 131, 132, 133, 134, 135, 147, 148, 149, 150, 151, 155, 158, 163, 166, 171, 174</p>	<p><b>Unit 2 Module A:</b> 43, 44, 46, 82, 84, 86, 87, 133, 187</p> <p><b>Unit 3 Module A:</b> 72, 74, 76, 77, 83, 87, 113, 133, 135, 183</p>
<p>RI.6.6 Definen el punto de vista o el propósito del autor de un texto, y explican cómo estos autores se manifiestan en el texto.</p> <p>Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p><b>Unit 2, Module P:</b> 124, 130, 131, 132, 133, 134, 163, 164</p> <p><b>Unit 3, Module P:</b> 27, 65, 72, 75, 77</p> <p><b>Unit 4, Module P:</b> 107, 109, 100, 123, 131, 132, 134, 141, 148</p>	<p><b>Unit 1 Module A:</b> 92, 93, 173</p> <p><b>Unit 2 Module A:</b> 12, 13, 14, 16, 17, 43, 44, 46, 63, 72, 73, 74, 82, 83, 84</p> <p><b>Unit 3 Module A:</b> 72, 73, 74, 82, 83, 84, 86, 87, 122, 123, 124, 126, 127, 142</p> <p><b>Unit 4 Module A:</b> 12, 13, 14, 15, 16, 17, 92, 93, 94, 95, 96, 97, 172, 173, 174</p>

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<p><b>Integración de conocimientos e ideas</b> <b>Integration of Knowledge and Ideas</b></p>		
<p>RI.6.7 Integran la información presentada en diferentes medios o formatos (por ejemplo: cuantitativos y visuales), así como información presentada con palabras, para desarrollar la comprensión coherente de un tema o asunto.</p> <p>Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>	<p><b>Unit 1, Module P:</b> 68 <b>Unit 2, Module P:</b> 115, 116, 117, 118, 119, 126, 132, 139, 142, 150, 172 <b>Unit 3, Module P:</b> 20, 25, 26, 41, 42, 44, 52, 68 <b>Unit 4, Module P:</b> 116, 118, 134, 158</p>	<p><b>Unit 2 Module A:</b> 17, 27, 53, 54, 56, 67, 77, 83, 102, 103, 104, 106, 107, 117, 173 <b>Unit 3 Module A:</b> 32, 33, 34, 53, 77, 113, 117</p>
<p>RI.6.8 Siguen y evalúan el argumento de un texto y sus afirmaciones específicas. Distinguen aquellas afirmaciones que se sustentan en razones y evidencias, de aquellas que no lo hacen.</p> <p>Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p><b>Unit 2, Module P:</b> 107, 112, 115, 155, 156, 157, 158, 159, 163, 171 <b>Unit 3, Module P:</b> 61 <b>Unit 4, Module P:</b> 163</p>	<p><b>Unit 2 Module A:</b> 43, 44, 47, 132, 133, 134, 135, 137, 183 <b>Unit 4 Module A:</b> 52, 54, 56, 57, 62, 63, 64, 66, 67, 112, 114, 116, 117</p>

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<p>RI.6.9 Comparan y contrastan la presentación de acontecimientos hechas por dos autores (por ejemplo: un libro de memorias y una biografía sobre una misma persona, escritos por autores diferentes).</p> <p>Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	<p><b>Unit 1, Module P:</b> 49, 50, 51, 53 <b>Unit 2, Module P:</b> 147, 148, 149, 151, 170, 171, 172, 173, 175 <b>Unit 3, Module P:</b> 72, 73, 74, 75, 77</p>	<p><b>Unit 1 Module A:</b> 112, 114, 116, 117, 172, 173, 174, 176, 177 <b>Unit 2 Module A:</b> 112, 113, 114, 116, 117, 172, 174, 176, 177, 183, 184, 186, 187 <b>Unit 3 Module A:</b> 82, 83, 84, 86, 87, 102, 103, 104, 106, 107, 152, 153, 154, 156, 157 <b>Unit 4 Module A:</b> 102, 103, 104, 105, 106, 107</p>
<p><b>Nivel de lectura y de complejidad del texto</b> <b>Range of Reading and Level of Text Complexity</b></p>		
<p>RI.6.10 Al final del año escolar, leen y comprenden competentemente textos literarios de no ficción, correspondientes al nivel superior de complejidad de textos para los grados 6–8, con enseñanza guiada según sea necesario.</p> <p>By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><b>Unit 1, Module P:</b> 49, 57, 60, 65, 68 <b>Unit 2, Module P:</b> 106, 110, 118, 126, 131, 134, 139, 142, 147, 150, 155, 158, 171, 174 <b>Unit 3, Module P:</b> 9, 12, 20, 28, 36, 41, 44, 49, 52, 60, 65, 68, 76 <b>Unit 4, Module P:</b> 110, 118, 126, 131, 134, 147, 158, 166, 174, 185</p>	<p><b>Unit 1 Module A:</b> 92, 112 <b>Unit 2 Module A:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 182 <b>Unit 3 Module A:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152 <b>Unit 4 Module A:</b> 12, 32, 62, 92, 132, 152, 172</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.6.1a Escriben argumentos para sustentar con razones claras y con evidencias relevantes las afirmaciones hechas. Presentan afirmaciones y organizan las razones y argumentos con claridad.</p> <p>Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s) and organize the reasons and evidence clearly.</p>	<p><b>Unit 2, Module P:</b> 112, 120, 128, 136, 144, 152, 160, 168, 176</p> <p><b>Unit 4, Module P:</b> 112, 120, 152, 160, 178-182</p>	<p><b>Unit 2 Module A:</b> 38, 39, 40, 118, 119, 120, 148, 149, 150</p> <p><b>Unit 4 Module A:</b> 58, 59, 60, 148, 149, 150, 158, 159, 160, 192, 196</p>

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<p>W.6.1b Escriben argumentos para sustentar con razones claras y con evidencias relevantes las afirmaciones hechas. Sustentan con razones claras y evidencias relevantes las afirmaciones hechas. Utilizan fuentes fidedignas y demuestran que comprenden el asunto o el texto.</p> <p>Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p>	<p><b>Unit 2, Module P:</b> 112, 120, 128, 136, 152, 160, 168, 176, 178-182</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> 48, 49, 50, 78, 79, 80, 158, 159, 160</p> <p><b>Unit 4 Module A:</b> 38, 39, 40, 48, 49, 50, 58, 59, 60, 108, 109, 110, 192, 194</p>



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<p>W.6.1c Escriben argumentos para sustentar con razones claras y con evidencias relevantes las afirmaciones hechas. Usan palabras, frases y cláusulas para aclarar la relación entre las afirmaciones hechas y las razones dadas.</p> <p>Write arguments to support claims with clear reasons and relevant evidence. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p>	<p><b>Unit 2, Module P:</b> 136, 144, 152, 160, 168, 178-182 <b>Unit 4, Module P:</b> 112, 120, 152, 160, 178-182</p>	<p><b>Unit 2 Module A:</b> 48, 49, 50, 78, 79, 80, 158, 159, 160 <b>Unit 4 Module A:</b> 68, 69, 70, 192, 196</p>
<p>W.6.1d Escriben argumentos para sustentar con razones claras y con evidencias relevantes las afirmaciones hechas. Establecen y mantienen un estilo formal.</p> <p>Write arguments to support claims with clear reasons and relevant evidence. Establish and maintain a formal style.</p>	<p><b>Unit 2, Module P:</b> 136, 144, 152, 160, 178-182 <b>Unit 4, Module P:</b> 112, 120, 152, 160, 178-182</p>	<p><b>Unit 2 Module A:</b> 68, 69, 70, 78, 79, 80, 188, 189, 190 <b>Unit 4 Module A:</b> 78, 79, 80, 192, 196</p>

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<p>W.6.1e Escriben argumentos para sustentar con razones claras y con evidencias relevantes las afirmaciones hechas. Proveen una conclusión final, derivada del argumento presentado.</p> <p>Write arguments to support claims with clear reasons and relevant evidence. Provide a concluding statement or section that follows from the argument presented.</p>	<p><b>Unit 2, Module P:</b> 152, 160, 168, 176, 178-182 <b>Unit 4, Module P:</b> 112, 120, 128, 152, 160, 168, 176, 178-182</p>	<p><b>Unit 2 Module A:</b> 88, 89, 90, 158, 159, 160 <b>Unit 4 Module A:</b> 98, 99, 100, 192, 196</p>

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<p>W.6.2a Escriben textos informativos y explicativos para examinar un tema y para exponer ideas, conceptos e información a través de la selección, organización y análisis de contenidos relevantes. Presentan un tema; organizan ideas, conceptos e información utilizando estrategias tales como definición, clasificación, comparación/ contraste y causa/efecto; incluyendo el formato (por ejemplo: encabezados, diagramas, cuadros y tablas) y medios múltiples cuando estos son útiles para ayudar a la comprensión.</p> <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>	<p><b>Unit 2, Module P:</b> 184-187 <b>Unit 3, Module P:</b> 14, 22, 30, 38, 46, 54, 62, 70, 78, 80-84 <b>Unit 4, Module P:</b> 184-187</p>	<p><b>Unit 3 Module A:</b> 58, 59, 60, 68, 69, 70, 78, 79, 80, 188, 189, 190</p>

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<p>W.6.2b Escriben textos informativos y explicativos para examinar un tema y para exponer ideas, conceptos e información a través de la selección, organización y análisis de contenidos relevantes. Desarrollan el tema con hechos relevantes, definiciones, detalles concretos, citas u otras informaciones y ejemplos.</p> <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>	<p><b>Unit 2, Module P:</b> 184-187 <b>Unit 3, Module P:</b> 14, 22, 30, 38, 46, 54, 62, 70, 78, 80-84 <b>Unit 4, Module P:</b> 184-187</p>	<p><b>Unit 3 Module A:</b> 78, 79, 80, 128, 129, 130, 138, 139, 140, 148, 149, 150, 178, 179, 180</p>

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<p>W.6.2c Escriben textos informativos y explicativos para examinar un tema y para exponer ideas, conceptos e información a través de la selección, organización y análisis de contenidos relevantes. Usan palabras de transición adecuadas para aclarar la relación entre las ideas y los conceptos.</p> <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Use appropriate transitions to clarify the relationships among ideas and concepts.</p>	<p><b>Unit 2, Module P:</b> 184-187 <b>Unit 3, Module P:</b> 14, 22, 30, 38, 46, 54, 62, 70, 78, 80-84</p>	<p><b>Unit 3 Module A:</b> 88, 89, 90, 98, 99, 100, 148, 149, 150, 192, 196</p>

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<p>W.6.2d Escriben textos informativos y explicativos para examinar un tema y para exponer ideas, conceptos e información a través de la selección, organización y análisis de contenidos relevantes. Utilizan un lenguaje preciso y el vocabulario específico de la disciplina para informar o explicar sobre el asunto.</p> <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p><b>Unit 2, Module P:</b> 178-182 <b>Unit 3, Module P:</b> 46, 54, 78, 80-84 <b>Unit 4, Module P:</b> 184-187</p>	<p><b>Unit 3 Module A:</b> 68, 69, 70, 78, 79, 80, 98, 99, 100, 148, 149, 150</p>

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<p>W.6.2e Escriben textos informativos y explicativos para examinar un tema y para exponer ideas, conceptos e información a través de la selección, organización y análisis de contenidos relevantes. Establecen y mantienen un estilo formal.</p> <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Establish and maintain a formal style.</p>	<p><b>Unit 2, Module P:</b> 178-182 <b>Unit 3, Module P:</b> 46, 78, 80-84</p>	<p><b>Unit 3 Module A:</b> 89, 99, 100, 118, 119, 120, 192, 196</p>

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<p>W.6.2f Escriben textos informativos y explicativos para examinar un tema y para exponer ideas, conceptos e información a través de la selección, organización y análisis de contenidos relevantes. Proveen una conclusión final, que se deriva de la información o la explicación presentada y que la sustenta.</p> <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p><b>Unit 2, Module P:</b> 184-187 <b>Unit 3, Module P:</b> 14, 22, 30, 38, 46, 54, 62, 70, 78, 80-84</p>	<p><b>Unit 3 Module A:</b> 108, 109, 110, 138, 139, 140, 168, 169, 170</p>



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<p>W.6.3a Escriben narraciones para relatar experiencias o acontecimientos reales o imaginarios, utilizando una técnica eficaz, detalles descriptivos relevantes y secuencias de acontecimientos bien estructurados. Involucran al lector y orientan su atención al establecer un contexto y presentar al narrador o a los personajes. Organizan una secuencia de acontecimientos que se desarrolla de forma natural y lógica.</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p>	<p><b>Unit 1, Module P:</b> 14, 22, 30, 38, 46, 54, 62, 70, 78, 80-84 <b>Unit 3, Module P:</b> 86-89</p>	<p><b>Unit 1 Module A:</b> 18, 19, 20, 28, 29, 30, 98, 99, 100</p>

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<p>W.6.3b Escriben narraciones para relatar experiencias o acontecimientos reales o imaginarios, utilizando una técnica eficaz, detalles descriptivos relevantes y secuencias de acontecimientos bien estructurados. Utilizan técnicas de narración como el diálogo, el ritmo y las descripciones para desarrollar las experiencias y los acontecimientos o los personajes.</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</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 3, Module P:</b> 86-89</p>	<p><b>Unit 1 Module A:</b> 48, 49, 50, 108, 109, 110</p>

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<p>W.6.3c Escriben narraciones para relatar experiencias o acontecimientos reales o imaginarios, utilizando una técnica eficaz, detalles descriptivos relevantes y secuencias de acontecimientos bien estructurados. Utilizan una variedad de palabras de transición, frases y cláusulas para expresar secuencia y señalar cambios de un ambiente o escenario a otro.</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>	<p><b>Unit 1, Module P:</b> 14, 22, 30, 38, 46, 54, 62, 70, 78, 80-84 <b>Unit 3, Module P:</b> 86-89</p>	<p><b>Unit 1 Module A:</b> 68, 69, 70</p>

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<p>W.6.3d Escriben narraciones para relatar experiencias o acontecimientos reales o imaginarios, utilizando una técnica eficaz, detalles descriptivos relevantes y secuencias de acontecimientos bien estructurados. Utilizan palabras y frases precisas, detalles descriptivos concretos y lenguaje sensorial para comunicar experiencias y acontecimientos.</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>	<p><b>Unit 1, Module P:</b> 14, 22, 30, 38, 46, 54, 62, 70, 78, 80-84 <b>Unit 3, Module P:</b> 86-89</p>	<p><b>Unit 1 Module A:</b> 58, 59, 60, 118, 119, 120</p>

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<p>W.6.3e Escriben narraciones para relatar experiencias o acontecimientos reales o imaginarios, utilizando una técnica eficaz, detalles descriptivos relevantes y secuencias de acontecimientos bien estructurados. Proveen una conclusión, derivada de las experiencias o de los acontecimientos narrados.</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Provide a conclusion that follows from the narrated experiences or events.</p>	<p><b>Unit 1, Module P:</b> 14, 22, 30, 38, 46, 54, 62, 70, 78, 80-84 <b>Unit 3, Module P:</b> 86-89</p>	<p><b>Unit 1 Module A:</b> 78, 79, 80</p>

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<p><b>Producción y redacción de la escritura Production and Distribution of Writing</b></p>		
<p>W.6.4 Producen escritos claros y coherentes cuyo desarrollo, organización y estilo son adecuados para la asignación, el propósito y el público o lector. (Las expectativas específicas correspondientes al grado escolar para cada tipo de escritura se definen en los estándares 1–3 anteriormente mencionados).</p> <p>Produce clear and coherent writing in which the development, organization, and style 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> 22, 30, 38, 46, 54, 62, 80-84, 86-89</p> <p><b>Unit 2, Module P:</b> 112, 120, 128, 178-182, 184-187</p> <p><b>Unit 3, Module P:</b> 62, 70, 78, 80-84, 86-89</p> <p><b>Unit 4, Module P:</b> 112, 120, 152, 160, 178-182, 184-187</p>	<p><b>Unit 2 Module A:</b> 18, 19, 20, 38, 39, 40, 98, 99, 100, 158, 159, 160</p> <p><b>Unit 3 Module A:</b> 48, 49, 50, 58, 59, 60, 68, 69, 70, 128, 129, 130</p> <p><b>Unit 4 Module A:</b> 78, 79, 80, 148, 149, 150</p>

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<p>W.6.5 Con la orientación y el apoyo de compañeros y adultos, elaboran y mejoran la redacción según sea necesario, mediante la planificación, revisión o corrección, intentando un nuevo enfoque o volviendo a escribir. (La revisión y corrección de la escritura debe demostrar el dominio de las normas y convenciones señaladas en los estándares de lenguaje 1–3 que corresponden a los grados anteriores, incluyendo el sexto grado).</p> <p>With some 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 6.)</p>	<p><b>Unit 1, Module P:</b> 46, 70, 80-84, 86-89 <b>Unit 2, Module P:</b> 128, 168, 178-182, 184-187 <b>Unit 3, Module P:</b> 46, 54, 70, 78, 80-84, 86-89 <b>Unit 4, Module P:</b> 168, 176-182, 184-187</p>	<p><b>Unit 1 Module A:</b> 138, 139, 140, 158, 159, 160, 168, 169, 170 <b>Unit 2 Module A:</b> 79, 109, 168, 169, 178, 179, 180 <b>Unit 3 Module A:</b> 118, 119, 120, 138, 139, 140, 148, 149, 150, 158, 159, 160 <b>Unit 4 Module A:</b> 148, 149, 150, 168, 169, 170, 178, 179, 180</p>

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

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<p>W.6.6 Hacen uso de la tecnología, incluyendo internet, para producir y publicar trabajos escritos, así como para interactuar y colaborar con otras personas. Demuestran la suficiente habilidad en uso del teclado para escribir un mínimo de tres páginas en una sola sesión.</p> <p>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 three pages in a single sitting.</p>	<p><b>Unit 1, Module P:</b> 80-84, 86-89 <b>Unit 2, Module P:</b> 178-182, 184-187 <b>Unit 3, Module P:</b> 14, 22, 38, 80-84, 86-89 <b>Unit 4, Module P:</b> 178-182, 184-187</p>	<p><b>Unit 1 Module A:</b> 20, 30, 50, 70, 80, 90, 100, 107, 198 <b>Unit 2 Module A:</b> 90, 100, 107, 120, 140, 180, 189, 190 <b>Unit 3 Module A:</b> 20, 80, 120, 170 <b>Unit 4 Module A:</b> 20, 70, 107, 110, 120, 150, 170, 198</p>
<p align="center"><b>Investigación para la formación y presentación de conocimientos Research to Build and Present Knowledge</b></p>		
<p>W.6.7 Llevan a cabo proyectos breves de investigación con el objetivo de responder a una pregunta. Utilizan diversas fuentes de información y modifican el enfoque de la investigación según sea apropiado.</p> <p>Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p><b>Unit 2, Module P:</b> 178-182, 184-187 <b>Unit 3, Module P:</b> 14, 22, 30, 38, 46, 70, 80-84 <b>Unit 4, Module P:</b> 168, 178-182, 184-187</p>	<p><b>Unit 1 Module A:</b> 128, 129, 130, 188, 189, 190 <b>Unit 3 Module A:</b> 28, 29, 30, 38, 39, 40, 48, 49, 50, 58, 59, 60, 78, 79, 80 <b>Unit 4 Module A:</b> 108, 109, 110</p>



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<p>W.6.8 Recopilan información apropiada utilizando múltiples medios impresos y digitales. Evalúan la credibilidad de cada fuente, citan o parafrasean la información y las conclusiones de otros autores, evitando el plagio. Incluyen información bibliográfica básica de las fuentes utilizadas.</p> <p>Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p><b>Unit 2, Module P:</b> 178-182, 184-187 <b>Unit 3, Module P:</b> 14, 22, 30, 38, 46, 70, 80-84 <b>Unit 4, Module P:</b> 168, 178-182, 184-187</p>	<p><b>Unit 1 Module A:</b> 128, 129, 130, 188, 189, 190 <b>Unit 3 Module A:</b> 28, 29, 30, 38, 39, 40, 78, 79, 80 <b>Unit 4 Module A:</b> 108, 109, 110, 128, 129, 130, 138, 139, 140</p>

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<p>W.6.9a Extraen conclusiones a partir de textos literarios e informativos para sustentar el análisis, la reflexión y la investigación. Aplican los estándares de lectura para literatura correspondientes al sexto grado (por ejemplo: comparan y contrastan textos de diferentes formas o géneros [cuentos y poemas, novelas históricas y cuentos de fantasía] respecto a la forma en que estos abordan temas y asuntos similares).</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p>	<p><b>Unit 1, Module P:</b> 11, 19, 27, 35, 43, 86-89</p> <p><b>Unit 3, Module P:</b> 51, 54, 59, 86-89</p> <p><b>Unit 4, Module P:</b> 141</p>	<p><b>Unit 1 Module A:</b> 88, 89, 90</p>

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<p>W.6.9b Extraen conclusiones a partir de textos literarios e informativos para sustentar el análisis, la reflexión y la investigación. Aplican los estándares de lectura de sexto grado para textos de no ficción (por ejemplo: siguen y evalúan el argumento de un texto y sus afirmaciones específicas. Distinguen aquellas afirmaciones que se sustentan en razones y evidencias, de aquellas que no lo son).</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>	<p><b>Unit 1, Module P:</b> 51, 59, 67</p> <p><b>Unit 2, Module P:</b> 109, 125, 133, 141, 152, 157, 165, 173, 178-182</p> <p><b>Unit 3, Module P:</b> 11, 14, 22, 43, 67, 75, 80-84</p> <p><b>Unit 4, Module P:</b> 109, 117, 120, 125, 133, 149, 157, 173, 178-182, 184-187</p>	<p><b>Unit 2 Module A:</b> 28, 29, 30, 38, 39, 40, 48, 49, 50, 68, 69, 70</p>

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<p><b>Nivel de escritura y redacción</b> <b>Range of Writing</b></p>		
<p>W.6.10 Adquieren el hábito de escribir y redactar durante períodos prolongados (con tiempo para la investigación, la reflexión y la revisión) y durante períodos cortos (una sola sesión o uno o dos días) para completar una serie de asignaciones que corresponden a disciplinas específicas con diferentes propósitos y distinto público.</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> 22, 30, 38, 46, 54, 62, 80-84, 86-89 <b>Unit 2, Module P:</b> 136, 144, 152, 160, 178-182, 184-187 <b>Unit 3, Module P:</b> 46, 54, 70, 78, 80-84, 86-89 <b>Unit 4, Module P:</b> 168, 178-182, 184-187</p>	<p><b>Unit 1 Module A:</b> 148, 149, 150, 158, 159, 160 <b>Unit 2 Module A:</b> 33, 63, 74, 83, 94, 124, 144, 163 <b>Unit 3 Module A:</b> 18, 19, 20, 58, 59, 60, 118, 119, 120 <b>Unit 4 Module A:</b> 108, 109, 110, 138, 139, 140, 168, 169, 170</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.6.1a Participan eficazmente en una serie de conversaciones colaborativas con diferentes interlocutores (en pares, en grupos y dirigidas por el maestro) sobre temas, textos y asuntos correspondientes al sexto grado. Contribuyen a las ideas de los demás y expresan sus propias ideas con claridad. Llegan preparados para participar en las conversaciones en clase, después de haber leído o estudiado el material necesario. Hacen uso explícito de esa preparación al hacer referencia a la evidencia que sustenta el tema, texto o asunto, para profundizar y reflexionar sobre las ideas que se discuten.</p>	<p><b>Unit 1, Module P:</b> 8, 16, 24, 32, 40, 48, 56, 64, 72, 80-84, 86-89 <b>Unit 2, Module P:</b> 106, 114, 122, 130, 138, 146, 154, 162, 170, 178-182, 184-187 <b>Unit 3, Module P:</b> 8, 16, 24, 32, 40, 48, 56, 64, 72, 80-84, 86-89 <b>Unit 4, Module P:</b> 106, 114, 122, 130, 138, 146, 154, 162, 170, 178-182, 184-187</p>	<p><b>Unit 1 Module A:</b> 12, 34, 52, 74, 92, 114, 132, 154, 162, 184 <b>Unit 2 Module A:</b> 12, 14, 32, 34, 62, 64, 82, 84, 112, 114, 172, 174 <b>Unit 3 Module A:</b> 32, 34, 52, 54, 72, 74, 92, 94 <b>Unit 4 Module A:</b> 34, 54, 64, 94, 104, 112, 114, 134, 144, 154</p>

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<p>SL.6.1a <b>Continued</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<p><b>Continued</b> Please see <i>ReadyGEN</i> Module P citations above.</p>	<p><b>Continued</b> Please see <i>ReadyGEN</i> Paired Module citations above.</p>

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<p>SL.6.1b Participan eficazmente en una serie de conversaciones colaborativas con diferentes interlocutores (en pares, en grupos y dirigidas por el maestro) sobre temas, textos y asuntos correspondientes al sexto grado. Contribuyen a las ideas de los demás y expresan sus propias ideas con claridad. Siguen las reglas establecidas para participar en conversaciones con compañeros. Establecen metas específicas y fechas límite. Definen los papeles de cada compañero según sea necesario.</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p>	<p><b>Unit 1, Module P:</b> 9, 17, 25, 33, 41, 49, 57, 65, 73 <b>Unit 2, Module P:</b> 107, 115, 123, 131, 139, 147, 155, 163, 171 <b>Unit 3, Module P:</b> 9, 17, 25, 33, 41, 49, 57, 65, 73 <b>Unit 4, Module P:</b> 107, 115, 123, 131, 139, 147, 155, 163, 171</p>	<p><b>Unit 1 Module A:</b> 22, 34, 102, 142, 152, 162 <b>Unit 2 Module A:</b> 12, 22, 34, 42, 74, 82, 92, 132, 142, 164, 182 <b>Unit 3 Module A:</b> 22, 24, 42, 44, 62, 64, 142, 144, 182, 184 <b>Unit 4 Module A:</b> 82</p>

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<p>SL.6.1c Participan eficazmente en una serie de conversaciones colaborativas con diferentes interlocutores (en pares, en grupos y dirigidas por el maestro) sobre temas, textos y asuntos correspondientes al sexto grado. Contribuyen a las ideas de los demás y expresan sus propias ideas con claridad. Plantean y responden a preguntas específicas con profundidad y detalle, al hacer comentarios que contribuyen al tema, texto o asunto que se discute.</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p>	<p><b>Unit 1, Module P:</b> 9, 17, 25, 33, 41, 49, 57, 65, 73 <b>Unit 2, Module P:</b> 107, 115, 123, 131, 139, 147, 155, 163, 171 <b>Unit 3, Module P:</b> 9, 17, 25, 33, 41, 49, 57, 65, 73 <b>Unit 4, Module P:</b> 107, 115, 123, 131, 139, 147, 155, 163, 171</p>	<p><b>Unit 1 Module A:</b> 24, 64, 74, 92, 112, 162, 164 <b>Unit 2 Module A:</b> 32, 52, 62, 90, 112, 132, 152, 172, 182 <b>Unit 3 Module A:</b> 13, 33, 53, 73, 79, 113, 133, 163 <b>Unit 4 Module A:</b> 12, 42, 72, 102, 132, 162</p>



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<p>SL.6.1d Participan eficazmente en una serie de conversaciones colaborativas con diferentes interlocutores (en pares, en grupos y dirigidas por el maestro) sobre temas, textos y asuntos correspondientes al sexto grado. Contribuyen a las ideas de los demás y expresan sus propias ideas con claridad. Repasan las ideas clave expresadas. Demuestran comprensión de múltiples perspectivas a través de la reflexión y el parafraseo.</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p><b>Unit 1, Module P:</b> 8, 16, 24, 32, 40, 48, 56, 64, 72, 80-84, 86-89 <b>Unit 2, Module P:</b> 106, 114, 122, 130, 138, 146, 154, 162, 170, 178-182, 184-187 <b>Unit 3, Module P:</b> 8, 16, 24, 32, 40, 48, 56, 64, 72, 80-84, 86-89 <b>Unit 4, Module P:</b> 106, 114, 122, 130, 138, 146, 154, 162, 170, 178-182, 184-187</p>	<p><b>Unit 1 Module A:</b> 15 <b>Unit 2 Module A:</b> 183</p>

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

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<p>SL.6.2 Interpretan la información presentada en una variedad de formatos y medios (ejemplo: visuales, cuantitativos y orales). Explican cómo dicha presentación contribuye al tema, texto o asunto que se estudia.</p> <p>Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<p><b>Unit 1, Module P:</b> 12, 28, 42, 68, 76 <b>Unit 2, Module P:</b> 115, 150 <b>Unit 3, Module P:</b> 20, 25, 26, 42, 52 <b>Unit 4, Module P:</b> 118, 134, 156</p>	<p><b>Unit 2 Module A:</b> 23, 33, 53, 54, 56, 57, 102, 104, 106, 107 <b>Unit 3 Module A:</b> 13, 77, 117, 147 <b>Unit 4 Module A:</b> 22, 23, 24, 25, 26, 27, 47, 177</p>
<p>SL.6.3 Estructuran los argumentos y las afirmaciones específicas presentadas por un hablante y distinguen las que se sustentan en razones y pruebas, de aquellas que no lo son.</p> <p>Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p><b>Unit 2, Module P:</b> 156, 158, 178-182 <b>Unit 3, Module P:</b> 80-84 <b>Unit 4, Module P:</b> 176, 178-182, 184-187</p>	<p><b>Unit 2 Module A:</b> 80, 90, 100, 120, 160, 198 <b>Unit 4 Module A:</b> 20, 50, 70, 80, 90, 110, 120, 150, 160, 170, 190, 198</p>

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<p><b>Presentación de conocimientos y de ideas Production of Knowledge and Ideas</b></p>		
<p>SL.6.4a Presentan resultados y hacen declaraciones organizando las ideas en secuencia lógica. Hacen uso de descripciones, hechos y detalles pertinentes para enfatizar las ideas o temas principales; mantienen el contacto visual, el volumen de voz apropiado y pronuncian con claridad.</p> <p>Present claims and sequencing ideas logically and using pertinent descriptions, facts to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p><b>Unit 1, Module P:</b> 86-89 <b>Unit 2, Module P:</b> 156, 158, 178-182 <b>Unit 3, Module P:</b> 80-84 <b>Unit 4, Module P:</b> 176, 178-182, 184-187</p>	<p><b>Unit 1 Module A:</b> 180 <b>Unit 2 Module A:</b> 40, 90, 120, 188, 189, 190, 198 <b>Unit 3 Module A:</b> 170 <b>Unit 4 Module A:</b> 60, 198</p>

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

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<p>SL.6.5 Incluyen en las presentaciones elementos de medios múltiples (por ejemplo diagramas, imágenes, música, sonido) y muestras visuales para aclarar la información.</p> <p>Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<p><b>Unit 1, Module P:</b> 80-84 <b>Unit 2, Module P:</b> 184-187 <b>Unit 3, Module P:</b> 38, 54, 80-84, 86-89 <b>Unit 4, Module P:</b> 184-187</p>	<p><b>Unit 2 Module A:</b> 198 <b>Unit 3 Module A:</b> 128, 129, 130, 168, 169, 170 <b>Unit 4 Module A:</b> 190, 194, 198</p>
<p>SL.6.6 Adaptan el uso del lenguaje oral a varios contextos y actividades, demostrando dominio del español formal según se les indique o sea apropiado. (Ver estándares 1 y 3 de lenguaje del sexto grado para expectativas específicas).</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>Unit 1, Module P:</b> 86-89 <b>Unit 2, Module P:</b> 156, 158, 178-182, 184-187 <b>Unit 3, Module P:</b> 80-84, 86-89 <b>Unit 4, Module P:</b> 176, 178-182, 184-187</p>	<p><b>Unit 1 Module A:</b> 179 <b>Unit 2 Module A:</b> 68, 69, 70, 168, 169, 170, 188, 189, 190 <b>Unit 3 Module A:</b> 168, 169, 170, 198 <b>Unit 4 Module A:</b> 180</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.6.1a Demuestran dominio de las normas y convenciones de la gramática y del uso del español al escribirlo o hablarlo. Se aseguran que los diferentes tipos de pronombres sean utilizados apropiadamente (personales, posesivos, demostrativos, indefinidos, relativos, interrogativos, reflexivos).</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p>	<p><b>Unit 1, Module P:</b> 30-31, 38-39, 46-47, 62-63 <b>Unit 2, Module P:</b> 112-113, 120-121, 136-137 <b>Unit 3, Module P:</b> 46-47 <b>Unit 4, Module P:</b> 120-121, 128-129</p>	<p><b>Unit 1 Module A:</b> 51, 90, 91, 170 <b>Unit 2 Module A:</b> 100, 101 <b>Unit 4 Module A:</b> 40, 41, 50, 51</p>

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<p>L.6.1b Demuestran dominio de las normas y convenciones de la gramática y del uso del español al escribirlo o hablarlo. Utilizan correctamente todos los pronombres.</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use intensive pronouns (e.g., myself, ourselves).</p>	<p><b>Unit 1, Module P:</b> 30-31, 38-39, 46-47, 62-63</p> <p><b>Unit 2, Module P:</b> 112-113, 120-121, 136-137</p> <p><b>Unit 3, Module P:</b> 46-47</p> <p><b>Unit 4, Module P:</b> 120-121, 128-129</p>	<p><b>Unit 3 Module A:</b> 158</p>

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<p>L.6.1c Demuestran dominio de las normas y convenciones de la gramática y del uso del español al escribirlo o hablarlo. Reconocen concordancia de género y número y corrigen cambios inadecuados en número y persona gramatical de los pronombres. (femenino y masculino mixto: los hermanos refiriéndose a un hombre y una mujer).*</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct inappropriate shifts in pronoun number and person.*</p>	<p><b>Unit 1, Module P:</b> 38-39 <b>Unit 2, Module P:</b> 120-121, 128-129, 136-137 <b>Unit 3, Module P:</b> 90</p>	<p><b>Unit 2 Module A:</b> 61 <b>Unit 3 Module A:</b> 100, 101, 120, 121, 130, 131, 140, 141, 150, 151, 160, 161 <b>Unit 4 Module A:</b> 20, 21</p>

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<p>L.6.1d Demuestran dominio de las normas y convenciones de la gramática y del uso del español al escribirlo o hablarlo. Reconocen y corrigen pronombres indefinidos cuya identidad o cantidad es imprecisa (alguien, algo, nadie).</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p>	<p><b>Unit 1, Module P:</b> 30-31, 38-39, 70-71 <b>Unit 2, Module P:</b> 136-137 <b>Unit 3, Module P:</b> 90 <b>Unit 4, Module P:</b> 144-145</p>	<p><b>Unit 4 Module A:</b> 90, 91, 100, 101</p>



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<p>L.6.1e Demuestran dominio de las normas y convenciones de la gramática y del uso del español al escribirlo o hablarlo. Reconocen las variaciones en el uso del español en la expresión escrita y oral, tanto en la suya propia como en la de los demás. Identifican y usan estrategias para mejorar la expresión en el uso convencional del español.*</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.*</p>	<p><b>Unit 3, Module P:</b> 46-47, 78-79 <b>Unit 4, Module P:</b> 144-145, 168-169, 176-177</p>	<p><b>Unit 3 Module A:</b> 180, 181 <b>Unit 4 Module A:</b> 180, 181</p>

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<p>L.6.2a Demuestran dominio de las convenciones del español respecto al uso de las letras mayúsculas, signos de puntuación y ortografía al escribir, poniendo particular atención a las reglas que difieren del inglés.* Utilizan la puntuación correcta (comas, paréntesis, guiones) para distinguir elementos parentéticos que se intercalan en una oración.*</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p>	<p><b>Unit 1, Module P:</b> 70-71, 80-84 <b>Unit 3, Module P:</b> 14-15, 22-23, 30-31, 38-39, 46-47 <b>Unit 4, Module P:</b> 128-129, 140</p>	<p><b>Unit 1 Module A:</b> 170 <b>Unit 2 Module A:</b> 179</p>

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<p>L.6.2b Demuestran dominio de las convenciones del español respecto al uso de las letras mayúsculas, signos de puntuación y ortografía al escribir, poniendo particular atención a las reglas que difieren del inglés.* Escriben con ortografía correcta.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.</p>	<p><b>Unit 1, Module P:</b> 14-15, 22-23, 30-31, 38-39, 46-47, 70-71, 78-79, 80-84</p> <p><b>Unit 2, Module P:</b> 112-113, 120-121, 128-129, 136-137, 144-145, , 178-182</p> <p><b>Unit 3, Module P:</b> 14-15, 22-23, 30-31, 38-39, 46-47, 70-71, 80-84</p> <p><b>Unit 4, Module P:</b> 112-113, 120-121, 128-129, 136-137, 144-145, 168-169, 178-182</p>	<p><b>Unit 1 Module A:</b> 190, 191</p> <p><b>Unit 2 Module A:</b> 178, 179, 180, 188, 189, 190, 191, 195</p> <p><b>Unit 3 Module A:</b> 158, 159, 160, 170, 171, 195</p> <p><b>Unit 4 Module A:</b> 170, 171, 179, 195</p>

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<p><b>Conocimiento del lenguaje Knowledge of Language</b></p>		
<p>L.6.3a Usan el conocimiento del lenguaje y sus convenciones al escribir, hablar, leer o escuchar. Varían el patrón de las oraciones para analizar su significado, el interés del público y alternar el estilo.*  Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vary sentence patterns for meaning, reader/listener interest, and style.*</p>	<p><b>Unit 2, Module P:</b> 136-137, 168-169 <b>Unit 4, Module P:</b> 136-137, 168</p>	<p><b>Unit 1 Module A:</b> 158, 159, 160 <b>Unit 3 Module A:</b> 88</p>
<p>L.6.3b Usan el conocimiento del lenguaje y sus convenciones al escribir, hablar, leer o escuchar. Mantienen la uniformidad de estilo y tono.*  Use knowledge of language and its conventions when writing, speaking, reading, or listening. Maintain consistency in style and tone.*</p>	<p><b>Unit 2, Module P:</b> 136-137, 168 <b>Unit 4, Module P:</b> 136-137, 168</p>	<p><b>Unit 2 Module A:</b> 68, 69, 70, 109 <b>Unit 3 Module A:</b> 138, 139, 140, 190, 191 <b>Unit 4 Module A:</b> 78, 79, 80, 168, 169, 170, 192, 196</p>

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<p><b>Adquisición y uso de vocabulario Vocabulary Acquisition and Use</b></p>		
<p>L.6.4a Definen o aclaran el significado de palabras y frases cuyos significados desconocen o que tienen significados múltiples, basándose en lecturas y contenido académico correspondientes al sexto grado, seleccionando con flexibilidad entre una serie de estrategias. Usan el contexto (por ejemplo: el significado global de una oración o párrafo; la colocación o función de una palabra dentro de la oración) como clave para descifrar 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 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p><b>Unit 1, Module P:</b> 8, 11, 16, 19, 24, 27, 34, 35, 43, 51, 59, 66, 67, 75 <b>Unit 2, Module P:</b> 109, 117, 122, 125, 132, 133, 141, 149, 156, 157, 164, 165, 169 <b>Unit 3, Module P:</b> 10, 11, 19, 26, 27, 35, 43, 51, 58, 59, 67, 75 <b>Unit 4, Module P:</b> 109, 117, 122, 125, 132, 133, 141, 149, 157, 164, 165, 169, 173</p>	<p><b>Unit 1 Module A:</b> 55, WA2, WA3, WA4, WA8, WA9, WA10, WA11, WA12, WA13 <b>Unit 2 Module A:</b> 163, WA5, WA6, WA7, WA11, WA12, WA13 <b>Unit 3 Module A:</b> 33, 53, 56, 93, 94, 95, 96, 97, WA3, WA8, WA10, WA11 <b>Unit 4 Module A:</b> 25, 165, WA8, WA9, WA10</p>

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<p>L.6.4b Definen o aclaran el significado de palabras y frases cuyos significados desconocen o que tienen significados múltiples, basándose en lecturas y contenido académico correspondientes al sexto grado, seleccionando con flexibilidad entre una serie de estrategias. Usan afijos y raíces comunes que provienen del griego y del latín, adecuados al nivel del sexto grado, como claves para descifrar el significado de las palabras (por ejemplo: audiencia, auditorio, audible).</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p>	<p><b>Unit 1, Module P:</b> 15, 23, 31, 39, 47, 79 <b>Unit 2, Module P:</b> 112-113, 120-121, 128-129, 136-137, 144-145 <b>Unit 3, Module P:</b> 16 <b>Unit 4, Module P:</b> 106, 114</p>	<p><b>Unit 1 Module A:</b> WA5, WA6, WA7, WA11, WA12 <b>Unit 2 Module A:</b> WA8, WA9, WA10 <b>Unit 3 Module A:</b> 83, 93, WA5, WA6, WA7 <b>Unit 4 Module A:</b> WA2, WA3, WA4</p>

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<p>L.6.4c Definen o aclaran el significado de palabras y frases cuyos significados desconocen o que tienen significados múltiples, basándose en lecturas y contenido académico correspondientes al sexto grado, seleccionando con flexibilidad entre una serie de estrategias. Consultan materiales de referencia (por ejemplo: diccionarios, glosarios, tesauros), tanto impresos como digitales, para determinar o aclarar el significado preciso de una palabra o su función en una oración.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 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 of a word or determine or clarify its precise meaning or its part of speech.</p>	<p><b>Unit 1, Module P:</b> 72 <b>Unit 3, Module P:</b> 72 <b>Unit 4, Module P:</b> 122, 174</p>	<p><b>Unit 1 Module A:</b> 60, WA2, WA3, WA4, WA7, WA8, WA9, WA10, WA12 <b>Unit 2 Module A:</b> 41, 73, 169, 179, WA2, WA3, WA4, WA5, WA6, WA7, WA8, WA9, WA11, WA12, WA13 <b>Unit 3 Module A:</b> 93, 99, 191, WA2, WA5, WA6, WA8, WA9, WA10, WA11, WA12 <b>Unit 4 Module A:</b> 183, WA2, WA3, WA4, WA8, WA9, WA10, WA11</p>

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<p>L.6.4d Definen o aclaran el significado de palabras y frases cuyos significados desconocen o que tienen significados múltiples, basándose en lecturas y contenido académico correspondientes al sexto grado, seleccionando con flexibilidad entre una serie de estrategias. Verifican el significado previamente inferido de una palabra o frase (por ejemplo: cotejando en el contexto o en un diccionario).</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p><b>Unit 1, Module P:</b> 72, 91, 92, 93 <b>Unit 2, Module P:</b> 135, 142, 170 <b>Unit 3, Module P:</b> 10, 16, 26, 32, 37, 72 <b>Unit 4, Module P:</b> 118, 122, 130, 174</p>	<p><b>Unit 1 Module A:</b> WA2, WA3, WA4, WA7, WA8, WA9, WA10 <b>Unit 2 Module A:</b> WA2, WA3, WA4, WA5, WA6, WA7, WA8, WA9, WA11, WA12, WA13 <b>Unit 3 Module A:</b> 95, 96, WA2, WA5, WA6, WA8, WA9, WA10, WA11, WA12 <b>Unit 4 Module A:</b> WA8, WA9, WA10, WA11, WA13</p>



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<p>L.6.5a Demuestran comprensión del lenguaje figurado, de las relaciones entre palabras y de matices en el significado de palabras. Interpretan las figuras del lenguaje (por ejemplo: personificación, metáforas y otros tropos) en contexto.</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., personification) in context.</p>	<p><b>Unit 3, Module P:</b> 72, 74, 86-89 <b>Unit 4, Module P:</b> 122</p>	<p><b>Unit 3 Module A:</b> WA2, WA3, WA4 <b>Unit 4 Module A:</b> 131, WA5, WA6, WA7</p>

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<p>L.6.5b Demuestran comprensión del lenguaje figurado, de las relaciones entre palabras y de matices en el significado de palabras. Usan la relación entre determinadas palabras (por ejemplo: relaciones de causa/efecto, parte/todo, elemento/categoría) para comprender mejor cada una de esas palabras.</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p>	<p><b>Unit 1, Module P:</b> 8, 56, 64, 72 <b>Unit 3, Module P:</b> 24, 30, 54 <b>Unit 4, Module P:</b> 106, 114</p>	<p><b>Unit 1 Module A:</b> 55 <b>Unit 2 Module A:</b> 58, 59, 60 <b>Unit 3 Module A:</b> 83, 133 <b>Unit 4 Module A:</b> 69, WA11, WA12, WA13</p>

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<p>L.6.5c Demuestran comprensión del lenguaje figurado, de las relaciones entre palabras y de matices en el significado de palabras. Distinguen entre las connotaciones de palabras con denotaciones similares (por ejemplo: austero, frugal, tacaño, ahorrativo).</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p>	<p><b>Unit 3, Module P:</b> 72, 77, 93 <b>Unit 4, Module P:</b> 122</p>	<p><b>Unit 1 Module A:</b> 52, 54, 56, 57 <b>Unit 3 Module A:</b> 53, 54, 98, 99, 100, 143, WA11, WA12, WA13 <b>Unit 4 Module A:</b> 53, WA11, WA12, WA13</p>

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<p>L.6.6 Adquieren y utilizan con precisión palabras y frases de uso académico general o específico de una disciplina, adecuadas para el sexto grado. Amplían su conocimiento del vocabulario al reconocer la importancia que tiene una palabra o frase para la comprensión o expresión.</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>Unit 1, Module P:</b> 10, 18, 26, 34, 42, 50, 58, 66</p> <p><b>Unit 2, Module P:</b> 108, 124, 132, 140, 148, 156, 164</p> <p><b>Unit 3, Module P:</b> 10, 18, 26, 34, 42, 50, 58, 66</p> <p><b>Unit 4, Module P:</b> 108, 124, 132, 140, 148, 156, 164</p>	<p><b>Unit 1 Module A:</b> 24, 44, 64, 94, 134, 154, 174</p> <p><b>Unit 2 Module A:</b> 14, 44, 83, 84, 114, 134, 164</p> <p><b>Unit 3 Module A:</b> 14, 24, 44, 64, 74, 84, 114, 154</p> <p><b>Unit 4 Module A:</b> 14, 44, 64, 94, 124, 154, 184</p>