

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 5**

**A Correlation of Palabras a Su Paso salón de clases ©2019, Grade 5
To the Texas Essential Knowledge and Skills for Spanish Language Arts and Reading
and English as a Second Language (Adopted 2017)**

Introduction

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

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

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

**A Correlation of Palabras a Su Paso salón de clases ©2019, Grade 5
To the Texas Essential Knowledge and Skills for Spanish Language Arts and Reading
and English as a Second Language (Adopted 2017)**

Table of Contents

(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:4

(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:14

(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. ..17

(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. 18

**A Correlation of Palabras a Su Paso salón de clases ©2019, Grade 5
To the Texas Essential Knowledge and Skills for Spanish Language Arts and Reading
and English as a Second Language (Adopted 2017)**

Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language	Palabras a Su Paso salón de clases ©2019 Guía del maestro
§128.7. Spanish Language Arts and Reading, Grade 5, 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 to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments;	<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> <p><u>Level 4 Acentos y afijos</u></p> <p>Grupo 7: Añadir -ado, -ada Introduce, Model, and Reflect</p> <p>Grupo 8: Añadir -dor, -dora Introduce, Model, and Reflect</p> <p>Grupo 13: Formas irregulares del afijo -ado e -ido Introduce, Model, and Reflect</p> <p>Grupo 14: La fuerza de pronunciación en palabras bisílabas Introduce, Model, and Reflect</p>

**A Correlation of Palabras a Su Paso salón de clases ©2019, Grade 5
To the Texas Essential Knowledge and Skills for Spanish Language Arts and Reading
and English as a Second Language (Adopted 2017)**

<p style="text-align: center;">Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language</p>	<p style="text-align: center;">Palabras a Su Paso salón de clases ©2019 Guía del maestro</p>
<p>Continued (A) listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments;</p>	<p>Continued_ <u>Level 5 Derivaciones</u> Grupo 3: 3 Sufijo -sión/-ción Introduce, Model, and Reflect Grupo 4: Sufijos -ista, -erola, -orla, -icola Introduce, Model, and Reflect Grupo 6: Prefijos mono-, bi-, tri- Introduce, Model, and Reflect Grupo 13: Raíces jec/jet/yec, man, cred Introduce, Model, and Reflect Grupo 33: Prefijos qasimilados com-, co-, con- Introduce, Model, and Reflect</p>
<p>(B) follow, restate, and give oral instructions that include multiple action steps;</p>	<p><u>Level 3 Patrones</u> 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</p>

**A Correlation of Palabras a Su Paso salón de clases ©2019, Grade 5
To the Texas Essential Knowledge and Skills for Spanish Language Arts and Reading
and English as a Second Language (Adopted 2017)**

<p style="text-align: center;">Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language</p>	<p style="text-align: center;">Palabras a Su Paso salón de clases ©2019 Guía del maestro</p>
<p>Continued (B) follow, restate, and give oral instructions that include multiple action steps;</p>	<p>Continued_ <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> <p><u>Level 5 Derivaciones</u> Grupo 1: Prefijos pre- y pos- Practice and Extend Grupo 2: Sufijos -dad, -ia Practice and Extend Grupo 3: Sufijo -sión/-ción Practice and Extend Grupo 4: Sufijos -ista, -erola, -orla, -icola Practice and Extend Grupo 7: Prefijos inter-, sub-, sobra- Practice and Extend Grupo 13: Raíces jec/jet/yec, man, cred Practice and Extend</p>
<p>(C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and 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>

**A Correlation of Palabras a Su Paso salón de clases ©2019, Grade 5
To the Texas Essential Knowledge and Skills for Spanish Language Arts and Reading
and English as a Second Language (Adopted 2017)**

<p style="text-align: center;">Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language</p>	<p style="text-align: center;">Palabras a Su Paso salón de clases ©2019 Guía del maestro</p>
<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 palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate);</p>	<p>Level 4 Acentos y afijos 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</p>

**A Correlation of Palabras a Su Paso salón de clases ©2019, Grade 5
To the Texas Essential Knowledge and Skills for Spanish Language Arts and Reading
and English as a Second Language (Adopted 2017)**

<p style="text-align: center;">Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language</p>	<p style="text-align: center;">Palabras a Su Paso salón de clases ©2019 Guía del maestro</p>
<p>Continued (i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate);</p>	<p>Continued 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 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) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;</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>

**A Correlation of Palabras a Su Paso salón de clases ©2019, Grade 5
To the Texas Essential Knowledge and Skills for Spanish Language Arts and Reading
and English as a Second Language (Adopted 2017)**

<p style="text-align: center;">Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language</p>	<p style="text-align: center;">Palabras a Su Paso salón de clases ©2019 Guía del maestro</p>
<p>Continued (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;</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>

**A Correlation of Palabras a Su Paso salón de clases ©2019, Grade 5
To the Texas Essential Knowledge and Skills for Spanish Language Arts and Reading
and English as a Second Language (Adopted 2017)**

<p style="text-align: center;">Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language</p>	<p style="text-align: center;">Palabras a Su Paso salón de clases ©2019 Guía del maestro</p>
<p>Continued (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;</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>(iii) decoding and differentiating meaning of word based on the diacritical accent; and</p>	<p><u>Level 4 Acentos y afixos</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>

**A Correlation of Palabras a Su Paso salón de clases ©2019, Grade 5
To the Texas Essential Knowledge and Skills for Spanish Language Arts and Reading
and English as a Second Language (Adopted 2017)**

Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language	Palabras a Su Paso salón de clases ©2019 Guía del maestro
(iv) decoding words with prefixes and suffixes;	<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> <p>Grupo 23: Sufijos -mente y -ia Practice and Extend</p> <p>Grupo 24: Prefijos en- y con- Practice and Extend Apply and Assess</p>

**A Correlation of Palabras a Su Paso salón de clases ©2019, Grade 5
To the Texas Essential Knowledge and Skills for Spanish Language Arts and Reading
and English as a Second Language (Adopted 2017)**

<p style="text-align: center;">Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language</p>	<p style="text-align: center;">Palabras a Su Paso salón de clases ©2019 Guía del maestro</p>
<p>(B) demonstrate and apply spelling knowledge by:</p>	
<p>(i) spelling words with more advanced orthographic patterns and rules;</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><u>Level 5: Derivaciones</u> Grupo 2: Sufijos -dad, -ia Apply and Assess Grupo 6: Prefijos mono-, bi-, tri- Apply and Assess Grupo 9: Raíces spect, port Apply and Assess Grupo 11: Raíces rupt, tract, mot Apply and Assess Grupo 13: Raíces jec/jet/yec, man, cred Apply and Assess Grupo 14: Raíces vid/vix, scrib/scrip/scrip Apply and Assess Grupo 15: Raíces jud/jus/juz, leg, flu Apply and Assess Grupo 16: Elementos -crata, -cracia, -arca, -arquía Apply and Assess Grupo 18: Raíces cap, ped, corp Apply and Assess Grupo 26: Raíces jur, jubil, juven Apply and Assess Grupo 27: Prefijos intra-, inter-, intro- Apply and Assess</p>

**A Correlation of Palabras a Su Paso salón de clases ©2019, Grade 5
To the Texas Essential Knowledge and Skills for Spanish Language Arts and Reading
and English as a Second Language (Adopted 2017)**

<p style="text-align: center;">Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language</p>	<p style="text-align: center;">Palabras a Su Paso salón de clases ©2019 Guía del maestro</p>
<p>(ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or 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 palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent;</p>	<p><u>Level 4 Acentos y afijos</u> 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>(iv) spelling words with diphthongs and hiatus; and</p>	<p><u>Level 3 Patrones</u> Grupo 17: Diptongos oi, oy, ui, uy Apply and Assess Grupo 18: Diptongos ai, ay, ei, ey Apply and Assess</p>
<p>(v) 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>

**A Correlation of Palabras a Su Paso salón de clases ©2019, Grade 5
To the Texas Essential Knowledge and Skills for Spanish Language Arts and Reading
and English as a Second Language (Adopted 2017)**

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

**A Correlation of Palabras a Su Paso salón de clases ©2019, Grade 5
To the Texas Essential Knowledge and Skills for Spanish Language Arts and Reading
and English as a Second Language (Adopted 2017)**

<p style="text-align: center;">Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language</p>	<p style="text-align: center;">Palabras a Su Paso salón de clases ©2019 Guía del maestro</p>
<p>(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;</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>(C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr;</p>	<p><u>Level 5 Derivaciones</u></p> <p>Grupo 4: Sufijos -ista, -ero/a, -or/a, -ico/a Introduce, Model, and Reflect Supporting All Learners</p> <p>Grupo 5: Sufijos -dor/a, -ación Introduce, Model, and Reflect Apply and Assess Supporting All Learners</p> <p>Grupo 6: Prefijos mono-, bi-, tri- Introduce, Model, and Reflect Practice and Extend Apply and Assess Supporting All Learners</p> <p>Grupo 7: Prefijos inter-, sub-, sobre Introduce, Model, and Reflect Practice and Extend</p> <p>Grupo 8: Prefijos cuadr-, tetra-, quint-, pent-, dec- Practice and Extend</p> <p>Grupo 9: Raíces spect, port Introduce, Model, and Reflect Practice and Extend Supporting All Learners</p>

**A Correlation of Palabras a Su Paso salón de clases ©2019, Grade 5
To the Texas Essential Knowledge and Skills for Spanish Language Arts and Reading
and English as a Second Language (Adopted 2017)**

<p style="text-align: center;">Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language</p>	<p style="text-align: center;">Palabras a Su Paso salón de clases ©2019 Guía del maestro</p>
<p>Continued (C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr;</p>	<p>Continued Grupo 10: Raíces dic, aud Introduce, Model, and Reflect Practice and Extend Supporting All Learners Grupo 11: Raíces rupt, tract, mat Introduce, Model, and Reflect Practice and Extend Apply and Assess Grupo 12: Raíces aero, duc, filo Introduce, Model, and Reflect Practice and Extend Apply and Assess Supporting All Learners Grupo 22: Raíces metr, graf, hemi Introduce, Model, and Reflect Practice and Extend Apply and Assess Supporting All Learners Grupo 24: Raíces herb, hex, heli Introduce, Model, and Reflect Practice and Extend Apply and Assess Supporting All Learners Grupo 27: Prefijos intra-, inter-, intro- Introduce, Model, and Reflect Supporting All Learners Grupo 28: Sufijos -ente, -encia, -ante, -ancia Introduce, Model, and Reflect Practice and Extend Apply and Assess Supporting All Learners Grupo 29: Sufijos -able, -ible Introduce, Model, and Reflect Practice and Extend Apply and Assess Grupo 32: Prefijos asimilados com-, co-, con- Introduce, Model, and Reflect Practice and Extend Apply and Assess</p>

**A Correlation of Palabras a Su Paso salón de clases ©2019, Grade 5
To the Texas Essential Knowledge and Skills for Spanish Language Arts and Reading
and English as a Second Language (Adopted 2017)**

<p style="text-align: center;">Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language</p>	<p style="text-align: center;">Palabras a Su Paso salón de clases ©2019 Guía del maestro</p>
<p>(D) identify, use, and explain the meaning of idioms, adages, and puns; and</p>	<p>This skill is outside the scope of this program.</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><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>

**A Correlation of Palabras a Su Paso salón de clases ©2019, Grade 5
To the Texas Essential Knowledge and Skills for Spanish Language Arts and Reading
and English as a Second Language (Adopted 2017)**

<p style="text-align: center;">Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language</p>	<p style="text-align: center;">Palabras a Su Paso salón de clases ©2019 Guía del maestro</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>