

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 3**

**A Correlation of Palabras a Su Paso salón de clases ©2019, Grade 3
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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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§128.5. Spanish Language Arts and Reading, Grade 3, 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 make pertinent comments;	<p><u>Level 2 Etapa alfabética</u></p> <p>Grupo 14: Sonido intermedio de d, r Practice and Extend</p> <p>Grupo 15: Palabras que empiezan con ha, he, a, e Practice and Extend</p> <p>Grupo 16: Palabras que empiezan con hi, ho, hu, i, o, u Practice and Extend</p> <p>Grupo 21: Diptongos ua, ue, uo Practice and Extend</p> <p><u>Level 3 Patrones</u></p> <p>Grupo 4: Sonidos /k/ y /s/ de la c Introduce, Model, and Reflect</p> <p>Grupo 5: Sílabas ca, que, qui, co, cu Introduce, Model, and Reflect</p> <p>Grupo 6: Sonido suave de la g: ga, gue, gui, go, gu Introduce, Model, and Reflect</p> <p>Grupo 7: Sílabas sa, ce, ci, so, su Introduce, Model, and Reflect</p> <p>Grupo 8: Sílabas ja, ge, gi, jo, ju Introduce, Model, and Reflect</p> <p>Grupo 9: Ortografía: b, v Introduce, Model, and Reflect</p> <p>Grupo 10: Ortografía: y, ll Introduce, Model, and Reflect</p>

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<p>Continued (A) listen actively, ask relevant questions to clarify information, and make pertinent comments;</p>	<p>Continued <u>Level 4 Acentos y afixos</u> Grupo 7: Añadir -ado, -ada Introduce, Model, and Reflect Grupo 8: Añadir -dor, -dora Introduce, Model, and Reflect Grupo 13: Formas irregulares del afixo -ado e -ido Introduce, Model, and Reflect Grupo 14: La fuerza de pronunciación en palabras bisílabas Introduce, Model, and Reflect</p>
<p>(B) follow, restate, and give oral instructions that involve a series of related sequences of action;</p>	<p><u>Level 2 Etapa alfabética</u> 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</p>

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<p>Continued (B) follow, restate, and give oral instructions that involve a series of related sequences of action;</p>	<p>Continued <u>Level 3 Patrones</u> Grupo 1: Palabras terminabas en -anta, -ampo, -acto Practice and Extend Apply and Assess Supporting All Learners Grupo 2: Sonidos finales de -o, -s, -r en palabras multisílabas Practice and Extend Apply and Assess Supporting All Learners Grupo 3: Sílabas con q: que, qui Practice and Extend Apply and Assess Grupo 5: Sílabas ca, que, qui, co, cu Practice and Extend Apply and Assess Grupo 6: Sonido suave de la g: ga, gue, gui, go, gu Practice and Extend Apply and Assess <u>Level 4 Acentos y afijos</u> Grupo 1: Homófonos con o sin tilde Practice and Extend Grupo 2: Palabras compuestas Practice and Extend Grupo 4: Terminación en plural: -es, -s Apply and Assess Supporting All Learners Grupo 5: Plurales irregulares Practice and Extend Apply and Assess Grupo 8: Añadir -dor, -dora Practice and Extend Apply and Assess</p>

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<p>(C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;</p>	<p><u>Level 2 Etapa alfabética</u> Grupo 14: Sonido intermedio de d, r Practice and Extend Grupo 15: Palabras que empiezan con ha, he, a, e Practice and Extend 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> <p><u>Level 3 Patrones</u> Grupo 4: Sonidos /k/ y /s/ de la c Introduce, Model, and Reflect Grupo 5: Sílabas ca, que, qui, co, cu Introduce, Model, and Reflect Grupo 6: Sonido suave de la g: ga, gue, gui, go, gu Introduce, Model, and Reflect Grupo 7: Sílabas sa, ce, ci, so, su Introduce, Model, and Reflect Practice and Extend Grupo 8: Sílabas ja, ge, gi, jo, ju Introduce, Model, and Reflect Grupo 9: Ortografía: b, v Introduce, Model, and Reflect Grupo 10: Ortografía: y, ll Introduce, Model, and Reflect Practice and Extend</p>

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<p>Continued (C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;</p>	<p>Continued <u>Level 4 Acentos y afijos</u> Grupo 7: Añadir -ado, -ada Practice and Extend Grupo 10: Añadir -iendo cambiando la raíz del verbo Practice and Extend Supporting All Learners Grupo 11: Añadir -iendo a otros verbos irregulares Practice and Extend Grupo 13: Formas irregulares del afijo -ado e -ido Practice and Extend</p>
<p>(D) work collaboratively with others by following agreed-upon rules, norms, and protocols; and</p>	<p><u>Level 2 Etapa alfabética</u> 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 terminades en -ina, -isa, -illa Supporting All Learners Grupo 40: Palabras terminadas en -echo, -elo, -ero Supporting All Learners</p> <p><u>Level 3 Patrones</u> Grupo 3: Sílabas con q: que, qui Practice and Extend Grupo 4: Sonidos /k/ y /s/ de la c Practice and Extend Apply and Assess Grupo 5: Sílabas ca, que, qui, co, cu 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</p>

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<p>Continued (D) work collaboratively with others by following agreed-upon rules, norms, and protocols; and</p>	<p>Continued <u>Level 4 Acentos y afijos</u> Grupo 1: Homófonos con 0 sin tilde Practice and Extend Grupo 6: Añadir -oso, -osa Practice and Extend Supporting All Learners Grupo 7: Añadir -ado, -ada Practice and Extend Supporting All Learners Grupo 23: Sufijos -mente e -ía Practice and Extend Grupo 24: Prefijos en- y con- Practice and Extend Grupo 26: Uso de la tilde en palabras polisílabas Practice and Extend Supporting All Learners</p>
<p>(E) develop social communication such as conversing politely in all situations.</p>	<p><u>Level 2 Etapa alfabética</u> 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>Continued (E) develop social communication such as conversing politely in all situations.</p>	<p>Continued <u>Level 3 Patrones</u> Grupo 5: Sílabas ca, que, qui, co, cu 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 13: Ortografía: r, rr Practice and Extend Grupo 14: Sonido intermedio de d, r Practice and Extend Grupo 17: Diptongos oi, ay, ui, uy Practice and Extend Grupo 24: Homófonos con z, c, s Practice and Extend</p> <p><u>Level 4 Acentos y afijos</u> Grupo 7: Añadir -ado, -ada Practice and Extend Supporting All Learners Grupo 23: Sufijos -mente e -ía Practice and Extend Grupo 24: Prefijos en- y con- Practice and Extend Grupo 26: Uso de la tilde en palabras polisílabas Practice and Extend 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 and apply phonetic knowledge by:</p>	
<p>(i) decoding words with a prosodic or orthographic accent;</p>	<p><u>Level 4 Acentos y afijos</u> Grupo 14: La fuerza de pronunciación en palabras bisílabas Introduce, Model, and Reflect Practice and Extend Apply and Assess Supporting All Learners Grupo 15: Uso de la tilde en palabras bisílabas Introduce, Model, and Reflect Practice and Extend Apply and Assess Supporting All Learners Grupo 16: La fuerza de pronunciación en palabras trisílabas Introduce, Model, and Reflect Practice and Extend Apply and Assess Supporting All Learners Grupo 17: Uso de la tilde en palabras trisílabas Introduce, Model, and Reflect Practice and Extend Apply and Assess Supporting All Learners Grupo 18: Uso de la tilde para acentuar a diferenciar significados Introduce, Model, and Reflect Practice and Extend Apply and Assess Supporting All Learners Grupo 25: Uso de la tilde en palabras tetrasílabas Introduce, Model, and Reflect Practice and Extend Apply and Assess Supporting All Learners</p>

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<p>Continued (i) decoding words with a prosodic or orthographic accent;</p>	<p>Continued Grupo 26: Uso de la tilde en palabras polisílabas Introduce, Model, and Reflect Practice and Extend Apply and Assess Supporting All Learners</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><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 Apply and Assess 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>

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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><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, I,o, u Introduce, Model, and Reflect Practice and Extend Apply and Assess</p>
<p>(iv) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents;</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>

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<p>Continued (iv) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents;</p>	<p>Continued <u>Level 4 Acentos y afijos</u> Grupo 10: Añadir -iendo cambiando la raíz del verbo Supporting All Learners Grupo 14: La fuerza de pronunciación en palabras bisílabas Introduce, Model, and Reflect Practice and Extend Apply and Assess Supporting All Learners Grupo 15: Uso de la tilde en palabras bisílabas Introduce, Model, and Reflect Practice and Extend Apply and Assess Supporting All Learners Grupo 16: La fuerza de pronunciación en palabras trisílabas Introduce, Model, and Reflect Practice and Extend Apply and Assess Supporting All Learners Grupo 17: Uso de la tilde en palabras trisílabas Introduce, Model, and Reflect Practice and Extend Apply and Assess Grupo 18: Uso de la tilde para acentuar a diferenciar significados Introduce, Model, and Reflect Practice and Extend Apply and Assess Supporting All Learners</p>

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<p>Continued (iv) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents;</p>	<p>Continued Grupo 25: Uso de la tilde en palabras tetrasílabas Introduce, Model, and Reflect Practice and Extend Apply and Assess Supporting All Learners Grupo 26: Uso de la tilde en palabras polisílabas Introduce, Model, and Reflect Practice and Extend Apply and Assess Supporting All Learners</p>
<p>(v) decoding and differentiating meaning of a word based on a diacritical accent; and</p>	<p><u>Level 4 Acentos y afijos</u> Verificar 3, p. 336 Grupo 16: La fuerza de pronunciación en palabras trisílabas Introduce, Model, and Reflect Grupo 17: Uso de la tilde en palabras trisílabas Introduce, Model, and Reflect Grupo 18: Uso de la tilde para acentuar a diferenciar significados Introduce, Model, and Reflect Practice and Extend Apply and Assess Supporting All Learners Grupo 25: Uso de la tilde en palabras tetrasílabas Practice and Extend Apply and Assess Supporting All Learners Grupo 26: Uso de la tilde en palabras polisílabas Practice and Extend</p>

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

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<p>Continued (vi) decoding words with 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>
(B) demonstrate and apply spelling knowledge by:	
<p>(i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable);</p>	<p><u>Level 4 Acentos y afijos</u> Grupo 14: La fuerza de pronunciación en palabras bisílabas Apply and Assess Grupo 15: Uso de la tilde en palabras bisílabas Apply and Assess Grupo 16: La fuerza de pronunciación en palabras trisílabas Apply Assess Grupo 17: Uso de la tilde en palabras trisílabas Apply and Assess Grupo 18: Uso de la tilde para acentuar a diferenciar significados Apply and Assess Grupo 25: Uso de la tilde en palabras tetrasílabas Apply and Assess Grupo 26: Uso de la tilde en palabras polisílabas Apply and Assess</p>

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<p>(ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent;</p>	<p><u>Level 4 Acentos y afijos</u> Grupo 17: Uso de la tilde en palabras trisílabas Apply and Assess Grupo 18: Uso de la tilde para acentuar a diferenciar significados Apply and Assess Grupo 25: Uso de la tilde en palabras tetrasílabas Apply and Assess Grupo 26: Uso de la tilde en palabras polisílabas Apply and Assess</p>
<p>(iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents;</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</p>
<p>(iv) using accents on words commonly used in questions and exclamations;</p>	<p>This skill is outside the scope of this program.</p>
<p>(v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más;</p>	<p><u>Level 4 Acentos y afijos</u> Grupo 1: Homófonos con o sin tilde Apply and Assess Grupo 17: Uso de la tilde en palabras trisílabas Apply and Assess Grupo 18: Uso de la tilde para acentuar a diferenciar significados Apply and Assess Grupo 25: Uso de la tilde en palabras tetrasílabas Apply and Assess Grupo 26: Uso de la tilde en palabras polisílabas Apply and Assess</p>
<p>(vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses;</p>	<p>This skill is outside the scope of this program.</p>

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<p>(vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-;</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</p> <p><u>Level 3 Patrones</u> Grupo 5: Sílabas ca, que, qui, co, cu Apply and Assess</p>
<p>(viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x;</p>	<p><u>Level 3 Patrones</u> Grupo 7: Sílabas sa, ce, ci, so, su Apply and Assess Grupo 12: Ortografía s, z, y c Apply and Assess</p>
<p>(ix) spelling words with hard and soft r;</p>	<p><u>Level 3 Patrones</u> Grupo 13: Ortografía r, rr Apply and Assess</p>
<p>(x) spelling words using n before v; m before b; and m before p;</p>	<p>This skill is outside the scope of this program.</p>
<p>(xi) spelling words with sílabas trabadas; and</p>	<p>This skill is outside the scope of this program.</p>
<p>(xii) spelling the plural form of words ending in z by replacing the z with c before adding -es;</p>	<p><u>Level 4 Acentos y afijos</u> Grupo 5: Pluales irregulares Apply and Assess</p>

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<p>(C) alphabetize a series of words to the third letter; 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 Supporting All Learners</p>
<p>(D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.</p>	<p><u>Level 3 Patrones</u> Grupo 1: Palabras terminadas en -anta, -ampo, -acto Practice and Extend Apply and Assess Supporting All Learners Grupo 2: Sonidos finales de -p, -s, -r en palabras multisílabas Practice and Extend Apply and Assess Supporting All Learners Grupo 5: Sílabas ca, que, qui, co, cu Practice and Extend Apply and Assess Grupo 6: Sonido suave de la g: ga, gue, gui, go, gu Practice and Extend Apply and Assess Supporting All Learners Grupo 7: Sílabas sa, ce, ci, so, su Practice and Extend Apply and Assess</p>

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<p>Continued (D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.</p>	<p>Continued Grupo 9: Ortografía b, v Practice and Extend Apply and Assess Grupo 10: Ortografía y, ll Practice and Extend Apply and Assess Grupo 11: Ortografía j, g Practice and Extend Apply and Assess Grupo 17: Diptongos oi, oy, ui, uy Apply and Assess Supporting All Learners Grupo 18: Diptongos ai, ay, m ei, ey Practice and Extend Apply and Assess Grupo 19: Diptongos ia, ie, io, iu Apply and Assess Supporting All Learners Grupo 21: Diptongos ua, ue, uo Practice and Extend Apply and Assess Grupo 22: Homófonos con h Practice and Extend Apply and Assess Supporting All Learners Grupo 23: Homófonos con b, v Practice and Extend Apply and Assess Supporting All Learners Grupo 24: Homófonos con z, c, s Practice and Extend Apply and Assess Supporting All Learners</p>

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(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:	
(A) use print or digital resources to determine meaning, syllabication, and pronunciation;	<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 9: Ortografía b, v Supporting All Learners Grupo 15: Palabras que empiezan con ha, he a, e Supporting All Learners</p> <p><u>Level 4 Acentos y afijos</u> Grupo 20: Prefijos uni- y multi- Introduce, Model, and Reflect Grupo 21: Sufijos -encia y -bilidad Supporting All Learners</p>
(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;	<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>(C) identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word;</p>	<p><u>Level 4 Acentos y afijos</u> Grupo 6: Añadir -oso, -osa Introduce, Model, and Reflect Practice and Extend Supporting All Learners Grupo 7: Añadir -ado, -ada Introduce, Model, and Reflect Practice and Extend Supporting All Learners Grupo 8: Añadir -dor, -dora Introduce, Model, and Reflect Practice and Extend Apply and Assess Grupo 9: Añadir -ando, -iendo Introduce, Model, and Reflect Grupo 11: Añadir -iendo a otros verbos irregulares Introduce, Model, and Reflect Grupo 12: Añadir -ido o -ado Introduce, Model, and Reflect Practice and Extend Grupo 13: Formas irregulares de los afijos -ado e -ido Introduce, Model, and Reflect Supporting All Learners Grupo 19: Prefijos re- y des- Introduce, Model, and Reflect Practice and Extend Apply and Assess Supporting All Learners Grupo 20: Prefijos uni- y multi- Introduce, Model, and Reflect Practice and Extend Apply and Assess Supporting All Learners Grupo 21: Sufijos -encia y -bilidad Introduce, Model, and Reflect Practice and Extend Apply and Assess</p>

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<p>Continued (C) identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word;</p>	<p>Continued Grupo 22: Sufijos -ero, -era y -eria Introduce, Model, and Reflect Apply and Assess Grupo 23: Sufijos -mente y -ia Introduce, Model, and Reflect Practice and Extend Supporting All Learners Grupo 24: Prefijos en- y con- Introduce, Model, and Reflect Practice and Extend Apply and Assess Supporting All Learners</p>

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<p>(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; and</p>	<p><u>Level 2 Etapa alfabética</u> Grupo 30: Combinaciones de consonants fl, bl, cl, pl Introduce, Model, and Reflect Grupo 31: Combinacion de consonants fr Introduce, Model, and Reflect Grupo 34: Combinaciones de consonants fr, br, cr, pr Introduce, Model, and Reflect Grupo 36: Palabras terminadas en -apa, -asa Introduce, Model, and Reflect Grupo 37: Palabras terminadas en -ama, -ata Introduce, Model, and Reflect Grupo 40: Palabras terminadas en -echo, -elo, -ero Introduce, Model, and Reflect</p> <p><u>Level 3 Patrones</u> Grupo 7: Sílabas sa, ce, ci, so, su Introduce, Model, and Reflect</p> <p><u>Level 4 Acentos y afijos</u> Grupo 1 Homófonos con o sin tilde Introduce, Model, and Reflect Grupo 10: Añadir -iendo cambiando la raíz del verbo Introduce, Model, and Reflect Grupo 9: Añadir -ando, -iendo Introduce, Model, and Reflect Grupo 12: Añadir -ado o -ido Introduce, Model, and Reflect Grupo 16: La fuerza de pronunciación en palabras trisílabas Supporting All Learners Grupo 19: Prefijos re- y des- Introduce, Model, and Reflect Grupo 20: Prefijos uni- y multi- Introduce, Model, and Reflect</p>

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<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><u>Level 3 Patrones</u> Grupo 7: Sílabas sa, ce, ci, so, su Introduce, Model, and Reflect Grupo 22: Homófonos con h Introduce, Model, and Reflect Grupo 23: Homófonos con b, v Introduce, Model, and Reflect Grupo 24: Homófonos con z, c, s Introduce, Model, and Reflect</p> <p><u>Level 4 Acentos y afijos</u> Grupo 1 Homófonos con o sin tilde Introduce, Model, and Reflect Grupo 10: Añadir -iendo cambiando la raíz del verbo Introduce, Model, and Reflect Grupo 9: Añadir -ando, -iendo Introduce, Model, and Reflect Grupo 12: Añadir -ado o -ido 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>
<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 read independently for a sustained period 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>