

**A Correlation of
Palabras a Su Paso
salón de clases**

©2019



To the

**Texas Essential Knowledge and Skills for
Spanish Language Arts and Reading and
English as a Second Language
Grade 1**

**A Correlation of *Palabras a Su Paso salón de clases* ©2019, Grade 1
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and English as a Second Language (Adopted 2017)**

Introduction

This document demonstrates how ***Palabras a Su Paso salón de clases* ©2019** meets and supports the Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language (adopted 2017) for Grades K-5 (Foundational Strand only). Correlation page references are located in the Guía del maestro (Teacher's Guide) and are cited by Level, Grupo number and title, and when appropriate a Feature title may be cited.

Palabras a Su Paso Salon de Clases is a developmental model of Spanish Literacy from the authors of the Words Their Way series.

This K-5 program builds and expands on phonics, vocabulary, and spelling skills, giving students a solid foundation to master the Spanish language. It offers a hands-on approach to word study that parallels the *Words Their Way Classroom* program but is based on Spanish orthographic principles.

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§128.3. Spanish Language Arts and Reading, Grade 1, Adopted 2017.	
(b) Knowledge and skills.	
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;	<p><u>Level 1 Etapas emergente y alfabética temprana</u></p> <p>Grupo 1: Clasificar Es animal/No es animal Introduce, Model, and Reflect Practice and Extend</p> <p>Grupo 2: Clasificar Es comida y No es comida Introduce, Model, and Reflect Practice and Extend</p> <p>Grupo 14: El sonido inicial de las vocales Aa Oo Introduce, Model, and Reflect</p> <p>Grupo 21: Sonido inicial I Introduce, Model, and Reflect Practice and Extend</p> <p>Grupo 23: Clasificar Frutas y verduras Introduce, Model, and Reflect Supporting All Learners</p> <p>Grupo 27: Sonido inicial d Introduce, Model, and Reflect</p> <p>Grupo 29: Clasificar Comidas Introduce, Model, and Reflect Practice and Extend</p> <p>Grupo 30: Reconocer letras Tt, Bb, Gg Introduce, Model, and Reflect</p> <p>Grupo 36: Sílabas abiertas con p, n, d Introduce, Model, and Reflect Apply and Assess</p>

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<p>Continued (A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;</p>	<p><u>Level 2 Etapa alfabética</u> Grupo 1: Palabras terminadas en –anta, -ampo, -acto Introduce, Model, and Reflect Practice and Extend Grupo 10: Ortografía: y, ll Introduce, Model, and Reflect Practice and Extend Grupo 14: Sonido intermedio de d, r Practice and Extend Grupo 15: Palabras que empiezan con ha, he, a, e Practice and Extend Continued Grupo 16: Palabras que empiezan con hi, ho, hu, i, o, u Practice and Extend Grupo 21: Diptongos ua, ue, uo Introduce, Model, and Reflect Practice and Extend</p>

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<p>(B) follow, restate, and give oral instructions that involve a short, related sequence of actions;</p>	<p><u>Level 1 Etapas emergente y alfabética temprana</u> Grupo 23: Clasificar Frutas y verduras Supporting All Learners Grupo 26: Sonido inicial n Practice and Extend Supporting All Learners Grupo 27: Sonido inicial d Practice and Extend Grupo 28: Sonidos iniciales p, n, d Practice and Extend Supporting All Learners Grupo 31: Sonidos iniciales t, b, g Practice and Extend Grupo 33: Sílabas abiertas con m, s, l Practice and Extend Supporting All Learners Grupo 35: Sílabas abiertas con m, s, l Practice and Extend Supporting All Learners Grupo 36: Sílabas abiertas con p, n, d Practice and Extend</p>

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<p>Continued (B) follow, restate, and give oral instructions that involve a short, related sequence of actions</p>	<p>Continued Level 2 Etapa alfabética Grupo 1: Palabras terminadas en –anta, -ampo, -acto Practice and Extend Supporting All Learners Grupo 2: Sonidos finales de –o, -s, -r en palabras multisílabas Practice and Extend Supporting All Learners Grupo 3: Sílabas con q: que, qui Practice and Extend Grupo 6: Sonido suave de la g: ga, gue, gui, go, gu Practice and Extend Supporting All Learners Grupo 7: Sílabas sa, ce, ci, so, su Practice and Extend Grupo 40: Palabras terminadas en –echo, -elo, -ero Supporting All Learners Grupo 10: Ortografía: y, ll Practice and Extend</p>

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<p>(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;</p>	<p><u>Level 1 Etapas emergente y alfabética temprana</u></p> <p>Grupo 23: Clasificar Frutas y verduras Supporting All Learners</p> <p>Grupo 26: Sonido inicial n Practice and Extend Supporting All Learners</p> <p>Grupo 27: Sonido inicial d Practice and Extend</p> <p>Grupo 28: Sonidos iniciales p, n, d Practice and Extend Supporting All Learners</p> <p>Grupo 31: Sonidos iniciales t, b, g Practice and Extend</p> <p>Grupo 33: Sílabas abiertas con m, s, l Practice and Extend Supporting All Learners</p> <p>Grupo 35: Sílabas abiertas con m, s, l Practice and Extend Supporting All Learners</p> <p>Grupo 36: Sílabas abiertas con p, n, d Practice and Extend</p> <p><u>Level 2 Etapa alfabética</u></p> <p>Grupo 1: Palabras terminadas en –anta, -ampo, -acto Practice and Extend Supporting All Learners</p> <p>Grupo 2: Sonidos finales de –o, -s, -r en palabras multisílabas Practice and Extend Supporting All Learners</p> <p>Grupo 3: Sílabas con q: que, qui Practice and Extend</p> <p>Grupo 6: Sonido suave de la g: ga, gue, gui, go, gu Practice and Extend Supporting All Learners</p>

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<p>Continued (C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;</p>	<p>Continued Grupo 7: Sílabas sa, ce, ci, so, su Practice and Extend Grupo 40: Palabras terminadas en –echo, -elo, -ero Supporting All Learners Grupo 10: Ortografía: y, ll Practice and Extend</p>
<p>(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; and</p>	<p><u>Level 1 Etapas emergente y alfabética temprana</u> Grupo 21: Sonido inicial l Introduce, Model, and Reflect Practice and Extend Grupo 22: Sonidos iniciales m, s, l Introduce, Model, and Reflect Practice and Extend Grupo 23: Clasificar Frutas y verduras Introduce, Model, and Reflect Supporting All Learners Grupo 27: Sonido inicial d Introduce, Model, and Reflect Grupo 28: Sonidos iniciales p, n, d Introduce, Model, and Reflect Grupo 29: Clasificar Comidas Introduce, Model, and Reflect Practice and Extend Grupo 30: Reconocer letras Tt, Bb, Gg Introduce, Model, and Reflect Grupo 36: Sílabas abiertas con p, n, d Introduce, Model, and Reflect</p>

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<p>Continued (D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; and</p>	<p>Continued <u>Level 2 Etapa alfabética</u> Grupo 10: Ortografía: y, ll Practice and Extend Grupo 11: Ortografía: j, g Practice and Extend Grupo 13: Ortografía: r, rr Practice and Extend Grupo 14: Sonido intermedio de d, r Practice and Extend Grupo 16: Palabras que empiezan con hi, ho, hu, l, o, u Practice and Extend Grupo 39: Palabras terminadas en –ina, -isa, -illa Supporting All Learners Grupo 40: Palabras terminadas en –echo, -elo, -ero Supporting All Learners</p>

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<p>(E) develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.</p>	<p><u>Level 1 Etapas emergente y alfabética temprana</u></p> <p>Grupo 21: Sonido inicial l Introduce, Model, and Reflec Practice and Extend</p> <p>Grupo 22: Sonidos iniciales m, s, l Introduce, Model, and Reflect Practice and Extend</p> <p>Grupo 23: Clasificar Frutas y verduras Introduce, Model, and Reflect Supporting All Learners</p> <p>Grupo 27: Sonido inicial d Introduce, Model, and Reflect</p> <p>Grupo 28: Sonidos iniciales p, n, d Introduce, Model, and Reflect</p> <p>Grupo 29: Clasificar Comidas Introduce, Model, and Reflect Practice and Extend</p> <p>Grupo 30: Reconocer letras Tt, Bb, Gg Introduce, Model, and Reflect</p> <p>Grupo 36: Sílabas abiertas con p, n, d Introduce, Model, and Reflect</p> <p><u>Level 2 Etapa alfabética</u></p> <p>Grupo 10: Ortografía: y, ll Practice and Extend</p> <p>Grupo 11: Ortografía: j, g Practice and Extend</p> <p>Grupo 13: Ortografía: r, rr Practice and Extend</p> <p>Grupo 14: Sonido intermedio de d, r Practice and Extend</p> <p>Grupo 16: Palabras que empiezan con hi, ho, hu, l, o, u Practice and Extend</p> <p>Grupo 39: Palabras terminades en –ina, -isa, -illa Supporting All Learners</p> <p>Grupo 40: Palabras terminadas en –echo, -elo, -ero Supporting All Learners</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	
<p>(A) demonstrate phonological awareness by:</p>	
<p>(i) producing a series of rhyming words;</p>	<p><u>Level 1 Etapas emergente y alfabética temprana</u> Grupo 4: Palabras que riman Nariz, rodillas, cabello, cabeza Practice and Extend Grupo 5: Palabras que León, rana, pato Practice and Extend</p> <p><u>Level 2 Etapa alfabética</u> Grupo 24: Sílabas abiertas con r, v Supporting All Learners</p> <p><u>Level 3 Patrones</u> Grupo 3: Sílabas con q: que, qui Apply and Assess</p>

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<p>(ii) recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sound;</p>	<p><u>Level 1 Etapas emergente y alfabética temprana</u> Grupo 11: Sonido inicial o Grupo 12: Sonido inicial u Grupo 15: El sonido inicial de las vocales Ee y Uu Grupo 16: El sonido inicial de las vocales li y Aa Grupo 17: El sonido inicial de las vocales Oo, li, Uu Grupo 19: Sonido inicial m Grupo 20: Sonido inicial s</p> <p><u>Level 2 Etapa alfabética</u> Grupo 1: El sonido inicial de las vocales Aa y Oo Grupo 2: El sonido inicial de las vocales Ee y Uu Grupo 3: El sonido inicial de las vocales li y Aa Grupo 4: El sonido inicial de las vocales Oo, li, Uu Grupo 5: Sonidos iniciales de m, s Grupo 6: Sílabas abiertas con m, s Grupo 8: Sílabas abiertas con m, s Grupo 16: El sonido inicial de las vocales li y Aa</p>

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<p>(iii) recognizing the change in spoken word when a specified syllable is added, changed, or removed;</p>	<p><u>Level 1 Etapas emergente y alfabética temprana</u> Grupo 33: Sílabas abiertas m, s, l Supporting All Learners Grupo 34: Sílabas abiertas p, n, d Supporting All Learners</p> <p><u>Level 2 Etapa alfabética</u> Grupo 14: Sílabas abiertas con t, g Introduce, Model, and Reflect Grupo 46: Sonidos finales de –o, –s, –r palabras multisilabas Practice and Extend Grupo 47: Sonidos finales de –e, –n, –a en palabras multisilabas Practice and Extend Supporting All Learners</p> <p><u>Level 3 Patrones</u> Grupo 3: Sílabas con q: que, qui Introduce, Model, and Reflect Practice and Extend</p>

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<p>(iv) segmenting spoken words into individual syllables;</p>	<p><u>Level 1 Etapas emergente y alfabética temprana</u> Grupo 35: Sílabas abiertas con m, s, l Supporting All Learners Grupo 36: Sílabas abiertas con p, n, d Practice and Extend</p> <p><u>Level 2 Etapa alfabética</u> Grupo 12: Sílabas abiertas con n, d, m, s, l, p Apply and Assess Grupo 14: Sílabas abiertas con t, g Introduce, Model, and Reflect Practice and Extend Grupo 17: Sílabas abiertas con c, b, n, d, m, s, l, p Practice and Extend Supporting All Learners Grupo 19: Sílabas abiertas con f, ch Practice and Extend Apply and Assess Supporting All Learners Grupo 21: Sílabas abiertas con y, j Introduce, Model, and Reflect Practice and Extend Grupo 22: Sílabas abiertas con f, ch, y, j, b, n, m, s, l Grupo 24: Sílabas abiertas con r, v Introduce, Model, and Reflect Practice and Extend Supporting All Learners Grupo 25: Sílabas abiertas con v, r, f, ch, y, j, c, b, n, d Introduce, Model, and Reflect Practice and Extend Apply and Assess Grupo 26: Sílabas cerradas Practice and Extend Apply and Assess</p>

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<p>(v) blending spoken complex syllables, including sílabas trabadas, to form multisyllabic words;</p>	<p><u>Level 1 Etapas emergente y alfabética temprana</u> Grupo 33: Sílabas abiertas con m, s, l Supporting All Learners Grupo 34: Sílabas abiertas con p, n, d Supporting All Learners</p> <p><u>Level 2 Etapa alfabética</u> Grupo 12: Sílabas abiertas con n, d, m, s, l, p Introduce, Model, and Reflect Practice and Extend Apply and Assess Supporting All Learners Grupo 17: Sílabas abiertas con c, b, n, d, m, s, l, p Introduce, Model, and Reflect Practice and Extend Supporting All Learners Grupo 22: Sílabas abiertas con f, ch, y, j, b, n, m, s, l Introduce, Model, and Reflect Practice and Extend Apply and Assess Grupo 24: Sílabas abiertas con r, v Supporting All Learners Grupo 25: Sílabas abiertas con v, r, f, ch, y, j, c, b, n, d Introduce, Model, and Reflect Practice and Extend</p>

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<p>(vi) segmenting spoken words into syllables, including words with sílabas trabadas; and</p>	<p><u>Level 1 Etapas emergente y alfabética temprana</u> Grupo 35: Sílabas abiertas con m, s, l Supporting All Learners Grupo 36: Sílabas abiertas con p, n, d Practice and Extend</p> <p><u>Level 2 Etapa alfabética</u> Grupo 12: Sílabas abiertas con n, d, m, s, l, p Apply and Assess Grupo 17: Sílabas abiertas con c, b, n, d, m, s, l, p Practice and Extend Supporting All Learners Grupo 19: Sílabas abiertas con f, ch Practice and Extend Apply and Assess Supporting All Learners Grupo 21: Sílabas abiertas con y, j Introduce, Model, and Reflect Practice and Extend Grupo 22: Sílabas abiertas con f, ch, y, j, b, n, m, s, l Grupo 24: Sílabas abiertas con r, v Introduce, Model, and Reflect Practice and Extend Supporting All Learners Grupo 25: Sílabas abiertas con v, r, f, ch, y, j, c, b, n, d Introduce, Model, and Reflect Practice and Extend Apply and Assess Grupo 26: Sílabas cerradas Practice and Extend Apply and Assess</p>

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<p>(vii) manipulating syllables within words;</p>	<p><u>Level 1 Etapas emergente y alfabética temprana</u> Grupo 34: Sílabas abiertas p, n, d Supporting All Learners</p> <p><u>Level 2 Etapa alfabética</u> Grupo 6: Sílabas abiertas con m, s Practice and Extend Grupo 8: Sílabas abiertas con l, p Introduce, Model, and Reflect Practice and Extend Grupo 12: Sílabas abiertas con n, d, m, s, l, p Introduce, Model, and Reflect</p>
<p>(B) demonstrate and apply phonetic knowledge by:</p>	
<p>(i) identifying and matching sounds to individual letters;</p>	<p><u>Level 1 Etapas emergente y alfabética temprana</u> Grupo 19: Sonido inicial m Introduce, Model, and Reflect Practice and Extend Grupo 20: Sonido inicial s Introduce, Model, and Reflect Practice and Extend Grupo 21: Sonido inicial l Introduce, Model, and Reflect Practice and Extend Grupo 22: Sonido iniciales m, s, l Introduce, Model, and Reflect Practice and Extend Grupo 25: Sonido inicial p Introduce, Model, and Reflect Practice and Extend Grupo 26: Sonido inicial n Introduce, Model, and Reflect Practice and Extend</p>

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<p>Continued (i) identifying and matching sounds to individual letters;</p>	<p>Continued <u>Level 2 Etapa alfabética</u> Grupo 1: El Sonido inicial de las vocales Aa y Oo Introduce, Model, and Reflect Practice and Extend Grupo 2: El Sonido inicial de las vocales Ee y Uu Introduce, Model, and Reflect Practice and Extend Grupo 3: El Sonido inicial de las vocales Ii y Aa Introduce, Model, and Reflect Practice and Extend Grupo 4: El Sonido inicial de las vocales Oo, Ii, Uu Introduce, Model, and Reflect Practice and Extend Grupo 5: Sonidos iniciales de m, s Introduce, Model, and Reflect Practice and Extend Grupo 10: Sonidos iniciales de n, d Introduce, Model, and Reflect Practice and Extend Grupo 15: Sonidos iniciales de b, c fuerte Introduce, Model, and Reflect Practice and Extend Grupo 18: Sonidos iniciales de f, ch Introduce, Model, and Reflect Practice and Extend Grupo 20: Sonidos iniciales de y, j Introduce, Model, and Reflect Practice and Extend</p>

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<p>(ii) decoding words with sílabas trabadas such as/bla/,/bra/, and/gla/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x;</p>	<p><u>Level 3 Patrones</u> Verificar 3, p. 261 Verificar 4, p. 261 Grupo 4: Sonidos /k/ y /s/ de la c Introduce, Model, and Reflect Practice and Extend Supporting All Learners Grupo 6: Sonido suave de la g: ga, gue, gui, go, gu Introduce, Model, and Reflect Practice and Extend Supporting All Learners Grupo 7: Sílabas sa, ce, ci, so, su Practice and Extend Grupo 10: Ortografía y, ll Practice and Extend Grupo 12: Ortografía s, z, y c Apply and Assess Grupo 13: Ortografía r, rr Apply and Assess</p>
<p>(iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-;</p>	<p><u>Level 3 Patrones</u> Grupo 5: Sílabas ca, que, qui, co, cu Introduce, Model, and Reflect Apply and Assess Grupo 6: Sonido suave de la g: ga, gue, gui, go, gu Practice and Extend Apply and Assess Grupo 15: Palabras que empiezan con ha, he, a, e Introduce, Model, and Reflect Practice and Extend Grupo 16: Palabras que empiezan con hi, ho, hu, l, o, u Introduce, Model, and Reflect Practice and Extend Apply and Assess</p>

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<p>(iv) decoding words with diphthongs such as /ai/, /au/, and /ei/;</p>	<p><u>Level 3 Patrones</u> Grupo 17: Diptongos oi, oy, ui, uy Practice and Extend Grupo 18: Diptongos ai, ay, ei, ey Practice and Extend Apply and Assess Grupo 19: Diptongos ia, ie, io, iu Introduce, Model, and Reflect Practice and Extend Apply and Assess Supporting All Learners Grupo 20: Diptongos au, eu Practice and Extend Supporting All Learners Grupo 21: Diptongos ua, ue, uo Introduce, Model, and Reflect Practice and Extend Apply and Assess Supporting All Learners</p>
<p>(v) decoding contractions such as al and del;</p>	<p style="text-align: center;">This skill is outside the scope of this program.</p>
<p>(vi) decoding three- to four-syllable words;</p>	<p><u>Level 2 Etapa alfabética</u> Grupo 46: Sonidos finales de –o, -s, -r en palabras multisílabas Introduce, Model, and Reflect Practice and Extend Grupo 47: Sonidos finales de –e, -n, -a en palabras multisílabas Introduce, Model, and Reflect Practice and Extend</p>

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<p>Continued (vi) decoding three- to four-syllable words;</p>	<p>Continued <u>Level 3 Patrones</u> Grupo 2: Sonidos finales de -o, -s, -r en palabras multisílabas Introduce, Model, and Reflect Grupo 4: Sonidos /k/ y /s/ de la c Introduce, Model, and Reflect Practice and Extend Supporting All Learners Grupo 5: Salíbas ca, que, qui, co, cu Introduce, Model, and Reflect Apply and Assess Grupo 6: Sonidos fuerte de la g: ga, gue, gui, go gu Introduce, Model, and Reflect Practice and Extend Apply and Assess Supporting All Learners Grupo 7: Sonido /s/ de la c: sa, ce, ci, so, su Introduce, Model, and Reflect Practice and Extend Apply and Assess Supporting All Learners Grupo 8: Salíbas ja, ge, gi, jo, ju Introduce, Model, and Reflect Practice and Extend</p>

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<p>Continued (vi) decoding three- to four-syllable words;</p>	<p><u>Level 4 Acentos y afijos</u> Verificar 3, p. 158 Verificar 5, 159 Grupo 16: La fuerza de pronunciación en palabras trisílabas Introduce, Model, and Reflect Practice and Extend Supporting All Learners Grupo 17: Uso de la tilde palabras trisílabas Introduce, Model, and Reflect Practice and Extend Grupo 18: Uso de la tilde para acentuar o diferenciar significados Practice and Extend Grupo 24: Uso de la tilde palabras tetrasílabas Introduce, Model, and Reflect Practice and Extend Apply and Assess Grupo 25: Uso de la tilde palabras polisílabas Introduce, Model, and Reflect Practice and Extend</p>
<p>(vii) using knowledge of base words to decode common compound words; and</p>	<p><u>Level 5 Acentos y afijos</u> Grupo 2: Palabras compuestas Practice and Extend Apply and Assess Grupo 3: Más palabras compuestas Practice and Extend Apply and Assess</p>

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<p>(viii) decoding words with common prefixes and suffixes;</p>	<p><u>Level 4 Acentos y afijos</u> Grupo 6: Añadir –oso, -osa Practice and Extend Apply and Assess Grupo 7: Añadir –ado, -ada Practice and Extend Apply and Assess Grupo 8: Añadir –dor, -dora Practice and Extend Apply and Assess Grupo 9: Añadir –ando, -iendo Practice and Extend Apply and Assess Grupo 10: Añadir –iendo cambiando la raíz del verbo Practice and Extend Apply and Assess Grupo 11: Añadir –iendo a otros verbos irregulares Practice and Extend Apply and Assess Grupo 12: Añadir –ido o -ado Practice and Extend Apply and Assess Grupo 13: Formas irregulares de los afijos –ado e -ido Practice and Extend Apply and Assess Grupo 19: Prefijos re- y des- Practice and Extend Apply and Assess Grupo 20: Prefijos uni- y multi- Practice and Extend Apply and Assess Grupo 21: Sufijos –encia y -bilidad Practice and Extend Grupo 22: Sufijos –ero, -era y -eria Practice and Extend</p>

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<p>Continued (viii) decoding words with common prefixes and suffixes;</p>	<p>Continued Grupo 23: Sufijos –mente y -ia Practice and Extend Grupo 24: Prefijos en- y con- Practice and Extend Apply and Assess</p>
(C) demonstrate and apply spelling knowledge by:	
<p>(i) spelling common letter and sound correlations;</p>	<p><u>Level 1 Etapas emergente y alfabética temprana</u> Verificar 2, p. 4 Verificar 4, p. 4 Grupo 8: Sonido inicial a Practice and Extend Grupo 9: Sonido inicial e Practice and Extend Grupo 10: Sonido inicial i Practice and Extend Grupo 11: Sonido inicial o Practice and Extend Grupo 12: Sonido inicial u Practice and Extend Grupo 14: El Sonido inicial de las vocales Aa y Oo Practice and Extend Grupo 22: Sonido iniciales m, s, l Practice and Extend Grupo 31: Sonidos iniciales t, b, g Practice and Extend</p>

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<p>Continued (i) spelling common letter and sound correlations;</p>	<p>Continued <u>Level 2 Etapa alfabética</u> Verificar 1, 2, p. 78 Grupo 5: Sonidos iniciales de m, s Practice and Extend Grupo 7: Sonidos iniciales de l, p Practice and Extend Grupo 10: Sonidos iniciales de n, d Practice and Extend Grupo 13: Sonidos iniciales de t, g Practice and Extend Grupo 18: Sonidos iniciales de f, ch Practice and Extend Grupo 20: Sonidos iniciales de y, j Practice and Extend Grupo 23: Sonidos iniciales de r, v Practice and Extend</p>

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<p>(ii) spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;</p>	<p><u>Level 2 Etapa alfabética</u> Verificar 1, 2, p. 78 Grupo 6: Sílabas aboertas con m, s Practice and Extend Grupo 7: Sonidos iniciales de l, p Practice and Extend Grupo 10: Sonidos iniciales de n, d Practice and Extend Grupo 13: Sonidos iniciales de t, g Practice and Extend Grupo 15: Sonidos iniciales de b, c fuerte Practice and Extend Grupo 18: Sonidos iniciales de f, ch Practice and Extend Grupo 10: Sonidos iniciales de y, j Practice and Extend Grupo 23: Sonidos iniciales de v, r Practice and Extend</p> <p><u>Level 3 Patrones</u> Grupo 8: Sílabas ja, ge, gi, jo, ju Apply and Assess Grupo 11: Orgografía: j, g Apply and Assess Grupo 12: Orgografía: s, z y c Apply and Assess Grupo 13: Orgografía: r, rr Apply and Assess Grupo 22: Homofónos con h Apply and Assess Grupo 23: Homofónos con b, v Apply and Assess Grupo 24: Homofónos con z, c, s Apply and Assess</p>

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<p>(iii) spelling words with silent h; consonant digraphs such as/ch/,/rr/, and//l/; and sílabas trabadas such as/bla/,/bra/,/gla/, and/gra/;</p>	<p><u>Level 2 Etapa alfabética</u> Grupo 15: Palabras que empiezan con ha, he, a, e Apply and Assess Grupo 16: Palabras que empiezan con hi, ho, hu, i, o, u Apply and Assess Grupo 18: Sonidos iniciales de f, ch Apply and Assess</p> <p><u>Level 3 Patrones</u> Grupo 13: Orgografía: r, rr Apply and Assess</p>
<p>(iv) spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi-;</p>	<p><u>Level 3 Patrones</u> Grupo 3: Sílabas cpm q: que, qui Practice and Extend Grupo 5: Sílabas ca, que, qui, co, cu Apply and Assess Grupo 6: Sonido suave de la g: ga, gue, gui, go, gu Apply and Assess</p>
<p>(v) spelling contractions such as al and del;</p>	<p>This skill is outside the scope of the program.</p>
<p>(vi) spelling words with diphthongs such as/ai/,/au/, and/ie/ as in quie-ro, na-die, and ra-dio and hiatus such as le-er and rí-o; and</p>	<p><u>Level 3 Patrones</u> Grupo 17: Diptongos oi, oy, ui, uy Apply and Assess Grupo 18: Diptongos ai, ay, ei, ey Apply and Assess Grupo 20: Diptongos au, eu Practice and Extend Supporting All Learners</p>

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<p>(vii) spelling words with common prefixes and suffixes;</p>	<p><u>Level 4 Acentos y afijos</u> Grupo 6: Añadir –oso, -osa Apply and Assess Grupo 7: Añadir –ado, -ada Apply and Assess Grupo 8: Añadir –dor, -dora Apply and Assess Grupo 9: Añadir –ando, -iendo Apply and Assess Grupo 10: Añadir –iendo cambiando la raíz del verbo Apply and Assess Grupo 11: Añadir –iendo a otros verbos irregulares Apply and Assess Grupo 12: Añadir –ido o -ado Apply and Assess Grupo 13: Formas irregulares de los afijos –ado e -ido Practice and Extend Apply and Assess Grupo 19: Prefijos re- y des- Apply and Assess Grupo 20: Prefijos uni- y multi- Apply and Assess Grupo 21: Sufijos –encia y -bilidad Apply and Assess Grupo 22: Sufijos –ero, -era y -eria Apply and Assess Grupo 23: Sufijos –mente y -ia Apply and Assess Grupo 24: Prefijos en- y con- Apply and Assess</p>

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<p>(D) demonstrate print awareness by identifying the information that different parts of a book provide;</p>	<p><u>Level 1 Etapas emergente y alfabética temprana</u> Classroom Library, p. 3 Grupo 7: Practice and Extend Grupo 8: Sonido inicial a Practice and Extend Grupo 25: Sonido inicial p Practice and Extend</p> <p><u>Level 2 Etapa alfabética</u> Classroom Library, p. 114</p> <p><u>Level 3 Patrones</u> Classroom Library, p. 260 Grupo 4: Sonidos /k/y/s de la c Practice and Extend</p>
<p>(E) alphabetize a series of words to the first or second letter and use a dictionary to find words; and</p>	<p><u>Level 4 Acentos y afijos</u> Grupo 6: Añadir –oso, -osa Apply and Assess Supporting All Learners Grupo 10: Añadir –iendo cambiando la raíz del verbo Introduce, Model, and Reflect Apply and Assess Grupo 14: La fuerza de pronunciacion en palabras bisólabas Practice and Extend Grupo 16: La fuerza de pronunciaci3n en palabras trisílabas Practice and Extend</p>

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<p>(F) develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.</p>	<p><u>Level 1 Etapas emergente y alfabética temprana</u> Verificar 2, 3, p. 4 Grupo 1: Clasificar Es animal y No es animal Practice and Extend Grupo 2: Clasificar Es comida y No es comida Practice and Extend Grupo 4: Palabras que riman Nariz, rodillas, cabello, cabeza Practice and Extend Grupo 5: abras que riman León, rana, pato Practice and Extend Grupo 18: Reconocer letras Mm, Ss, Ll Practice and Extend Grupo 24: Reconocer letras Pp, Nn, Dd Practice and Extend Grupo 28: Sonido iniciales p, n, d Practice and Extend Grupo 30: Reconcer letras Tt, Bb, Gg Practice and Extend Grupo 31: Sonidos iniciales t, b, g Practice and Extend</p> <p><u>Level 2 Etapa alfabética</u> Grupo 5: Sonidos iniciales de m, s Practice and Extend Grupo 13: Sonidos iniciales de t, g Practice and Extend Grupo 20: Sonidos iniciales de y, j Practice and Extend</p> <p><u>Level 3 Patrones</u> Grupo 1: Palabras terminadas en –anta, -ampo, -acto Practice and Extend Grupo 2: Sonidos finales de –p, -s, -r en palabras multisílabas Practice and Extend Grupo 3: Sílabas con q: que, qui Practice and Extend</p>

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<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p>	
<p>(A) use a resource such as a picture dictionary or digital resource to find words;</p>	<p><u>Level 1 Etapas emergente y alfabética temprana</u> Grupo 8: Sonido inicial a Supporting All Learners Grupo 19: Sonido inicial m Supporting All Learners Grupo 23: Clasificar Frutas y verduras Supporting All Learners Grupo 32: Sonidos iniciales k/c, ch Supporting All Learners</p> <p><u>Level 2 Etapa alfabética</u> Grupo 16: Sílabas abiertas con b, c fuerte Apply and Assess Grupo 17: Sílabas abiertas con c, b, n, d, m, s, l, p Supporting All Learners Grupo 22: Sílabas abiertas con f, ch, y, j, b, n, m, s, l Supporting All Learners</p> <p><u>Level 3 Patrones</u> Grupo 6: Sonido suave de la g: ga, gue, gui, go gu Supporting All Learners Grupo 15: Palabras que empiezan con ha, he a, e Supporting All Learners</p>

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<p>(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings;</p>	<p><u>Level 1 Etapas emergente y alfabética temprana</u></p> <p>Grupo 2: Clasificar Es comido y no es comida Introduce, Model, and Reflect Practice and Extend</p> <p>Grupo 3: Clasificar Figuras geometricas Introduce, Model, and Reflect Practice and Extend</p> <p>Grupo 6: Reconocer letras: Aa, Oo Practice and Extend</p> <p>Grupo 8: Sonido inicial a Practice and Extend</p> <p>Grupo 13: Clasificar Ropa Practice and Extend</p> <p>Grupo 18: Reconocer letras Mm, Ss, Ll Practice and Extend</p> <p>Grupo 20: Sonido inicial s Introduce, Model and Reflect</p> <p>Grupo 27: Sonido inicial d Introduce, Model, and Reflect</p> <p>Grupo 29: Clasificar Comidas Introduce, Model, and Reflect</p> <p>Grupo 31: Sonidos iniciales t, b, g Practice and Extend</p> <p>Grupo 32: Sonidos iniciales k/c, ch Introduce, Model, and Reflect</p> <p><u>Level 2 Etapa alfabética</u></p> <p>Grupo 1: Es sonido inicial de las vocales Aa y Oo Introduce, Model, and Reflect</p> <p>Grupo 9: Sílabas abiertas con m, s, l, p Introduce, Model, and Reflect</p> <p>Grupo 40: Palabras terminadas en –echo, -elo, -ero Practice and Extend</p> <p>Grupo 41: Palabras terminadas en –oso, -oro, -oco Practice and Extend</p>

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<p>(C) identify the meaning of words with affixes, including -s, -es, and -or; and</p>	<p><u>Level 4 Acentos y afijos</u> Grupo 4: Terminación en plural: -es, -s Introduce, Model, and Reflect Grupo 19: Prefijos re- y des- Introduce, Model, and Reflect Practice and Extend Apply and Assess Grupo 20: Prefijos uni- y multi- Practice and Extend Apply and Assess Grupo 21: Sufijos -encia y -bilidad Practice and Extend Grupo 22: Sufijos -ero, -era y -eria Practice and Extend Grupo 23: Sufijos -mente y -ia Practice and Extend Grupo 24: Prefijos en- y con- Introduce, Model, and Reflect Practice and Extend Apply and Assess</p>
<p>(D) identify and use words that name actions, directions, positions, sequences, categories, and locations.</p>	<p><u>Level 1 Etapas emergente y alfabética temprana</u> Grupo 1: Clasificar es animal y no es animal Introduce, Model, and Reflect Practice and Extend Supporting All Learners Grupo 2: Clasificar es comida y no es comida Introduce, Model, and Reflect Practice and Extend Grupo 3: Clasificar Figuras geométricas Introduce, Model, and Reflect Practice and Extend Supporting All Learners Grupo 5: Palabras que riman: Leórana, pato Supporting All Learners Grupo 13: Clasificar Ropa Introduce, Model, and Reflect Practice and Extend Supporting All Learners</p>

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<p>Continued (D) identify and use words that name actions, directions, positions, sequences, categories, and locations.</p>	<p>Continued Grupo 14: El sonico inicial de las vocales Aa y Oo Introduce, Model, and Reflect Grupo 22: Sonidos iniciales m, s, l Introduce, Model, and Reflect Grupo 23: Classificar Frutas y verduras Introduce, Model, and Reflect Practice and Extend Supporting All Learners Grupo 29: Classificar Comidas Introduce, Model, and Reflect Practice and Extend Supporting All Learners Grupo 33: Sílabas abiertas m, s, l Apply and Assess Grupo 34: Sílabas abiertas p, n, f Apply and Assess</p> <p><u>Level 2 Etapa alfabética</u> Grupo 7: Sonidos iniciales de l, p Supporting All Learners Grupo 10: Sonidos iniciales de n, d Introduce, Model, and Reflect Grupo 11: Sílabas abiertas con n, d Introduce, Model, and Reflect Grupo 28: Combinación de consonants bl Introduce, Model, and Reflect</p>
<p>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p>	<p><u>Level 1 Etapas emergente y alfabética temprana</u> Classroom Library, p. 3</p> <p><u>Level 2 Etapa alfabética</u> Classroom Library, p. 114</p> <p><u>Level 3 Patrones</u> Classroom Library, p. 260</p>

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<p>(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.</p>	<p><u>Level 1 Etapas emergente y alfabética temprana</u> Classroom Library, p. 3</p> <p><u>Level 2 Etapa alfabética</u> Classroom Library, p. 114</p> <p><u>Level 3 Patrones</u> Classroom Library, p. 260</p>