

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 4

**A Correlation of Palabras a Su Paso salón de clases ©2019, Grade 4  
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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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**(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:.....7

**(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: .....15

**(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. ....20

**(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. ....20

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| Texas Essential Knowledge and Skills<br>for Spanish Language Arts and Reading and<br>English as a Second Language                                                                                                                            | Palabras a Su Paso salón de clases ©2019<br>Guía del maestro                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>§128.6. Spanish Language Arts and Reading, Grade 4, 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 make pertinent comments;                                                                                                                                             | <p><b><u>Level 3 Patrones</u></b></p> <p><b>Grupo 4: Sonidos /k/ y /s/ de la c</b><br/>Introduce, Model, and Reflect</p> <p><b>Grupo 5: Sílabas ca, que, qui, co, cu</b><br/>Introduce, Model, and Reflect</p> <p><b>Grupo 6: Sonido suave de la g: ga, gue, gui, go, gu</b><br/>Introduce, Model, and Reflect</p> <p><b>Grupo 7: Sílabas sa, ce, ci, so, su</b><br/>Introduce, Model, and Reflect</p> <p><b>Grupo 8: Sílabas ja, ge, gi, jo, ju</b><br/>Introduce, Model, and Reflect</p> <p><b>Grupo 9: Ortografía: b, v</b><br/>Introduce, Model, and Reflect</p> <p><b>Grupo 10: Ortografía: y, ll</b><br/>Introduce, Model, and Reflect</p> <p><b><u>Level 4 Acentos y afijos</u></b></p> <p><b>Grupo 7: Añadir -ado, -ada</b><br/>Introduce, Model, and Reflect</p> <p><b>Grupo 8: Añadir -dor, -dora</b><br/>Introduce, Model, and Reflect</p> <p><b>Grupo 13: Formas irregulares del afijo -ado e -ido</b><br/>Introduce, Model, and Reflect</p> <p><b>Grupo 14: La fuerza de pronunciación en palabras bisílabas</b><br/>Introduce, Model, and Reflect</p> |

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| <p><b>Continued</b><br/>(A) listen actively, ask relevant questions to clarify information, and make pertinent comments;</p>                                  | <p><b>Continued</b><br/><b><u>Level 5 Derivaciones</u></b><br/><b>Grupo 3: 3 Sufijo -sión/-ción</b><br/>Introduce, Model, and Reflect<br/><b>Grupo 4: Sufijos -ista, -erola, -orla, -icola</b><br/>Introduce, Model, and Reflect<br/><b>Grupo 6: Prefijos mono-, bi-, tri-</b><br/>Introduce, Model, and Reflect<br/><b>Grupo 13: Raíces jec/jet/yec, man, cred</b><br/>Introduce, Model, and Reflect<br/><b>Grupo 33: Prefijos qasimilados com-, co-, con-</b><br/>Introduce, Model, and Reflect</p> |
| <p>(B) follow, restate, and give oral instructions that involve a series of related sequences of action;</p>                                                  | <p><b><u>Level 3 Patrones</u></b><br/><b>Grupo 2: Sonidos finales de -o, -s, -r en palabras multisílabas</b><br/>Practice and Extend<br/>Apply and Assess<br/>Supporting All Learners<br/><b>Grupo 3: Sílabas con q: que, qui</b><br/>Practice and Extend<br/>Apply and Assess<br/><b>Grupo 5: Sílabas ca, que, qui, co, cu</b><br/>Practice and Extend<br/>Apply and Assess<br/><b>Grupo 6: Sonido suave de la g: ga, gue, gui, go, gu</b><br/>Practice and Extend<br/>Apply and Assess</p>          |

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| <p><b>Continued</b><br/>(B) follow, restate, and give oral instructions that involve a series of related sequences of action;</p>                                                                 | <p><b>Continued</b><br/><b><u>Level 4 Acentos y afijos</u></b><br/><b>Grupo 1: Homófonos con o sin tilde</b><br/>Practice and Extend<br/><b>Grupo 2: Palabras compuestas</b><br/>Practice and Extend<br/><b>Grupo 4: Terminación en plural: -es, -s</b><br/>Apply and Assess<br/>Supporting All Learners<br/><b>Grupo 5: Plurales irregulares</b><br/>Practice and Extend<br/>Apply and Assess<br/><b>Grupo 8: Añadir -dor, -dora</b><br/>Practice and Extend<br/>Apply and Assess</p> <p><b><u>Level 5 Derivaciones</u></b><br/><b>Grupo 1: Prefijos pre- y pos-</b><br/>Practice and Extend<br/><b>Grupo 2: Sufijos -dad, -ia</b><br/>Practice and Extend<br/><b>Grupo 3: Sufijo -sión/-ción</b><br/>Practice and Extend<br/><b>Grupo 4: Sufijos -ista, -erola, -orla, -icola</b><br/>Practice and Extend<br/><b>Grupo 7: Prefijos inter-, sub-, sobra-</b><br/>Practice and Extend<br/><b>Grupo 13: Raíces jec/jet/yec, man, cred</b><br/>Practice and Extend</p> |
| <p>(C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; and</p> | <p>This skill is outside the scope of this program.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>(D) work collaboratively with others to develop a plan of shared responsibilities.</p>                                                                                                         | <p>This skill is outside the scope of this program.</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 palabras agudas, graves, esdrújulas, and sobreesdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate);</p>                                                                                                                  | <p><b><u>Level 4 Acentos y afijos</u></b><br/> <b>Grupo 14: La fuerza de pronunciación en palabras bisílabas</b><br/>           Introduce, Model, and Reflect<br/>           Practice and Extend<br/>           Apply and Assess<br/>           Supporting All Learners<br/> <b>Grupo 15: Uso de la tilde en palabras bisílabas</b><br/>           Introduce, Model, and Reflect<br/>           Practice and Extend<br/>           Apply and Assess<br/>           Supporting All Learners<br/> <b>Grupo 16: La fuerza de pronunciación en palabras trisílabas</b><br/>           Introduce, Model, and Reflect<br/>           Practice and Extend<br/>           Apply and Assess<br/>           Supporting All Learners<br/> <b>Grupo 17: Uso de la tilde en palabras trisílabas</b><br/>           Introduce, Model, and Reflect<br/>           Practice and Extend<br/>           Apply and Assess</p> |

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| <p><b>Continued</b><br/>(i) decoding palabras agudas, graves, esdrújulas, and sobreesdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate);</p> | <p><b>Continued</b><br/><b>Grupo 18: Uso de la tilde para acentuar a diferenciar significados</b><br/>Introduce, Model, and Reflect<br/>Practice and Extend<br/>Apply and Assess<br/>Supporting All Learners<br/><b>Grupo 25: Uso de la tilde en palabras tetrasílabas</b><br/>Introduce, Model, and Reflect<br/>Practice and Extend<br/>Apply and Assess<br/>Supporting All Learners<br/><b>Grupo 26: Uso de la tilde en palabras polisílabas</b><br/>Introduce, Model, and Reflect<br/>Practice and Extend<br/>Apply and Assess<br/>Supporting All Learners</p>                                              |
| <p>(ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;</p>                                                                                                                            | <p><b><u>Level 3 Patrones</u></b><br/><b>Grupo 17: Diptongos oi, oy, ui, uy</b><br/>Practice and Extend<br/><b>Grupo 18: Diptongos ai, ay, ei, ey</b><br/>Practice and Extend<br/>Apply and Assess<br/><b>Grupo 19: Diptongos ia, ie, io, iu</b><br/>Introduce, Model, and Reflect<br/>Practice and Extend<br/>Apply and Assess<br/>Supporting All Learners<br/><b>Grupo 20: Diptongos au, eu</b><br/>Practice and Extend<br/>Supporting All Learners<br/><b>Grupo 21: Diptongos ua, ue, uo</b><br/>Introduce, Model, and Reflect<br/>Practice and Extend<br/>Apply and Assess<br/>Supporting All Learners</p> |



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| <p><b>Continued</b><br/>(ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;</p>              | <p><b>Continued</b><br/><b><u>Level 4 Acentos y afijos</u></b><br/><b>Grupo 10: Añadir -iendo cambiando la raíz del verbo</b><br/>Supporting All Learners<br/><b>Grupo 14: La fuerza de pronunciación en palabras bisílabas</b><br/>Introduce, Model, and Reflect<br/>Practice and Extend<br/>Apply and Assess<br/>Supporting All Learners<br/><b>Grupo 15: Uso de la tilde en palabras bisílabas</b><br/>Introduce, Model, and Reflect<br/>Practice and Extend<br/>Apply and Assess<br/>Supporting All Learners<br/><b>Grupo 16: La fuerza de pronunciación en palabras trisílabas</b><br/>Introduce, Model, and Reflect<br/>Practice and Extend<br/>Apply and Assess<br/>Supporting All Learners<br/><b>Grupo 17: Uso de la tilde en palabras trisílabas</b><br/>Introduce, Model, and Reflect<br/>Practice and Extend<br/>Apply and Assess<br/>Supporting All Learners<br/><b>Grupo 18: Uso de la tilde para acentuar a diferenciar significados</b><br/>Introduce, Model, and Reflect<br/>Practice and Extend<br/>Apply and Assess<br/>Supporting All Learners<br/><b>Grupo 25: Uso de la tilde en palabras tetrasílabas</b><br/>Introduce, Model, and Reflect<br/>Practice and Extend<br/>Apply and Assess<br/>Supporting All Learners</p> |

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| <p><b>Continued</b><br/>(ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;</p>              | <p><b>Continued</b><br/><b>Grupo 26: Uso de la tilde en palabras polisílabas</b><br/>Introduce, Model, and Reflect<br/>Practice and Extend<br/>Apply and Assess<br/>Supporting All Learners</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p>(iii) decoding and differentiating the meaning of a word based on the diacritical accent; and</p>                                                          | <p><b><u>Level 4 Acentos y afijos</u></b><br/>Verificar 3, p. 336<br/><b>Grupo 16: La fuerza de pronunciación en palabras trisílabas</b><br/>Introduce, Model, and Reflect<br/><b>Grupo 17: Uso de la tilde en palabras trisílabas</b><br/>Introduce, Model, and Reflect<br/><b>Grupo 18: Uso de la tilde para acentuar a diferenciar significados</b><br/>Introduce, Model, and Reflect<br/>Practice and Extend<br/>Apply and Assess<br/>Supporting All Learners<br/><b>Grupo 25: Uso de la tilde en palabras tetrasílabas</b><br/>Practice and Extend<br/>Apply and Assess<br/>Supporting All Learners<br/><b>Grupo 26: Uso de la tilde en palabras polisílabas</b><br/>Practice and Extend</p> |

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

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| <p><b>Continued</b><br/>(iv) decoding words with prefixes and suffixes;</p>                                                              | <p><b>Continued</b><br/><b>Grupo 21: Sufijos -encia y -bilidad</b><br/>Practice and Extend<br/><b>Grupo 22: Sufijos -ero, -era y -eria</b><br/>Practice and Extend<br/><b>Grupo 23: Sufijos -mente y -ia</b><br/>Practice and Extend<br/><b>Grupo 24: Prefijos en- y con-</b><br/>Practice and Extend<br/>Apply and Assess</p>                                                                                                                                                                                                                                                                                                                                     |
| (B) demonstrate and apply spelling knowledge by:                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p>(i) spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent;</p> | <p><b>Level 4 Acentos y afijos</b><br/><b>Grupo 14: La fuerza de pronunciación en palabras bisílabas</b><br/>Apply and Assess<br/><b>Grupo 15: Uso de la tilde en palabras bisílabas</b><br/>Apply and Assess<br/><b>Grupo 16: La fuerza de pronunciación en palabras trisílabas</b><br/>Apply Assess<br/><b>Grupo 17: Uso de la tilde en palabras trisílabas</b><br/>Apply and Assess<br/><b>Grupo 18: Uso de la tilde para acentuar a diferenciar significados</b><br/>Apply and Assess<br/><b>Grupo 25: Uso de la tilde en palabras tetrasílabas</b><br/>Apply and Assess<br/><b>Grupo 26: Uso de la tilde en palabras polisílabas</b><br/>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><b><u>Level 4 Acentos y afijos</u></b><br/> <b>Grupo 17: Uso de la tilde en palabras trisílabas</b><br/>           Apply and Assess<br/> <b>Grupo 18: Uso de la tilde para acentuar a diferenciar significados</b><br/>           Apply and Assess<br/> <b>Grupo 25: Uso de la tilde en palabras tetrasílabas</b><br/>           Apply and Assess<br/> <b>Grupo 26: Uso de la tilde en palabras polisílabas</b><br/>           Apply and Assess</p>                                                                                                                                                                                                                                                                             |
| <p>(iii) spelling words with diphthongs and hiatus; and</p>                                                                                                   | <p><b><u>Level 3 Patrones</u></b><br/> <b>Grupo 17: Diptongos oi, oy, ui, uy</b><br/>           Apply and Assess<br/> <b>Grupo 18: Diptongos ai, ay, ei, ey</b><br/>           Apply and Assess</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p>(iv) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses; and</p>                   | <p>This skill is outside the scope of this program.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p>(C) write legibly in cursive to complete assignments.</p>                                                                                                  | <p><b><u>Level 3 Patrones</u></b><br/> <b>Grupo 19: Diptongos ia, ie, io, iu</b><br/>           Apply and Assess<br/>           Supporting All Learners<br/> <b>Grupo 21: Diptongos ua, ue, uo</b><br/>           Practice and Extend<br/>           Apply and Assess<br/> <b>Grupo 22: Homófonos con h</b><br/>           Practice and Extend<br/>           Apply and Assess<br/>           Supporting All Learners<br/> <b>Grupo 23: Homófonos con b, v</b><br/>           Practice and Extend<br/>           Apply and Assess<br/>           Supporting All Learners<br/> <b>Grupo 24: Homófonos con z, c, s</b><br/>           Practice and Extend<br/>           Apply and Assess<br/>           Supporting All Learners</p> |

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| <p><b>Continued</b><br/>(C) write legibly in cursive to complete assignments.</p>                                                                             | <p><b>Continued</b><br/><b><u>Level 4 Acentos y afijos</u></b><br/><b>Grupo 1: Homófonos con o sin tilde</b><br/>Practice and Extend<br/>Apply and Assess<br/><b>Grupo 2: Palabras compuestas</b><br/>Practice and Extend<br/>Apply and Assess<br/>Supporting All Learners<br/><b>Grupo 3: Más palabras compuestas</b><br/>Practice and Extend<br/>Apply and Assess<br/><b>Grupo 4: Terminación en plurales: -es, -s</b><br/>Practice and Extend<br/>Apply and Assess<br/><b>Grupo 5: Plurales irregulares</b><br/>Practice and Extend<br/>Apply and Assess<br/><br/><b><u>Level 5: Derivaciones</u></b><br/><b>Grupo 1: Prefijos pre- y pos-</b><br/>Practice and Extend<br/>Apply and Assess<br/><b>Grupo 2: Sufijos -dad, ía</b><br/>Apply and Assess<br/><b>Grupo 13: Raíces jec/jet/yec, man, cred</b><br/>Apply and Assess<br/>Supporting All Learners<br/><b>Grupo 14: Raíces vid/vis, scrib/scrip/scrip</b><br/>Practice and Extend<br/>Apply and Assess<br/><b>Grupo 33: Prefijos asimilados com-, co-, con-</b><br/>Practice and Extend<br/>Apply and Assess<br/>Supporting All Learners</p> |

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| Texas Essential Knowledge and Skills<br>for Spanish Language Arts and Reading and<br>English as a Second Language                                                                                                        | Palabras a Su Paso salón de clases ©2019<br>Guía del maestro                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <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: |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| (A) use print or digital resources to determine meaning, syllabication, and pronunciation;                                                                                                                               | <p><b><u>Level 3 Patrones</u></b></p> <p><b>Grupo 6: Sonido suave de la g: ga, gue, gui, go gu</b><br/>Supporting All Learners</p> <p><b>Grupo 9: Ortografía b, v</b><br/>Supporting All Learners</p> <p><b>Grupo 15: Palabras que empiezan con ha, he a, e</b><br/>Supporting All Learners</p> <p><b><u>Level 4 Acentos y afijos</u></b></p> <p><b>Grupo 20: Prefijos uni- y multi-</b><br/>Introduce, Model, and Reflect</p> <p><b>Grupo 21: Sufijos -encia y -bilidad</b><br/>Supporting All Learners</p> <p><b><u>Level 5: Derivaciones</u></b></p> <p><b>Grupo 15: Raíces jud/jus/juz, leg, flu</b><br/>Apply and Assess</p> <p><b>Grupo 16: Elementos -crata, -cracia, -arca, -arquía</b><br/>Introduce, Model, and Reflect</p> <p><b>Grupo 22: Raíces metr, graf, hemi</b><br/>Apply and Assess</p> <p><b>Grupo 24: Raíces herb, hex, heli</b><br/>Introduce, Model, and Reflect<br/>Apply and Assess</p> <p><b>Grupo 25: Raíces hidr, hiper, hipo</b><br/>Introduce, Model, and Reflect<br/>Apply and Assess</p> <p><b>Grupo 29: Sufijos -able, -ible</b><br/>Supporting All Learners</p> |

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| <p>(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;</p>                                                                                   | <p><b><u>Level 1 Etapas emergente y alfabética temprana</u></b><br/>Classroom Library, p. 3</p> <p><b><u>Level 2 Etapa alfabética</u></b><br/>Classroom Library, p. 114</p> <p><b><u>Level 3 Patrones</u></b><br/>Classroom Library, p. 260</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>(C) identify the meaning of and use base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafía, metro, fono, and tele;</p> | <p><b><u>Level 5 Derivaciones</u></b></p> <p><b>Grupo 5: Sufijos -dor/a, -ación</b><br/>Introduce, Model, and Reflect<br/>Apply and Assess<br/>Supporting All Learners</p> <p><b>Grupo 6: Prefijos mono-, bi-, tri-</b><br/>Introduce, Model, and Reflect<br/>Practice and Extend<br/>Apply and Assess<br/>Supporting All Learners</p> <p><b>Grupo 7: Prefijos inter-, sub-, sobre</b><br/>Introduce, Model, and Reflect<br/>Practice and Extend</p> <p><b>Grupo 8: Prefijos cuadr-, tetra-, quint-, pent-, dec-</b><br/>Practice and Extend</p> <p><b>Grupo 9: Raíces spect, port</b><br/>Introduce, Model, and Reflect<br/>Practice and Extend<br/>Supporting All Learners</p> <p><b>Grupo 10: Raíces dic, aud</b><br/>Introduce, Model, and Reflect<br/>Practice and Extend<br/>Supporting All Learners</p> <p><b>Grupo 11: Raíces rupt, tract, mat</b><br/>Introduce, Model, and Reflect<br/>Practice and Extend<br/>Apply and Assess</p> |



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| <p><b>Continued</b><br/>(C) identify the meaning of and use base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafía, metro, fono, and tele;</p> | <p><b>Continued</b><br/><b>Grupo 12: Raíces aero, duc, filo</b><br/>Introduce, Model, and Reflect<br/>Practice and Extend<br/>Apply and Assess<br/>Supporting All Learners<br/><b>Grupo 22: Raíces metr, graf, hemi</b><br/>Introduce, Model, and Reflect<br/>Practice and Extend<br/>Apply and Assess<br/>Supporting All Learners<br/><b>Grupo 24: Raíces herb, hex, heli</b><br/>Introduce, Model, and Reflect<br/>Practice and Extend<br/>Apply and Assess<br/>Supporting All Learners<br/><b>Grupo 27: Prefijos intra-, inter-, intro-</b><br/>Introduce, Model, and Reflect<br/>Supporting All Learners<br/><b>Grupo 28: Sufijos -ente, -encia, -ante, -ancia</b><br/>Introduce, Model, and Reflect<br/>Practice and Extend<br/>Apply and Assess<br/>Supporting All Learners<br/><b>Grupo 29: Sufijos -able, -ible</b><br/>Introduce, Model, and Reflect<br/>Practice and Extend<br/>Apply and Assess<br/><b>Grupo 32: Prefijos asimilados com-, co-, con-</b><br/>Introduce, Model, and Reflect<br/>Practice and Extend<br/>Apply and Assess</p> |

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| <p>(D) identify, use, and explain the meaning of idioms, homographs, and homophones such as abrasar/abrazar; and</p>                                          | <p><b><u>Level 2 Etapa alfabética</u></b></p> <p><b>Grupo 30: Combinaciones de consonants fl, bl, cl, pl</b><br/>Introduce, Model, and Reflect</p> <p><b>Grupo 31: Combinacion de consonants fr</b><br/>Introduce, Model, and Reflect</p> <p><b>Grupo 34: Combinaciones de consonants fr, br, cr, pr</b><br/>Introduce, Model, and Reflect</p> <p><b>Grupo 36: Palabras terminadas en -apa, -asa</b><br/>Introduce, Model, and Reflect</p> <p><b>Grupo 37: Palabras terminadas en -ama, -ata</b><br/>Introduce, Model, and Reflect</p> <p><b>Grupo 40: Palabras terminadas en -echo, -elo, -ero</b><br/>Introduce, Model, and Reflect</p> <p><b><u>Level 3 Patrones</u></b></p> <p><b>Grupo 7: Sílabas sa, ce, ci, so, su</b><br/>Introduce, Model, and Reflect</p> <p><b>Grupo 22: Homófonos con h</b><br/>Introduce, Model, and Reflect</p> <p><b>Grupo 23: Homófonos con b, v</b><br/>Introduce, Model, and Reflect</p> <p><b>Grupo 24: Homófonos con z, c, s</b><br/>Introduce, Model, and Reflect</p> |

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| <p><b>Continued</b><br/>(D) identify, use, and explain the meaning of idioms, homographs, and homophones such as abrasar/abrazar; and</p>                             | <p><b>Continued</b><br/><b><u>Level 4 Acentos y afijos</u></b><br/><b>Grupo 1 Homófonos con o sin tilde</b><br/>Introduce, Model, and Reflect<br/><b>Grupo 10: Añadir -iendo cambiando la raíz del verbo</b><br/>Introduce, Model, and Reflect<br/><b>Grupo 9: Añadir -ando, -iendo</b><br/>Introduce, Model, and Reflect<br/><b>Grupo 12: Añadir -ado o -ido</b><br/>Introduce, Model, and Reflect<br/><b>Grupo 19: Prefijos re- y des-</b><br/>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><u>Level 2 Etapa alfabética</u></b><br/><b>Grupo 30: Combinaciones de consonants fl, bl, cl, pl</b><br/>Introduce, Model, and Reflect<br/><b>Grupo 31: Combinacion de consonants fr</b><br/>Introduce, Model, and Reflect<br/><b>Grupo 34: Combinaciones de consonants fr, br, cr, pr</b><br/>Introduce, Model, and Reflect<br/><b>Grupo 36: Palabras terminadas en -apa, -asa</b><br/>Introduce, Model, and Reflect<br/><b>Grupo 37: Palabras terminadas en -ama, -ata</b><br/>Introduce, Model, and Reflect<br/><b>Grupo 40: Palabras terminadas en -echo, -elo, -ero</b><br/>Introduce, Model, and Reflect<br/><br/><b><u>Level 3 Patrones</u></b><br/><b>Grupo 7: Sílabas sa, ce, ci, so, su</b><br/>Introduce, Model, and Reflect<br/><b>Grupo 22: Homófonos con h</b><br/>Introduce, Model, and Reflect<br/><b>Grupo 23: Homófonos con b, v</b><br/>Introduce, Model, and Reflect<br/><b>Grupo 24: Homófonos con z, c, s</b><br/>Introduce, Model, and Reflect</p> |

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| <p><b>Continued</b><br/>(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>Continued</b><br/><b><u>Level 4 Acentos y afijos</u></b><br/><b>Grupo 1 Homófonos con o sin tilde</b><br/>Introduce, Model, and Reflect<br/><b>Grupo 10: Añadir -iendo cambiando la raíz del verbo</b><br/>Introduce, Model, and Reflect<br/><b>Grupo 9: Añadir -ando, -iendo</b><br/>Introduce, Model, and Reflect<br/><b>Grupo 12: Añadir -ado o -ido</b><br/>Introduce, Model, and Reflect</p> |
| <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><br/>Classroom Library, p. 3</p> <p><b><u>Level 2 Etapa alfabética</u></b><br/>Classroom Library, p. 114</p> <p><b><u>Level 3 Patrones</u></b><br/>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><br/>Classroom Library, p. 3</p> <p><b><u>Level 2 Etapa alfabética</u></b><br/>Classroom Library, p. 114</p> <p><b><u>Level 3 Patrones</u></b><br/>Classroom Library, p. 260</p>                                                                                                                                                         |