

**A Correlation of  
Palabras a Su Paso  
salón de clases  
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**To the  
Texas Essential Knowledge and Skills for Spanish  
Language Arts and Reading and English as a  
Second Language  
Grade 2**

**A Correlation of Palabras a Su Paso salón de clases ©2019, Grade 2  
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**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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<b>§128.4. Spanish Language Arts and Reading, Grade 2, Adopted 2017.</b>	
(b) Knowledge and skills.	
<b>(1) Developing and sustaining foundational language skills:</b> 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><b><u>Level 1 Etapas emergente y alfabética temprana</u></b></p> <p><b>Grupo 2: Clasificar Es comida y No es comida</b> Introduce, Model, and Reflect Practice and Extend</p> <p><b>Grupo 23: Clasificar Frutas y verduras</b> Introduce, Model, and Reflect Supporting All Learners</p> <p><b>Grupo 29: Clasificar Comidas</b> Introduce, Model, and Reflect Practice and Extend</p> <p><b>Grupo 36: Sílabas abiertas con p, n, d</b> Introduce, Model, and Reflect Apply and Assess</p> <p><b><u>Level 2 Etapa alfabética</u></b></p> <p><b>Grupo 14: Sonido intermedio de d, r</b> Practice and Extend</p> <p><b>Grupo 15: Palabras que empiezan con ha, he, a, e</b> Practice and Extend</p> <p><b>Grupo 16: Palabras que empiezan con hi, ho, hu, i, o, u</b> Practice and Extend</p> <p><b>Grupo 21: Diptongos ua, ue, uo</b> Introduce, Model, and Reflect Practice and Extend</p>

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<p><b>Continued</b> (A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;</p>	<p><b>Continued</b> <b>Level 3 Patrones</b> <b>Grupo 4: Sonidos /k/ y /s/ de la c</b> Introduce, Model, and Reflect <b>Grupo 5: Sílabas ca, que, qui, co, cu</b> Introduce, Model, and Reflect <b>Grupo 6: Sonido suave de la g: ga, gue, gui, go, gu</b> Introduce, Model, and Reflect <b>Grupo 7: Sílabas sa, ce, ci, so, su</b> Introduce, Model, and Reflect Practice and Extend <b>Grupo 8: Sílabas ja, ge, gi, jo, ju</b> Introduce, Model, and Reflect <b>Grupo 9: Ortografía: b, v</b> Introduce, Model, and Reflect <b>Grupo 10: Ortografía: y, ll</b> Introduce, Model, and Reflect Practice and Extend</p>
<p>(B) follow, restate, and give oral instructions that involve a short, related sequence of actions;</p>	<p><b>Level 1 Etapas emergente y alfabética temprana</b> <b>Grupo 31: Sonodos iniciales t, b, g</b> Practice and Extend <b>Grupo 33: Sílabas abiertas con m, s, l</b> Practice and Extend Supporting All Learners <b>Grupo 35: Sílabas abiertas con m, s, l</b> Practice and Extend Supporting All Learners <b>Grupo 36: Sílabas abiertas con p, n, d</b> Practice and Extend</p>

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

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<p><b>Continued</b> (B) follow, restate, and give oral instructions that involve a short, related sequence of actions;</p>	<p><b>Continued</b> <b><u>Level 3 Patrones</u></b> <b>Grupo 1: Palabras terminabas en –anta, -ampo, -acto</b> Practice and Extend Apply and Assess Supporting All Learners <b>Grupo 2: Sonidos finales de –o, -s, -r en palabras multisílabas</b> Practice and Extend Apply and Assess Supporting All Learners <b>Grupo 3: Sílabas con q: que, qui</b> Practice and Extend Apply and Assess <b>Grupo 5: Sílabas ca, que, qui, co, cu</b> Practice and Extend Apply and Assess <b>Grupo 6: Sonido suave de la g: ga, gue, gui, go, gu</b> Practice and Extend Apply and Assess <b>Grupo 18: Diptongos ai, ay, ei, ey</b> Apply and Assess <b>Grupo 20: Diptongos au, eu</b> Practice and Extend Apply and Assess</p>
<p>(C) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;</p>	<p><b><u>Level 1 Etapas emergente y alfabética temprana</u></b> <b>Grupo 2: Clasificar Es comida y No es comida</b> Introduce, Model, and Reflect Practice and Extend <b>Grupo 23: Clasificar Frutas y verduras</b> Introduce, Model, and Reflect Supporting All Learners <b>Grupo 29: Clasificar Comidas</b> Introduce, Model, and Reflect Practice and Extend <b>Grupo 36: Sílabas abiertas con p, n, d</b> Introduce, Model, and Reflect Apply and Assess</p>

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<p><b>Continued</b> (C) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;</p>	<p><b>Continued</b> <b><u>Level 2 Etapa alfabética</u></b> <b>Grupo 14: Sonido intermedio de d, r</b> Practice and Extend <b>Grupo 15: Palabras que empiezan con ha, he, a, e</b> Practice and Extend <b>Grupo 16: Palabras que empiezan con hi, ho, hu, i, o, u</b> Practice and Extend <b>Grupo 21: Diptongos ua, ue, uo</b> Introduce, Model, and Reflect Practice and Extend  <b><u>Level 3 Patrones</u></b> <b>Grupo 4: Sonidos /k/ y /s/ de la c</b> Introduce, Model, and Reflect <b>Grupo 5: Sílabas ca, que, qui, co, cu</b> Introduce, Model, and Reflect <b>Grupo 6: Sonido suave de la g: ga, gue, gui, go, gu</b> Introduce, Model, and Reflect <b>Grupo 7: Sílabas sa, ce, ci, so, su</b> Introduce, Model, and Reflect Practice and Extend <b>Grupo 8: Sílabas ja, ge, gi, jo, ju</b> Introduce, Model, and Reflect <b>Grupo 9: Ortografía: b, v</b> Introduce, Model, and Reflect <b>Grupo 10: Ortografía: y, ll</b> Introduce, Model, and Reflect Practice and Extend</p>



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<p>(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and</p>	<p><b><u>Level 1 Etapas emergente y alfabética temprana</u></b></p> <p><b>Grupo 28: Sonidos iniciales p, n, d</b> Introduce, Model, and Reflect</p> <p><b>Grupo 29: Clasificar Comidas</b> Introduce, Model, and Reflect Practice and Extend</p> <p><b>Grupo 30: Reconocer letras Tt, Bb, Gg</b> Introduce, Model, and Reflect</p> <p><b>Grupo 36: Sílabas abiertas con p, n, d</b> Introduce, Model, and Reflect</p> <p><b><u>Level 2 Etapa alfabética</u></b></p> <p><b>Grupo 14: Sonido intermedio de d, r</b> Practice and Extend</p> <p><b>Grupo 16: Palabras que empiezan con hi, ho, hu, l, o, u</b> Practice and Extend</p> <p><b>Grupo 39: Palabras terminadas en –ina, –isa, –illa</b> Supporting All Learners</p> <p><b>Grupo 40: Palabras terminadas en –echo, –elo, –ero</b> Supporting All Learners</p> <p><b><u>Level 3 Patrones</u></b></p> <p><b>Grupo 1: Palabras terminadas en –anta, –ampo, –acto</b> Supporting All Learners</p> <p><b>Grupo 2: Sonidos finales de –o, –s, –r en palabras multisílabas</b> Supporting All Learners</p> <p><b>Grupo 3: Sílabas con q: que, qui</b> Introduce, Model, and Reflect Practice and Extend</p> <p><b>Grupo 4: Sonidos /k/ y /s/ de la c</b> Introduce, Model, and Reflect Practice and Extend Apply and Assess</p>

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<p><b>Continued</b> (D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and</p>	<p><b>Continued</b> <b>Grupo 5: Sílabas ca, que, qui, co, cu</b> Introduce, Model, and Reflect Practice and Extend <b>Grupo 6: Sonido suave de la g: ga, gue, gui, go, gu</b> Practice and Extend Supporting All Learners <b>Grupo 7: Sílabas sa, ce, ci, so, su</b> Introduce, Model, and Reflect Practice and Extend</p>

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<p>(E) develop social communication such as distinguishing between asking and telling.</p>	<p><b><u>Level 2 Etapa alfabética</u></b></p> <p><b>Grupo 14: Sonido intermedio de d, r</b> Practice and Extend</p> <p><b>Grupo 16: Palabras que empiezan con hi, ho, hu, l, o, u</b> Practice and Extend</p> <p><b>Grupo 39: Palabras terminadas en –ina, -isa, -illa</b> Supporting All Learners</p> <p><b>Grupo 40: Palabras terminadas en –echo, -elo, -ero</b> Supporting All Learners</p> <p><b><u>Level 3 Patrones</u></b></p> <p><b>Grupo 1: Palabras terminadas en –anta, -ampo, -acto</b> Supporting All Learners</p> <p><b>Grupo 2: Sonidos finales de –o, -s, -r en palabras multisílabas</b> Supporting All Learners</p> <p><b>Grupo 3: Sílabas con q: que, qui</b> Practice and Extend</p> <p><b>Grupo 4: Sonidos /k/ y /s/ de la c</b> Practice and Extend Apply and Assess</p> <p><b>Grupo 5: Sílabas ca, que, qui, co, cu</b> Practice and Extend</p> <p><b>Grupo 6: Sonido suave de la g: ga, gue, gui, go, gu</b> Practice and Extend Supporting All Learners</p> <p><b>Grupo 7: Sílabas sa, ce, ci, so, su</b> Practice and Extend</p> <p><b>Grupo 13: Ortografía: r, rr</b> Practice and Extend</p> <p><b>Grupo 14: Sonido intermedio de d, r</b> Practice and Extend</p> <p><b>Grupo 17: Diptongos oi, ay, ui, uy</b> Practice and Extend</p> <p><b>Grupo 24: Homófonos con z, c, s</b> Practice and Extend</p>

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<p><b>(2) Developing and sustaining foundational language skills:</b> 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 and apply phonetic knowledge by:</p>	
<p>(i) decoding multisyllabic words;</p>	<p><b>Level 3 Patrones</b>  <b>Grupo 4: Sonidos /k/ y /s/ de la c</b>            Introduce, Model, and Reflect            Practice and Extend            Supporting All Learners  <b>Grupo 6: Sonido suave de la g: ga, gue, gui, go, gu</b>            Introduce, Model, and Reflect            Practice and Extend            Supporting All Learners  <b>Grupo 7: Sílabas sa, ce, ci, so, su</b>            Practice and Extend  <b>Grupo 8: Sílabas ja, ge, gi, jo, ju</b>            Practice and Extend  <b>Grupo 10: Ortografía y, ll</b>            Practice and Extend  <b>Grupo 12: Ortografía s, z, y c</b>            Apply and Assess  <b>Grupo 13: Ortografía r, rr</b>            Apply and Assess  <b>Grupo 14: Sonido intermedio de d, r</b>            Introduce, Model, and Reflect            Practice and Extend            Supporting All Learners  <b>Grupo 16: Palabras que empiezan con ha, he a, e</b>            Practice and Extend  <b>Grupo 16: Palabras que empiezan con hi, ho, hu, i, o, u</b>            Practice and Extend  <b>Grupo 18: Diptongos ai, ay, ei, ey</b>            Practice and Extend</p>

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<p><b>Continued</b> i) decoding multisyllabic words;</p>	<p><b>Continued</b> <b>Grupo 19: Diptongos ia, ie, io, iu</b> Practice and Extend <b>Grupo 20: Diptongos au, eu</b> Practice and Extend <b>Grupo 21: Diptongos ua, ue, uo</b> Practice and Extend</p>
<p>(ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x;</p>	<p><b><u>Level 3 Patrones</u></b> Verificar 3, p. 261 Verificar 4, p. 261 <b>Grupo 4: Sonidos /k/ y /s/ de la c</b> Introduce, Model, and Reflect Practice and Extend Supporting All Learners <b>Grupo 6: Sonido suave de la g: ga, gue, gui, go, gu</b> Introduce, Model, and Reflect Practice and Extend Supporting All Learners <b>Grupo 7: Sílabas sa, ce, ci, so, su</b> Practice and Extend <b>Grupo 10: Ortografía y, ll</b> Practice and Extend <b>Grupo 12: Ortografía s, z, y c</b> Apply and Assess <b>Grupo 13: Ortografía r, rr</b> Apply and Assess</p>

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<p>(iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-;</p>	<p><b><u>Level 3 Patrones</u></b>  <b>Grupo 5: Sílabas ca, que, qui, co, cu</b>            Introduce, Model, and Reflect            Apply and Assess  <b>Grupo 6: Sonido suave de la g: ga, gue, gui, go, gu</b>            Practice and Extend            Apply and Assess  <b>Grupo 15: Palabras que empiezan con ha, he, a, e</b>            Introduce, Model, and Reflect            Practice and Extend  <b>Grupo 16: Palabras que empiezan con hi, ho, hu, I, o, u</b>            Introduce, Model, and Reflect            Practice and Extend            Apply and Assess</p>
<p>(iv) decoding words with diphthongs and hiatus;</p>	<p><b><u>Level 3 Patrones</u></b>  <b>Grupo 17: Diptongos oi, oy, ui, uy</b>            Practice and Extend  <b>Grupo 18: Diptongos ai, ay, ei, ey</b>            Practice and Extend            Apply and Assess  <b>Grupo 19: Diptongos ia, ie, io, iu</b>            Introduce, Model, and Reflect            Practice and Extend            Apply and Assess            Supporting All Learners  <b>Grupo 20: Diptongos au, eu</b>            Practice and Extend            Supporting All Learners  <b>Grupo 21: Diptongos ua, ue, uo</b>            Introduce, Model, and Reflect            Practice and Extend            Apply and Assess            Supporting All Learners</p>

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<p>(v) decoding common abbreviations; and</p>	<p style="text-align: center;">This skill is beyond the scope of the program.</p>
<p>(vi) decoding words with prefixes and suffixes;</p>	<p><b><u>Level 4 Acentos y afijos</u></b>  <b>Grupo 6: Añadir –oso, -osa</b>  Practice and Extend  Apply and Assess  <b>Grupo 7: Añadir –ado, -ada</b>  Practice and Extend  Apply and Assess  <b>Grupo 8: Añadir –dor, -dora</b>  Practice and Extend  Apply and Assess  <b>Grupo 9: Añadir –ando, -iendo</b>  Practice and Extend  Apply and Assess  <b>Grupo 10: Añadir –iendo cambiando la raíz del verbo</b>  Practice and Extend  Apply and Assess  <b>Grupo 11: Añadir –iendo a otros verbos irregulares</b>  Practice and Extend  Apply and Assess  <b>Grupo 12: Añadir –ido o -ado</b>  Practice and Extend  Apply and Assess  <b>Grupo 13: Formas irregulares de los afijos –ado e -ido</b>  Practice and Extend  Apply and Assess  <b>Grupo 19: Prefijos re- y des-</b>  Practice and Extend  Apply and Assess  <b>Grupo 20: Prefijos uni- y multi-</b>  Practice and Extend  Apply and Assess  <b>Grupo 21: Sufijos –encia y -bilidad</b>  Practice and Extend  <b>Grupo 22: Sufijos –ero, -era y -eria</b>  Practice and Extend</p>

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<p><b>Continued</b> (vi) decoding words with prefixes and suffixes;</p>	<p><b>Continued</b> <b>Grupo 23: Sufijos –mente y -ia</b> Practice and Extend <b>Grupo 24: Prefijos en- y con-</b> Practice and Extend Apply and Assess</p>
<p>(B) demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words;</p>	<p><b><u>Level 3 Patrones</u></b> <b>Grupo 7: Sílabas sa, ce, ci, so, su</b> Apply and Assess <b>Grupo 8: Sílabas ja, ge, gi, jo , ju</b> Apply and Assess <b>Grupo 9: Ortografía b, v</b> Apply and Assess <b>Grupo 11: Ortografía j, g</b> Apply and Assess <b>Grupo 12: Ortografía s, z, y c</b> Apply and Assess <b>Grupo 13: Ortografía r, rr</b> Apply and Assess <b>Grupo 14: Sonido intermedio de d, r</b> Apply and Assess <b>Grupo 15: Palabras que empiezan con ha, he a, e</b> Apply and Assess <b>Grupo 16: Palabras que empiezan con hi, ho, hu, i, o, u</b> Apply and Assess <b>Grupo 17: Diptongos oi, oy, ui, uy</b> Apply and Assess <b>Grupo 18: Diptongos ai, ay, m ei, ey</b> Apply and Assess <b>Grupo 22: Homófonos con h</b> Practice and Extend <b>Grupo 23: Homófonos con b, v</b></p>



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(ii) spelling words with diphthongs and hiatus;	<p><b><u>Level 3 Patrones</u></b>  <b>Grupo 17: Diptongos oi, oy, ui, uy</b>            Apply and Assess  <b>Grupo 18: Diptongos ai, ay, ei, ey</b>            Apply and Assess</p>
(iii) spelling common abbreviations;	This skill is outside the scope of the program.
(iv) spelling words with prefixes and suffixes; and	<p><b><u>Level 4 Acentos y afijos</u></b>  <b>Grupo 6: Añadir –oso, -osa</b>            Apply and Assess  <b>Grupo 7: Añadir –ado, -ada</b>            Apply and Assess  <b>Grupo 8: Añadir –dor, -dora</b>            Apply and Assess  <b>Grupo 9: Añadir –ando, -iendo</b>            Apply and Assess  <b>Grupo 10: Añadir –iendo cambiando la raíz del verbo</b>            Apply and Assess  <b>Grupo 11: Añadir –iendo a otros verbos irregulares</b>            Apply and Assess  <b>Grupo 12: Añadir –ido o -ado</b>            Apply and Assess  <b>Grupo 13: Formas irregulares de los afijos –ado e -ido</b>            Practice and Extend            Apply and Assess  <b>Grupo 19: Prefijos re- y des-</b>            Apply and Assess  <b>Grupo 20: Prefijos uni- y multi-</b>            Apply and Assess  <b>Grupo 21: Sufijos –encia y -bilidad</b>            Apply and Assess  <b>Grupo 22: Sufijos –ero, -era y -eria</b>            Apply and Assess  <b>Grupo 23: Sufijos –mente y -ia</b>            Apply and Assess  <b>Grupo 24: Prefijos en- y con-</b>            Apply and Assess</p>

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<p>(v) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-;</p>	<p><b><u>Level 2 Etapa alfabética</u></b>  <b>Grupo 15: Palabras que empiezan con ha, he, a, e</b>            Apply and Assess  <b>Grupo 16: Palabras que empiezan con hi, ho, hu, i, o, u</b>            Apply and Assess</p> <p><b><u>Level 3 Patrones</u></b>  <b>Grupo 5: Sílabas ca, que, qui, co, cu</b>            Apply and Assess</p>
<p>(C) alphabetize a series of words and use a dictionary or glossary to find words; and</p>	<p><b><u>Level 4 Acentos y afijos</u></b>  <b>Grupo 6: Añadir –oso, -osa</b>            Apply and Assess            Supporting All Learners  <b>Grupo 10: Añadir –iendo cambiando la raíz del verbo</b>            Introduce, Model, and Reflect            Apply and Assess  <b>Grupo 14: La fuerza de pronunciacion en palabras bisólabas</b>            Practice and Extend  <b>Grupo 16: La fuerza de pronunciaci3n en palabras trisílabas</b>            Practice and Extend</p>

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<p>(D) develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.</p>	<p><b><u>Level 3 Patrones</u></b>  <b>Grupo 1: Palabras terminadas en –anta, -ampo, -acto</b>  Practice and Extend  Apply and Assess  Supporting All Learners  <b>Grupo 2: Sonidos finales de –p, -s, -r en palabras multisílabas</b>  Practice and Extend  Apply and Assess  Supporting All Learners  <b>Grupo 5: Sílabas ca, que, qui, co, cu</b>  Practice and Extend  Apply and Assess  <b>Grupo 6: Sonido suave de la g: ga, gue, gui, go, gu</b>  Practice and Extend  Apply and Assess  Supporting All Learners  <b>Grupo 7: Sílabas sa, ce, ci, so, su</b>  Practice and Extend  Apply and Assess  <b>Grupo 9: Ortografía b, v</b>  Practice and Extend  Apply and Assess  <b>Grupo 10: Ortografía y, ll</b>  Practice and Extend  Apply and Assess  <b>Grupo 11: Ortografía j, g</b>  Practice and Extend  Apply and Assess  <b>Grupo 17: Diptongos oi, oy, ui, uy</b>  Apply and Assess  Supporting All Learners  <b>Grupo 18: Diptongos ai, ay, ei, ey</b>  Practice and Extend  Apply and Assess  <b>Grupo 19: Diptongos ia, ie, io, iu</b>  Apply and Assess  Supporting All Learners</p>

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<p><b>Continued</b> (D) develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.</p>	<p><b>Continued</b> <b>Grupo 21: Diptongos ua, ue, uo</b> Practice and Extend Apply and Assess <b>Grupo 22: Homófonos con h</b> Practice and Extend Apply and Assess Supporting All Learners <b>Grupo 23: Homófonos con b, v</b> Practice and Extend Apply and Assess Supporting All Learners <b>Grupo 24: Homófonos con z, c, s</b> Practice and Extend Apply and Assess Supporting All Learners</p>

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<p><b>(3) Developing and sustaining foundational language skills:</b> listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p>	
<p>(A) use print or digital resources to determine meaning and pronunciation of unknown words;</p>	<p><b><u>Level 2 Etapa alfabética</u></b>  <b>Grupo 16: Sílabas abiertas con b, c fuerte</b>  Apply and Assess  <b>Grupo 17: Sílabas abiertas con c, b, n, d, m, s, l, p</b>  Supporting All Learners  <b>Grupo 22: Sílabas abiertas con f, ch, y, j, b, n, m, s, l</b>  Supporting All Learners</p> <p><b><u>Level 3 Patrones</u></b>  <b>Grupo 6: Sonido suave de la g: ga, gue, gui, go gu</b>  Supporting All Learners  <b>Grupo 9: Ortografía b, v</b>  Supporting All Learners  <b>Grupo 15: Palabras que empiezan con ha, he a, e</b>  Supporting All Learners</p> <p><b><u>Level 4 Acentos y afijos</u></b>  <b>Grupo 20: Prefijos uni- y multi-</b>  Introduce, Model, and Reflect  <b>Grupo 21: Sufijos –encia y -bilidad</b>  Supporting All Learners</p>
<p>(B) use context within and beyond a sentence to determine the meaning of unfamiliar words;</p>	<p><b><u>Level 1 Etapas emergente y alfabética temprana</u></b>  Classroom Library, p. 3</p> <p><b><u>Level 2 Etapa alfabética</u></b>  Classroom Library, p. 114</p> <p><b><u>Level 3 Patrones</u></b>  Classroom Library, p. 260</p>

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<p>(C) use affixes, including re-, pre-, -ción, and ísimo/ísima, to determine the meaning of words and subsequently use the newly acquired words;</p>	<p><b><u>Level 4 Acentos y afijos</u></b>  <b>Grupo 6: Añadir –oso, -osa</b>            Introduce, Model, and Reflect            Practice and Extend            Supporting All Learners  <b>Grupo 7: Añadir –ado, -ada</b>            Introduce, Model, and Reflect            Practice and Extend            Supporting All Learners  <b>Grupo 8: Añadir -dor, -dora</b>            Introduce, Model, and Reflect            Practice and Extend            Apply and Assess  <b>Grupo 9: Añadir -ando, -iendo</b>            Introduce, Model, and Reflect  <b>Grupo 11: Añadir –iendo a otros verbos irregulares</b>            Introduce, Model, and Reflect  <b>Grupo 12: Añadir –ido o -ado</b>            Introduce, Model, and Reflect            Practice and Extend  <b>Grupo 13: Formas irregulares de los afijos –ado e –ido</b>            Introduce, Model, and Reflect            Supporting All Learners  <b>Grupo 19: Prefijos re- y des-</b>            Introduce, Model, and Reflect            Practice and Extend            Apply and Assess            Supporting All Learners  <b>Grupo 20: Prefijos uni- y multi-</b>            Introduce, Model, and Reflect            Practice and Extend            Apply and Assess            Supporting All Learners  <b>Grupo 21: Sufijos –encia y -bilidad</b>            Introduce, Model, and Reflect            Practice and Extend            Apply and Assess</p>

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<p><b>Continued</b> (C) use affixes, including re-, pre-, -ción, and ísimo/ísima, to determine the meaning of words and subsequently use the newly acquired words;</p>	<p><b>Continued</b> <b>Grupo 22: Sufijos –ero, -era y -eria</b> Introduce, Model, and Reflect Apply and Assess <b>Grupo 23: Sufijos –mente y -ia</b> Introduce, Model, and Reflect Practice and Extend Supporting All Learners <b>Grupo 24: Prefijos en- y con-</b> Introduce, Model, and Reflect Practice and Extend Apply and Assess Supporting All Learners</p>
<p>(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context; and</p>	<p><b>Level 2 Etapa alfabética</b> <b>Grupo 5: Sonodos iniciales de m, s</b> Introduce, Model, and Reflect <b>Grupo 17: Sílabas abiertas con c, b, n, d, m, s, l, p</b> Introduce, Model, and Reflect <b>Grupo 18: Sonodos iniciales de f, ch</b> Introduce, Model, and Reflect <b>Grupo 23: Sonodos iniciales de v, r</b> Introduce, Model, and Reflect <b>Grupo 30: Combinaciones de consonants fl, bl, cl, pl</b> Introduce, Model, and Reflect <b>Grupo 31: Combinacion de consonants fr</b> Introduce, Model, and Reflect <b>Grupo 34: Combinaciones de consonants fr, br, cr, pr</b> Introduce, Model, and Reflect <b>Grupo 36: Palabras terminadas en –apa, -asa</b> Introduce, Model, and Reflect <b>Grupo 37: Palabras terminadas en –ama, -ata</b> Introduce, Model, and Reflect <b>Grupo 40: Palabras terminadas en –echo, -elo, -ero</b> Introduce, Model, and Reflect</p>

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<p><b>Continued</b> D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context; and</p>	<p><b>Continued</b> <b>Level 3 Patrones</b> <b>Grupo 7: Sílabas sa, ce, ci, so, su</b> Introduce, Model, and Reflect</p> <p><b>Level 4 Acentos y afijos</b> <b>Grupo 1 Homófonos con o sin tilde</b> Introduce, Model, and Reflect <b>Grupo 10: Añadir –iendo cambiando la raíz del verbo</b> Introduce, Model, and Reflect <b>Grupo 9: Añadir –ando, -iendo</b> Introduce, Model, and Reflect <b>Grupo 12: Añadir –ado o -ido</b> Introduce, Model, and Reflect <b>Grupo 16: La fuerza de pronunciaión en palabras trisílabas</b> <b>Grupo 19: Prefijos re- y des-</b> Introduce, Model, and Reflect <b>Grupo 20: Prefijos uni- y multi-</b> Introduce, Model, and Reflect</p>
<p>(E) differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.</p>	<p><b>Level 3 Patrones</b> <b>Grupo 7: Sílabas sa, ce, ci, so, su</b> Introduce, Model, and Reflect <b>Grupo 22: Homófonos con h</b> Introduce, Model, and Reflect <b>Grupo 23: Homófonos con b, v</b> Introduce, Model, and Reflect <b>Grupo 24: Homófonos con z, c, s</b> Introduce, Model, and Reflect</p> <p><b>Level 4 Acentos y afijos</b> <b>Grupo 1 Homófonos con o sin tilde</b> Introduce, Model, and Reflect <b>Grupo 10: Añadir –iendo cambiando la raíz del verbo</b> Introduce, Model, and Reflect <b>Grupo 9: Añadir –ando, -iendo</b> Introduce, Model, and Reflect <b>Grupo 12: Añadir –ado o -ido</b> Introduce, Model, and Reflect</p>



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<p><b>(4) Developing and sustaining foundational language skills:</b> 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><b><u>Level 1 Etapas emergente y alfabética temprana</u></b> Classroom Library, p. 3</p> <p><b><u>Level 2 Etapa alfabética</u></b> Classroom Library, p. 114</p> <p><b><u>Level 3 Patrones</u></b> Classroom Library, p. 260</p>
<p><b>(5) Developing and sustaining foundational language skills:</b> 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 read independently for a sustained period of time.</p>	<p><b><u>Level 1 Etapas emergente y alfabética temprana</u></b> Classroom Library, p. 3</p> <p><b><u>Level 2 Etapa alfabética</u></b> Classroom Library, p. 114</p> <p><b><u>Level 3 Patrones</u></b> Classroom Library, p. 260</p>