

**La Cartilla - Common Core State Standards for Spanish Language Arts (Grade 1)**

Standards (English)	Standards (Spanish)	Correlations La cartilla Cuaderno 3	Correlations La Cartilla 4
<b>Reading Standards for Literature</b>	<b>Estándares de Lectura para la literatura</b>	<b>Decoding plus Reading and Writing Skills</b>	<b>Blends, Digraphs, Suffixes and Compound Words</b>
<b>Key Ideas and Details</b>	<b>Ideas clave y detalles</b>		
1. Ask and answer questions about key details in a text.	1. Hacen y contestan preguntas sobre los detalles clave de un texto.	SE: Lesson 2, p.12; Lesson 4, p. 24; Lesson 7, p. 38; Lesson 8, p. 44; Lesson 9, p. 50; Lesson 16, p. 88; Lesson 25, p. 134; Lesson 28, p. 152  TE: Lesson 1, p. 1; Lesson 2, p. 5, 8; Lesson 4, p. 16; Lesson 5, p. 20; Lesson 7, p. 26; Chapter 8, p. 30; Lesson 9, p. 34; Lesson 10, p. 38; Lesson 13, p. 48; Lesson 15, p. 56; Lesson 16, p. 60; Lesson 19, p. 70; Lesson 20, p. 74; Lesson 21, p. 78; Lesson 22, p. 82; Lesson 23, p. 86; Lesson 25, p. 92; Lesson 26, p. 96; Lesson 27, p.100; Lesson 28, p. 104; Lesson 37, p. 136	SE: Lesson 1, p. 6; Lesson 16, p. 32; Lesson 29, p. 58  TE: Lesson 3, p. 144; Lesson 16, p. 170; Lesson 29, p. 196
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	2. Recuentan cuentos, incluyendo los detalles clave, y demuestran comprensión del mensaje principal o lección.	SE: Lesson 2, p. 12; Lesson 4, p. 24; Lesson 13, p. 70; Lesson 16, p. 88 Lesson 25, p. 134  TE: Lesson 1, p. 1; Lesson 4, p. 16; Lesson 5, p. 20; Lesson 7, p. 26; Lesson 8, p. 30; E79 Lesson 9, p. 34; Lesson 10, p. 38; Lesson 13, p. 48; Lesson 15, p. 56; Lesson 16, p. 60; Lesson 19, p. 70; Lesson 20, p. 74; Lesson 23, Lesson 22, p. 82; Lesson 25, p. 92; Lesson	SE: Lesson 1, p. 6; Lesson 17, p. 34; Lesson 21, p. 42; Lesson 29, p. 58  TE: Lesson 1, p. 140; Lesson 17, p. 172; Lesson 21, p. 180; Lesson 29, p.196
3. Describe characters, settings, and major events in a story, using key details.	3. Describen personajes, ambientes y acontecimientos importantes en un cuento, usando detalles clave.	SE: Lesson 28, p. 56  TE: Lesson 1, p.4; Lesson 2, p. 8; Lesson 4, p. 15, 16; Lesson 9, p. 34; Lesson 20, p. 74; Lesson 21, p. 82; Lesson 22, p. 82; Lesson 23, p. 86; Lesson 25, p. 92; Lesson 26, p. 96; Lesson 28, p. 152	SE: Lesson 1, p. 2; Lesson 5, p. 10; Lesson 7, p. 14; Lesson 13, p. 26; Lesson 14, p. 28; Lesson 17, p. 34; Lesson 20, p. 40; Lesson 23, p. 46; Lesson 25, p. 50; Lesson 29, p. 58  TE: Lesson 1, p. 140; Lesson 5, p. 148; Lesson 7, p. 152; Lesson 13, p. 164; Lesson 14, p. 166; Lesson 17, p. 172; Lesson 20, p. 178; Lesson 23, p. 184; Lesson 25, p. 188; Lesson 29, p. 196
<b>Craft and Structure</b>	<b>Composición y estructura</b>		
4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	4. Identifican palabras y frases en cuentos o poemas que sugieren sentimientos o apelan a los sentidos.	SE: Lesson 2, p. 12; Lesson 3, p. 18; Lesson 4, p. 24  TE: Lesson 2, p. 8; Lesson 3, p. 12; Lesson 4, p. 16; Lesson 7, p. 26	SE: Lesson 13, p. 26  TE: Lesson 1, p. 140; Lesson 13, p. 164
5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	5. Explican las diferencias principales entre libros de cuentos y libros que ofrecen información, usando una amplia variedad de lectura en diferentes tipos de texto.	Addressed through presenting the different genres of text: informational, narrative, poetry...	SE: Lesson 6, p. 12  TE: Lesson 6, p. 150; Addressed through presenting the different genres of text: informational, narrative, poetry...
6. Identify who is telling the story at various points in a text.	6. Identifican al narrador del cuento en varios momentos del texto.	Not addressed directly	TE: Lesson 8, p. 154; Lesson 11, p. 160; Lesson 21, p. 180
<b>Integration of Knowledge and Ideas</b>	<b>Integración de conocimientos e ideas</b>		
7. Use illustrations and details in a story to describe its characters, setting, or events.	7. Usan las ilustraciones y detalles de un cuento para describir a los personajes, ambientes o acontecimientos.	TE: Lesson 3, p. 12; Lesson 4, p. 16; Lesson 5, p. 20; Lesson 9, p. 34; Lesson 10, p. 38; Lesson 16, p. 60; Lesson 17, p. 64; Lesson 20, p. 74; Lesson 21, p. 78; Lesson 22, p. 82; Lesson 26, p. 96; Lesson 28, p. 104	SE: Lesson 3, p. 6; Lesson 4, p. 8; Lesson 5, p. 10; Lesson 7, p. 14; Lesson 8, p. 16; Lesson 9, p. 18; Lesson 11, p. 22; Lesson 15, p. 30; Lesson 17, p. 34; Lesson 18, p. 18; Lesson 22, p. 44; Lesson 23, p. 46; Lesson 25, p. 50; Lesson 26, p. 52; Lesson 29, p. 58  TE: Lesson 3, p. 144; Lesson 4, p. 146; Lesson 5, p. 148; Lesson 7, p. 152; Lesson 8, p. 154; Lesson 9, p. 156; Lesson 10, p. 158; Lesson 11, p. 160; Lesson 15, p. 168; Lesson 17, p. 172; Lesson 22, p. 182; Lesson 23, p. 184; Lesson 25, p. 188; Lesson 26, p. 190; Lesson 29, p. 196
8. (Not applicable to literature.)	8. (No es aplicable a la literatura.)		
9. Compare and contrast the adventures and experiences of characters in stories.	9. Comparan y contrastan las aventuras y experiencias de los personajes en los cuentos	SE: Lesson 5, p. 32  TE: Lesson 3, p. 12; Lesson 5, p. 30; Lesson 32, p. 118; Lesson 28, p. 104; Lesson 32, p. 118	TE: Lesson 7, p. 152; Lesson 23, p. 184
<b>Range of Reading and Level of Text Complexity</b>	<b>Nivel de lectura y de complejidad del texto</b>		
10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	10. Con sugerencias y apoyo, leen prosa y poesía de complejidad apropiada para el primer grado.	TE: Lesson 1, pp. 1, 4; Lesson 2, pp. 5, 8; Lesson 3, pp. 9, 12; Lesson 4, pp. 13,16; Lesson 5, pp. 17, 20; Lesson 7, pp. 23, 26; Lesson 8, pp. 27, 30; Lesson 9, pp. 31, 34; Lesson 15, pp. 53, 56; Lesson 16, pp. 57, 60; Lesson 17, pp. 61, 64; Lesson 20, pp. 71, 74; Lesson 21, pp. 75, 78; Lesson 22, pp. 79, 82; Lesson 25, pp. 89, 92; Lesson 26, pp. 93, 96; Lesson 28, pp. 101, 104; Lesson 29, pp. 105, 108; Lesson 32, pp. 115, 118	TE: Lesson 1, p. 139; Lesson 2, p. 141; Lesson 3, p. 143; Lesson 4, p. 145; Lesson 5, p. 147; Lesson 7, p. 151; Lesson 8, p. 153; Lesson 9, p. 155; Lesson 10, p. 157; Lesson 11, p. 159; Lesson 13, p. 163; Lesson 14, p. 165; Lesson 15, p. 167; Lesson 16, p. 169; Lesson 17, p. 171; Lesson 19, p. 175; Lesson 20, p. 177; Lesson 21, p. 179; Lesson 22, p. 181; Lesson 23, p. 183; Lesson 25, p. 187; Lesson 26, p. 189; Lesson 27, p. 191; Lesson 28, p. 193; Lesson 29, p. 195
<b>Reading Standards for Informational Texts</b>	<b>Estándares de lectura para texto informativo</b>		
<b>Key Ideas and Details</b>	<b>Ideas clave y detalles</b>		
1. Ask and answer questions about key details in a text.	1. Hacen y contestan preguntas sobre los detalles clave en un texto.	SE: Lesson 14, p. 76  TE: Lesson 8, p. 30; Lesson 14, p. 52; Lesson 17, p. 64; Lesson 23, p. 86; Lesson 31, p. 114; Lesson 34, p. 126	TE: Lesson 3, p. 144; Lesson 16, p. 170; Lesson 29, p. 196
2. Identify the main topic and retell key details of a text.	2. Identifican el tema principal y recuentan los detalles clave de un texto.	SE: Lesson 14, p. 76  TE: Lesson 14, p. 52; Lesson 17, p. 64; Lesson 23, p. 86; Lesson 26, p. 96; Lesson 31, p. 114; Lesson 34, p. 126	SE: Lesson 3, p. 6; Lesson 15, p. 30; Lesson 16, p. 32; Lesson 21, p. 42; Lesson 27, p. 54  TE: Lesson 2, p. 142; Lesson 15, p. 168; Lesson 16, p. 170; Lesson 21, p. 180; Lesson 27, p. 192

3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	3. Describen la relación entre dos personas, acontecimientos, ideas o elementos de información en un texto.	TE: Lesson 14, p. 52; Lesson 34, p. 126	SE: Lesson 10, p. 16; Lesson 13, p. 26; Lesson 14, p. 28; Lesson 16, p. 32; Lesson 19, p. 38; Lesson 22, p. 44 TE: Lesson 4, p. 146; Lesson 7, p. 152; Lesson 10, p. 158; Lesson 13, p. 164; Lesson 14, p. 166; Lesson 16, p. 170; Lesson 19, p. 176; Lesson 22, p. 182
<b>Craft and Structure</b>	<b>Composición y estructura</b>		
4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	4. Hacen y contestan preguntas para determinar o aclarar el significado de palabras y frases en un texto.	TE: Lesson 23, p. 86; Lesson 23, p. 86; Lesson 31, p. 114	TE: Lesson 4, p. 146; Lesson 11, p. 160; Lesson 15, p. 168; Lesson 28, p. 194
5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	5. Conocen y usan varias características de texto (por ejemplo: encabezados, tablas de contenido, glosarios, menús electrónicos, iconos), para localizar los datos clave o información en un texto.	TE: Lesson 2, p.8; Lesson 14, p. 52; Lesson 34, p. 126	SE: Lesson 25, p. 50; Lesson 26, p. 52; Lesson 27, p. 54; Lesson 28, p. 56; Lesson 29, p. 58 TE: Lesson 4, p. 146; Lesson 25, p. 188; Lesson 26, p. 190; Lesson 27, p. 192; Lesson 28, p. 194; Lesson 29, p. 196
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	6. Distinguen entre la información proporcionada por imágenes u otras ilustraciones y la información contenida en las palabras de un texto.	SE: Lesson 1, p. 2; Lesson 2, p. 12; Lesson 5, p. 30; Lesson 15, p. 82 TE: Lesson 1, p. 4; Lesson 2, p. 8; Lesson 5, p. 20; Lesson 15, p. 56	SE: Lesson 23, p. 46; Lesson 25, p. 50; Lesson 26, p. 52; Lesson 27, p. 54; Lesson 28, p. 56; Lesson 29, p. 58 TE: Lesson 1, p. 140; Lesson 3, p. 144; Lesson 4, p. 146; Lesson 5, p. 148; Lesson 7, p. 152; Lesson 8, p. 154; Lesson 9, p. 156; Lesson 10, p. 158; Lesson 11, p. 160; Lesson 13, p. 164; Lesson 14, p. 166; Lesson 15, p. 168; Lesson 16, p. 170; Lesson 20, p. 178; Lesson 21, p. 180; Lesson 22, p. 182; Lesson 23, p. 184; Lesson 25, p. 188; Lesson 26, p. 190; Lesson 27, p. 192; Lesson 28, p. 194; Lesson 29, p. 196
<b>Integration of Knowledge and Ideas</b>	<b>Integración de conocimientos e ideas</b>		
7. Use the illustrations and details in a text to describe its key ideas.	7. Usan las ilustraciones y los detalles en un texto para describir las ideas clave.	TE: Lesson 14, p. 52; Lesson 23, p. 86; Lesson 31, p. 114	SE: Lesson 3, p. 6; Lesson 4, p. 8; Lesson 5, p. 10; Lesson 7, p. 14; Lesson 9, p. 18; Lesson 10, p. 20; Lesson 13, p. 26; Lesson 16, p. 32; Lesson 19, p. 38; Lesson 20, p. 40; Lesson 21, p. 42; Lesson 22, p. 44; Lesson 23, p. 46; Lesson 25, p. 50; Lesson 26, p. 52; Lesson 27, p. 54; Lesson 28, p. 56; Lesson 29, p. 58 TE: Lesson 3, p. 144; Lesson 4, p. 146; Lesson 5, p. 148; Lesson 7, p. 152; Lesson 8, p. 154; Lesson 9, p. 156; Lesson 10, p. 158; Lesson 13, p. 164; Lesson 16, p. 170; Lesson 19, p. 176; Lesson 20, p. 178; Lesson 21, p. 180; Lesson 22, p. 182; Lesson 23, p. 184; Lesson 25, p. 188; Lesson 26, p. 190; Lesson 27, p. 192; Lesson 28, p. 194; Lesson 29, p. 196
8. Identify the reasons an author gives to support points in a text.	8. Identifican las razones que un autor ofrece para apoyar los puntos en un texto.	TE: Lesson 14, p. 52; Lesson 31, p. 114	TE: Lesson 11, p. 160; Lesson 15, p. 168; Lesson 16, p. 170; Lesson 27, p. 192
9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	9. Identifican las semejanzas y diferencias básicas entre dos textos sobre el mismo tema (por ejemplo: en las ilustraciones, descripciones o procedimientos).	TE: Lesson 31, p. 114	Classroom Literacy Library
<b>Range of Reading and Level of Text Complexity</b>	<b>Nivel de lectura y de complejidad del texto</b>		
10. With prompting and support, read informational texts appropriately complex for grade 1.	10. Con sugerencias y apoyo, leen textos informativos de complejidad apropiada para el primer grado.	TE: Lesson 14, p. 52; Lesson 23, p. 86; Lesson 31, p. 114	TE: Lesson 4, p. 146
<b>Reading Standards: Foundational Skills</b>	<b>Estándares de lectura: destrezas fundamentales</b>		
<b>Print Concepts</b>	<b>Conceptos de la imprenta</b>		
1. Demonstrate understanding of the organization and basic features of print.	1. Demuestran comprensión de la organización y características básicas de los materiales impresos.		
a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	a. Reconocen las características de una oración, por ejemplo: uso de mayúsculas en la primera palabra, puntuación final, uso de los signos de interrogación (¿?), exclamación (!), y guion largo para abrir y cerrar un diálogo.	SE: Lesson 1, p. 5; Lesson 2, pp. 10, 11; Lesson 3, pp. 16, 17, 18; Lesson 4, pp. 22, 23, 24; Lesson 5, pp. 28, 29; Lesson 7, p. 36; Lesson 9, pp. 45, 48; Lesson 11, p. 57, 60; Lesson 13, p. 68; Lesson 14, p. 74; Lesson 16, pp. 86, 87; Lesson 17, p. 92; Lesson 19, p. 97, 100; Lesson 20, pp. 106, 107; Lesson 21, pp. 112, 113; Lesson 23, p. 124, 125; Lesson 25, p. 132; Lesson 26, p. 138, 139; Lesson 27, p. 144; Lesson 28, p. 150; Lesson 29, p. 156; Lesson 31, p. 164; Lesson 32, p. 170; Lesson 33, p. 176; Lesson 34, p. 182; Lesson 35, p. 188 TE: Lesson 1, p. 3; Lesson 2, pp. 7, 8; Lesson 3, pp. 11, 12; Lesson 4, pp. 15, 16; Lesson 5, p. 19; Lesson 7, p. 25; Lesson 9, pp. 31, 33; Lesson 11, pp. 39, 41; Lesson 13, p. 47; Lesson 14, p. 51; Lesson 15, pp. 55, 56; Lesson 16, p. 59; Lesson 17, p. 63; Lesson 19, p. 67, 69; Lesson 20, p. 73; Lesson 21, p. 77; Lesson 23, p. 85; Lesson 25, p. 91; Lesson 26, p. 95; Lesson 27, p. 99; Lesson 28, p. 103; Lesson 29, p. 107; Lesson 31, p. 113; Lesson 32, p. 117; Lesson 33, p. 121; Lesson 34, p. 125; Lesson 35, p. 129	TE: Lesson 5, p. 148; Lesson 7, p. 152; Lesson 21, p. 180
	<b>Acentuación</b>		
	b. Reconocen que el acento escrito (acento ortográfico) es una marca que se llama tilde colocada sobre una vocal y que indica dónde recae el énfasis de la palabra.	SE: Lesson 3, pp. 13, 14, 15 TE: Lesson 3, pp. 9, 10	SE: Lesson 14, p. 28 TE: Lesson 10, p. 158; Lesson 14, p. 166
	c. Reconocen que el acento escrito indica a veces un significado distinto en palabras que se escriben con las mismas letras (sí, sí; te, té; tu, tú); en ese caso se llama acento diacrítico.	SE: Lesson 3, pp. 13, 14, 15 TE: Lesson 3, pp. 9, 10; Lesson 15, p. 54	SE: Lesson 14, p. 28 TE: Lesson 10, p. 158; Lesson 14, p. 166
<b>Phonological Awareness</b>	<b>Consciencia fonológica</b>		

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	2. Demuestran comprensión de las palabras pronunciadas oralmente, las sílabas y los sonidos (fonemas).		
a. Distinguish long from short vowel sounds in spoken single-syllable words.	a. Distinguen los sonidos (fonemas) de las vocales en palabras.	TE: Lesson 1, p. 2; Lesson 2, p. 6; Lesson 3, p. 10; Lesson 4, p. 14; Lesson 5, p. 18	SE: Lesson 15, p. 29; Lesson 16, p. 31; Lesson 17, p. 33; Lesson 18, pp. 35, 36; Lesson 19, p. 37; Lesson 20, p. 39, Lesson 21, p. 41; Lesson 22, p. 43; Lesson 23, p. 45; Lesson 24, pp. 47-48; Lesson 25, p. 49, Lesson 26, p. 51; Lesson 27, p. 53; Lesson 28, p. 55; Lesson 30, p. 59-60 TE: Lesson 15, p. 167; Lesson 16, p. 169; Lesson 17, p. 171; Lesson 18, p. 173-174; Lesson 19, p. 175; Lesson 20, p. 177; Lesson 21, p. 179; Lesson 22, p. 181; Lesson 23, p. 183; Lesson 24, p. 185-186; Lesson 25, p. 187; Lesson 26, p. 189; Lesson 27, p. 191; Lesson 28, p. 193; Lesson 30, p. 197-198
b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	b. Forman oralmente palabras de una sílaba al combinar sonidos (fonemas), incluyendo combinaciones de consonantes (las, mar, sal).	TE: Lesson 1, p. 2	TE: Lesson 6, p. 149
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes), in spoken single-syllable words.	c. Separan y pronuncian fonemas tales como la vocal inicial y media y los sonidos finales en palabras pronunciadas oralmente de una sola sílaba (monosilábicas).	TE: Lesson 1, p. 2	See Cuaderno 3
d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	d. Dividen palabras monosilábicas en secuencia completa por sus sonidos individuales (fonemas).	TE: Lesson 13, p. 46	See Cuaderno 3
	e. Dividen palabras bisílabas CVCV en las sílabas que las componen: me-sa, ca-ma, ca-sa, pe-ro, ga-to.	TE: Lesson 1, p. 2; Lesson 2, p. 6; Lesson 3, p. 10; Lesson 4, p. 14; Lesson 5, p. 18; Lesson 7, p. 24; Lesson 8, p. 28; Lesson 9, p. 32; Lesson 10, p. 36; Lesson 11, p. 40; Lesson 13, p. 46; Lesson 14, p. 50, Lesson 15, p. 54; Lesson 16, p. 58; Lesson 17, p. 62; Lesson 19, p. 68; Lesson 20, p. 72; Lesson 21, p. 76; Lesson 22, p. 80; Lesson 23, p. 84; Lesson 25, p. 90; Lesson 26, p. 94; Lesson 27, p. 98; Lesson 28, p. 102; Lesson 29, p. 106; Lesson 31, p. 112; Lesson 32, p. 116; Lesson 33, p. 120; Lesson 34, p. 124; Lesson 35, p. 128	TE: Lesson 1, p. 139; Lesson 3, p. 143; Lesson 5, p. 147; Lesson 7, p. 151; Lesson 8, p. 153; Lesson 9, p. 155; Lesson 11, p. 159; Lesson 13, p. 163
	Acentuación		
	f. Distinguen oralmente los sonidos de las vocales en una sola sílaba que forman un diptongo (auto, lluvia, agua, aire, ciudad).	TE: Lesson 26, p. 94; Lesson 33, p. 120	SE: Lesson 15, p. 29; Lesson 16, p. 31; Lesson 17, p. 33; Lesson 18, pp. 35, 36; Lesson 19, p. 37; Lesson 20, p. 39, Lesson 21, p. 41; Lesson 22, p. 43; Lesson 23, p. 45; Lesson 24, pp. 47-48; Lesson 25, p. 49, Lesson 26, p. 51; Lesson 27, p. 53; Lesson 28, p. 55; Lesson 30, p. 59-60 TE: Lesson 15, p. 167; Lesson 16, p. 169; Lesson 17, p. 171; Lesson 18, p. 173-174; Lesson 19, p. 175; Lesson 20, p. 177; Lesson 21, p. 179; Lesson 22, p. 181; Lesson 23, p. 183; Lesson 24, p. 185-186; Lesson 25, p. 187; Lesson 26, p. 189; Lesson 27, p. 191; Lesson 28, p. 193; Lesson 30, p. 197-198
	g. Reconocen que una sílaba puede consistir de una sola vocal (a-mo; mío; dí-a; ví-ví-a; a-brí-a; o-jo; u-ña; e-so).	SE: Lesson 5, p. 25; Lesson 6, p. 31, 32 TE: Lesson 2, p. 6; Lesson 5, p. 17; Lesson 6, p. 21, 22; Lesson 14, p. 50	See Cuaderno 3 Lessons 1-5.
Phonics and Word Recognition	Fonética y reconocimiento de palabras		
3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.	3. Conocen y aplican la fonética y las destrezas de análisis de palabras al nivel de grado, en la decodificación de palabras.		
a. Know the spelling-sound correspondences for the three common consonant digraphs: ch, ll, rr (chile, lluvia, perro).	a. Conocen la correlación grafo-fónica para los tres dígrafos consonánticos: ch, ll, rr (chile, lluvia, perro).	SE: Lesson 20, pp. 103, 104, 105; Lesson 24, p. 127; Lesson 27, pp. 141, 142, 143; Lesson 28, pp. 147, 148, 149 TE: Lesson 20, p. 71, 72; Lesson 24, p. 87; Lesson 27, pp. 97, 98; Lesson 28, pp. 101, 102	See Cuaderno 3, Lessons 20, 27, 28
b. Decode regularly spelled one-syllable words.	b. Distinguen entre las sílabas abiertas (terminadas en vocal) y las sílabas cerradas (terminadas en consonante).	SE: Lesson 9, pp. 48, 49; Lesson 11, pp. 60, 61; Lesson 14, pp. 74, 75; Lesson 15, pp. 80, 81; Lesson 16, pp. 86, 87; Lesson 17, pp. 90, 91, 92; Lesson 22, p. 116; Lesson 23, p. 124 TE: Lesson 9, pp. 32, 33; Lesson 11, p. 41; Lesson 14, pp. 50, 51; Lesson 15, p. 55; Lesson 16, p. 59; Lesson 17, p. 62, 63; Lesson 19, p. 68; Lesson 20, p. 72; Lesson 22, p. 79; Lesson 23, p. 84, 85	See Cuaderno 3
c. Know final -e and common vowel team conventions for representing long vowel sounds.	c. Distinguen entre las vocales fuertes (a,e,o) y las vocales débiles (i,u) que se juntan en una sílaba para formar diptongo.	TE: Lesson 8, p. 28; Lesson 10, p. 36; Lesson 16, p. 58; Lesson 26, p. 94	TE: Lesson 15, p. 167; Lesson 16, p. 169; Lesson 17, p. 171; Lesson 19, p. 175; Lesson 20, p. 177; Lesson 21, p. 179; Lesson 22, p. 181; Lesson 23, p. 183; Lesson 24, p. 185; Lesson 25, p. 187; Lesson 26, p. 189; Lesson 27, p. 191; Lesson 28, p. 193; Lesson 30, p. 197
d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	d. Usan el conocimiento de que toda sílaba debe de tener por lo menos el sonido de una vocal para determinar el número de sílabas en una palabra escrita (ejemplo: sílabas con una sola vocal, diptongos o triptongos).	SE: Lesson 2, p. 7; Lesson 5, p. 25; Lesson 7, p. 33; Lesson 8, p. 39 TE: Lesson 2, p. 5, 6; Lesson 5, p. 17; Lesson 7, p. 23; Lesson 8, p. 27, 28; Lesson 16, p. 58; Lesson 20, p. 72	TE: Lesson 1, p. 139; Lesson 3, p. 143; Lesson 5, p. 147; Lesson 7, p. 151; Lesson 8, p. 153; Lesson 9, p. 155; Lesson 11, p. 159; Lesson 13, p. 163; Lesson 15, p. 167; Lesson 16, p. 169; Lesson 17, p. 171; Lesson 19, p. 175; Lesson 20, p. 177; Lesson 21, p. 179; Lesson 22, p. 181; Lesson 23, p. 183; Lesson 25, p. 187; Lesson 26, p. 189; Lesson 27, p. 191; Lesson 28, p. 193

e. Decode two-syllable words following basic patterns by breaking the words into syllables.	e. Decodifican palabras de <b>dos y tres sílabas</b> siguiendo patrones básicos al dividir las palabras en sílabas.	TE: Lesson 7, p. 24; Lesson 8, p. 28; Lesson 9, p. 32; Lesson 10, p. 36; Lesson 14, p. 50; Lesson 19, p. 68; Lesson 25, p. 90; Lesson 26, p. 94; Lesson 27, p. 142; Lesson 28, p. 102; Lesson 31, p. 112; Lesson 33, p. 120; Lesson 34, p. 124; Lesson 35, p. 128	SE: Lesson 6, p. 11 TE: Lesson Lesson 3, p. 143; Lesson 5, p. 147; Lesson 6, p. 149; Lesson 7, p. 151; Lesson 8, 153; Lesson 9, p. 155; Lesson 10, p. 157; Lesson 11, p. 159; Lesson 12, 161; Lesson 13, p. 163; Lesson 14, p. 165; Lesson 15, p. 167; Lesson 16, p. 169; Lesson 17, p.171; Lesson 18, p. 173; Lesson 19, p. 175; Lesson 20, p. 177; Lesson 21, p. 179; Lesson 22, p. 181; Lesson 23, p. 183; Lesson 24, p. 185; Lesson 25, p. 187; Lesson 26, p. 189; Lesson 27, p. 191; Lesson 28, p. 193
f. Read words with inflectional endings.	f. <b>Leen palabras con inflexiones al final (género -o/-a; número -os/-as, aumentativos -ote y diminutivos -ito).</b>	TE: Lesson 4, p. 14; Lesson 9, p. 33; Lesson 25, p. 90	SE: Lesson 29, p. 57 TE: Lesson 29, p. 195
g. Recognize and read grade-appropriate irregularly spelled words.	g. Reconocen y leen a nivel de grado, palabras de ortografía complejas ( <b>b-v; c-s-z-x; c-k-qu; g-j; y-l; r-rr; m-n</b> ).	SE: Lesson 19, p. 97; Lesson 20, p. 103; Lesson 21, p. 109; Lesson 24, p. 127; Lesson 25, p. 129; Lesson 26, p. 135; Lesson 30, p. 159; Lesson 32, p. 167; Lesson 33, p. 173; Lesson 35, p. 185; Lesson 36, p. 191; Lesson 37, p. 193 TE: Lesson 19, p. 67; Lesson 20, p. 71; Lesson 21, p. 75; Lesson 24, p. 87; Lesson 25, p. 89; Lesson 26, p. 93; Lesson 30, p. 109; Lesson 32, p. 115; Lesson 33, p. 119; Lesson 35, p. 127; Lesson 36, p. 131; Lesson 37, p. 133	See Cuaderno 3
	h. <b>Reconocen combinaciones consonánticas (consonante + l; consonante + r) en palabras ya conocidas que contienen letras líquidas (blanco, planta, grande, tronco, traspaso, claro, trabajo, otra, cuatro).</b>	TE: Lesson 23, p. 84 (Seen in Cuaderno 4)	SE: Lesson 1, p. 1; Lesson 2, p. 3; Lesson 3, p. 5; Lesson 4, p. 7; Lesson 5, p. 9; Lesson 7, p. 13; Lesson 8, p. 15; Lesson 9, p. 17; Lesson 10, p. 19; Lesson 11, p. 21; Lesson 13, p. 25; Lesson 14, p. 27 TE: Lesson 1, p. 139; Lesson 2, p. 141; Lesson 3, p. 143; Lesson 4, p. 145; Lesson 5, p. 147; Lesson 7, p. 151; Lesson 8, p. 153; Lesson 9, p. 155; Lesson 10, p. 157; Lesson 11, p. 161; Lesson 13, p. 165; Lesson 14, p. 167
	i. <b>Distinguen entre las vocales y las consonantes y reconocen que sólo las vocales llevan acento escrito.</b>	SE: Lesson 3, p. 13; Lesson 27, p. 53 TE: Lesson 3, p. 9; Lesson 5, p. 18; Lesson 17, p. 171; Lesson 27, p. 191	SE: Lesson 14, p. 28 TE: Lesson 10, p. 158; Lesson 14, p. 166
	<b>Acentuación</b>		
	j. <b>Reconocen que el acento escrito (acento ortográfico) es una marca colocada sobre una vocal que indica cuál es la sílaba de mayor énfasis de la palabra y que sigue las reglas ortográficas.</b>	SE: Lesson 3, p. 13, 14; Lesson 6, p. 32; Lesson 17, p. 92; Lesson 29, p. 153 TE: Lesson 3, p. 9, 10; Lesson 5, p. 18; Lesson 6, p. 22; Lesson 15, p. 54; Lesson 17, p. 63; Lesson 18, p. 65; Lesson 29, pp. 105, 106; Lesson 34, p. 125	SE: Lesson 14, p. 28 TE: Lesson 10, p. 158; Lesson 14, p. 166
	<b>Fluidez</b>		
4. Read with sufficient accuracy and fluency to support comprehension.	4. Leen con suficiente precisión y fluidez para apoyar la comprensión.	TE: Lesson 7, p. 26; Lesson 8, p. 30; Lesson 13, p. 48; Lesson 15, p. 56; Lesson 19, p. 70; Lesson 21, p. 78; Lesson 22, p. 82; Lesson 25, p. 92; Lesson 26, p. 96; Lesson 31, p. 114	TE: Lesson 1, p. 140; Lesson 2, p. 142; Lesson 3, p. 144; Lesson 4, p. 146; Lesson 5, p. 148; Lesson 7, p. 152; Lesson 8, p. 154; Lesson 9, p. 156; Lesson 10, p. 158; Lesson 11, p. 160; Lesson 13, p. 164; Lesson 14, p. 166; Lesson 15, p. 168; Lesson 16, p. 170; Lesson 17, p. 172; Lesson 18, p. 174; Lesson 19, p. 176; Lesson 20, p. 178; Lesson 21, p. 180; Lesson 22, p. 182; Lesson 23, p. 184; Lesson 25, p. 188; Lesson 26, p. 190; Lesson 27, p. 192; Lesson 28, p. 194; Lesson 29, p. 196
a. Read on-level text with purpose and understanding.	a. Leen textos a nivel de grado, con propósito y comprensión.	SE: Lesson 19, p. 97; Lesson 20, p. 103; Lesson 21, p. 109; Lesson 24, p. 127; Lesson 25, p. 129; Lesson 26, p. 135; Lesson 30, p. 159; Lesson 32, p. 167; Lesson 33, p. 173; Lesson 35, p. 185; Lesson 36, p. 191; Lesson 37, p. 193 TE: Lesson 19, p. 67; Lesson 20, p. 71; Lesson 21, p. 75; Lesson 24, p. 87; Lesson 25, p. 89; Lesson 26, p. 93; Lesson 30, p. 109; Lesson 32, p. 115; Lesson 33, p. 119; Lesson 35, p. 127; Lesson 36, p. 131; Lesson 37, p. 133	TE: Lesson 1, p. 140; Lesson 2, p. 142; Lesson 3, p. 144; Lesson 4, p. 146; Lesson 5, p. 148; Lesson 7, p. 152; Lesson 8, p. 154; Lesson 9, p. 156; Lesson 10, p. 158; Lesson 11, p. 160; Lesson 13, p. 164; Lesson 14, p. 166; Lesson 15, p. 168; Lesson 16, p. 170; Lesson 17, p. 172; Lesson 18, p. 174; Lesson 19, p. 176; Lesson 20, p. 178; Lesson 21, p. 180; Lesson 22, p. 182; Lesson 23, p. 184; Lesson 25, p. 188; Lesson 26, p. 190; Lesson 27, p. 192; Lesson 28, p. 194; Lesson 29, p. 196
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	b. Leen oralmente textos a nivel de grado con precisión, ritmo adecuado y expresión en lecturas sucesivas.	TE: Lesson 14, p. 52; Lesson 22, p. 82; Lesson 25, p. 92; Lesson 26, p. 96; Lesson 31, p. 113	TE: Lesson 1, p. 140; Lesson 2, p. 142; Lesson 3, p. 144; Lesson 4, p. 146; Lesson 5, p. 148; Lesson 7, p. 152; Lesson 8, p. 154; Lesson 9, p. 156; Lesson 10, p. 158; Lesson 11, p. 160; Lesson 13, p. 164; Lesson 14, p. 166; Lesson 15, p. 168; Lesson 16, p. 170; Lesson 17, p. 172; Lesson 18, p. 174; Lesson 19, p. 176; Lesson 20, p. 178; Lesson 21, p. 180; Lesson 22, p. 182; Lesson 23, p. 184; Lesson 25, p. 188; Lesson 26, p. 190; Lesson 27, p. 192; Lesson 28, p. 194; Lesson 29, p. 196
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	c. Usan el contexto para confirmar o autocorregir el reconocimiento de las palabras y la comprensión, relejendo cuando sea necesario.	SE: Lesson 1, p. 4, 5; Lesson 2, pp. 10, 11; Lesson 3, pp. 16, 17; Lesson 4, pp. 22, 23; Lesson 5, pp. 28, 29; Lesson 7, pp. 36, 37; Lesson 8, pp. 42, 43; Lesson 9, p. 48, 49; Lesson 10, p. 54, 55; Lesson 11, pp. 60, 61; Lesson 13, pp. 68, 69; Lesson 14, pp. 74, 75; Lesson 15, p. 80, 81; Lesson 16, pp. 86, 87; Lesson 17, pp. 92, 93; Lesson 19, pp. 100, 101; Lesson 20, pp. 106, 107; Lesson 21, p. 112, 113; Lesson 22, p. 118, 119; Lesson 23, pp. 124, 125; Lesson 25, pp. 132, 133; Lesson 26, pp. 138, 139; Lesson 27, pp. 144, 145; Lesson 28, pp. 150, 151; Lesson 29, pp. 156, 157; Lesson 31, pp. 164, 165; Lesson 32, pp. 170, 171; Lesson 33, pp. 176, 177; Lesson 34, pp. 182, 183; Lesson 35, pp. 188, 189 TE: Lesson 1, p. 2, 4; Lesson 3, p. 10, 11; Lesson 4, p. 15; Lesson 5, p. 19; Lesson 7, p. 25; Lesson 8, p. 29; Lesson 9, p. 33; Lesson 10, p. 37; Lesson 11, p. 41; Lesson 13, p. 47; Lesson 14, p. 51; Lesson 15, p. 54; Lesson 16, p. 58; Lesson 17, p. 62; Lesson 19, p. 68; Lesson 20, pp. 73, 74; Lesson 21, p. 77; Lesson 22, p. 81; Lesson 23, p. 85; Lesson 25, p. 91; Lesson 26, p. 95; Lesson 27, p. 99; Lesson 28, p. 103; Lesson 29, p. 107; Lesson 31, p. 113; Lesson 32, p. 117; Lesson 33, p. 121; Lesson 34, p. 125, 126; Lesson 35, p. 129	TE: Lesson 4, p. 146; Lesson 7, p. 152; Lesson 8, p. 154; Lesson 9, p. 156; Lesson 11, p. 160; Lesson 15, p. 168

Writing Standards	Estándares de escritura y redacción		
Text Types and Purposes	Tipos de textos y sus propósitos		
1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	1. Escriben propuestas de opinión en las cuales presentan el tema o título del libro sobre el cual están escribiendo, expresan su opinión, ofrecen la razón para esa opinión y cierto sentido de conclusión.	SE: Lesson 6, p. 32; Lesson 15, p. 82; Lesson 20, p. 108 TE: Lesson 2, p.8; Lesson 4, p. 16; Lesson 6, p. 22; Lesson 15, p. 56; Lesson 20, p. 74	SE: Lesson 2, p. 4; Lesson 3, p. 6; Lesson 6, p. 12; Lesson 8, p. 153; Lesson 11, p. 22; Lesson 28, p. 55; Lesson 30, p. 60 TE: Lesson 2, p. 142; Lesson 3, p. 144; Lesson 6, p. 150; Lesson 8, p. 16; Lesson 11, p. 160; Lesson 11, p. 194; Lesson 30, p. 198
2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	2. Escriben textos informativos y explicativos en los cuales identifican un tema, ofrecen algunos datos sobre dicho tema y proveen cierto sentido de conclusión.	SE: Lesson 5, p. 30; Lesson 14, p. 76; Lesson 17, p. 94; Lesson 18, p. 62; Lesson 19, p. 102; Lesson 21, p. 112; Lesson 22, p. 120; Lesson 24, p. 128; Lesson 26, p. 140; Lesson 30, p. 160; Lesson 31, p. 166; Lesson 32, p. 172 TE: Lesson 4, p. 16; Lesson 5, p. 20; Lesson 7, p. 26; Lesson 17, p. 64; Lesson 18, p. 66; Lesson 19, p. 70; Lesson 21, p. 78; Lesson 22, p. 82; Lesson 24, p. 88; Lesson 26, p. 96; Lesson 30, p. 110; Lesson 31, p. 114; Lesson 32, p. 118; Lesson 34, p. 126	SE: Lesson 4, p. 8; Lesson 12, p. 24; Lesson 14, p. 28; Lesson 15, p. 30; Lesson 18, p. 24; Lesson 19, p. 38; Lesson 23, p. 46; Lesson 24, p. 48; Lesson 25, p. 50; Lesson 26, p. 52; Lesson 27, p. 54 TE: Lesson 4, p. 146; Lesson 12, p. 162; Lesson 14, p. 166; Lesson 15, p. 168; Lesson 18, p. 174; Lesson 19, p. 176; Lesson 23, p. 184; Lesson 24, p. 186; Lesson 25, p. 188; Lesson 26, p. 190; Lesson 27, p. 192
3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	3. Escriben narraciones en las cuales cuentan dos o más acontecimientos en secuencia adecuada, incluyen algunos detalles relacionados con lo que sucedió, usan palabras que describen el tiempo para señalar el orden de los acontecimientos y ofrecen cierto sentido de conclusión.	SE: Lesson 2, p. 12; Lesson 3, p. 18; Lesson 10, p. 56; Lesson 16, p. 88; Lesson 25, p. 146; Lesson 29, p. 158; Lesson 35, p. 190; Lesson 36, p. 192; Lesson 37, p. 198 TE: Lesson 2, p. 8; Lesson 3, p. 12; Lesson 9, p. 34; Lesson 10, p. 38; Lesson 11, p. 42; Lesson 16, p. 60; Lesson 25, p. 92; Lesson 27, p. 100; Lesson 29, p. 108; Lesson 35, p. 130; Lesson 36, p. 132; Lesson 37, p. 136	SE: Lesson 1, p. 2; Lesson 5, p. 148; Lesson 7, p. 14; Lesson 10, p. 20; Lesson 16, p. 32; Lesson 17, p. 34; Lesson 21, p. 42; Lesson 22, p. 44; Lesson 29, p. 58 TE: Lesson 1, p. 140; Lesson 5, p. 148; Lesson 7, p. 152; Lesson 10, p. 158; Lesson 16, p. 170; Lesson 17, p. 172; Lesson 21, p. 180; Lesson 22, p. 182; Lesson 29, p. 196
Production and Distribution of Writing	Producción y redacción de escritura		
4. (Begins in grade 3)	4. (Se inicia en el 3er grado).		
5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	5. Con la orientación y el apoyo de adultos, se enfocan en un tema, responden a las preguntas y sugerencias de sus compañeros y añaden detalles para mejorar el escrito según sea necesario.	SE: Lesson 4, p. 24; Lesson 9, p. 50; Lesson 12, p. 62 TE: Lesson 4, p. 16; Lesson 8, p. 30; Lesson 9, p. 34; Lesson 10, p. 38; Lesson 11, p. 42; Lesson 12, p. 44	TE: Lesson 1, p. 140; Lesson 2, p. 142; Lesson 3, p. 144; Lesson 4, p. 146; Lesson 5, p. 148; Lesson 6, p. 152; Lesson 8, p. 154; Lesson 9, p. 156; Lesson 10, p. 158; Lesson 11, p. 160; Lesson 13, p. 164; Lesson 14, p. 166; Lesson 15, p. 168; Lesson 16, p. 170; Lesson 17, p. 172; Lesson 19, p. 176; Lesson 20, p. 178; Lesson 21, p. 180; Lesson 22, p. 182; Lesson 23, p. 184; Lesson 25, p. 188; Lesson 26, p. 190; Lesson 27, p. 192; Lesson 28, p. 194; Lesson 29, p. 196
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Con la orientación y el apoyo de adultos, usan una variedad de herramientas digitales para producir y publicar escritos, incluso en colaboración con sus compañeros.	Not directly addressed	SE: Lesson 13, p. 26 TE: Lesson 13, p. 164
Research to Build and Present Knowledge	Investigación para la formación y presentación de conocimientos		
7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	7. Participan en proyectos compartidos de investigación y escritura (por ejemplo: exploran una serie de libros sobre "cómo funciona" o "cómo se hace algo", sobre un tema determinado y los usan para escribir una secuencia de instrucciones).	SE: Lesson 4, p. 24; Lesson 9, p. 50; Lesson 12, p. 62 TE: Lesson 4, p. 16; Lesson 8, p. 30; Lesson 9, p. 34; Lesson 10, p. 38; Lesson 11, p. 42; Lesson 12, p. 44	SE: Lesson 12, p. 24; Lesson 15, p. 30; Lesson 18, p. 24; Lesson 19, p. 38; Lesson 24, p. 48 TE: Lesson 12, p. 162; Lesson 15, p. 168; Lesson 18, p. 174; Lesson 19, p. 176; Lesson 24, p. 186
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	8. Con la orientación y el apoyo de adultos, recuerdan información de experiencias o recopilan información de diversas fuentes que se les ofrece para contestar una pregunta.	SE: Lesson 2, p. 12; Lesson 10, p. 56; Lesson 11, p. 62; Lesson 13, p. 70; Lesson 14, p. 76; Lesson 15, p.82; Lesson 16, p. 88; Lesson 19, p. 102; Lesson 23, p. 126; Lesson 24, p. 128; Lesson 27, p. 146; Lesson 28, p. 158; Lesson 33, p. 178; Lesson 34, p. 184; Lesson 36, p. 192 TE: Lesson 2, p. 8; Lesson 10, p. 38; Lesson 11, p. 42; Lesson 13, p. 70; Lesson 14, p. 52; Lesson 15, p. 56; Lesson 16, p. 60; Lesson 19, p. 70; Lesson 23, p. 86; Lesson 24, p. 88; Lesson 27, p. 100; Lesson 28, p. 108; Lesson 29, p. 122; Lesson 34, p. 126	SE: Lesson 15, p. 30; Lesson 18, p. 36; Lesson 19, p. 38; Lesson 24, p. 48 TE: Lesson 15, p. 168; Lesson 18, p. 174; Lesson 19, p. 176; Lesson 24, p. 186
9. (Begins in grade 4)	9. (Se inicia en el 4to grado).		
Range of Writing	Nivel de escritura y redacción		
10. (Begins in grade 3)	10. (Se inicia en el 3er grado).		
Speaking and Listening Standards	Estándares de audición y expresión oral		
Comprehension and Collaboration	Comprensión y colaboración		
1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	1. Participan en conversaciones colaborativas con diversos compañeros y adultos en grupos pequeños y grandes sobre temas y textos apropiados al primer grado.		
a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	a. Siguen las reglas acordadas para participar en conversaciones (por ejemplo: escuchar a los demás con atención, hablar uno a la vez sobre los temas y textos que se están tratando).	SE: Lesson 5, p. 32 TE: Lesson 1, p. 4; Lesson 2, p. 8; Lesson 3, p. 12; Lesson 4, p. 16; Lesson 5, p. 20; Lesson 7, p. 26; Lesson 12, p. 44; Lesson 13, p. 48; Lesson 14, p. 52; Lesson 15, p. 56; Lesson 16, p. 60; Lesson 17, p. 64; Lesson 19, p. 70; Lesson 21, p. 78; Lesson 23, p. 86; Lesson 27, p. 100	TE: Lesson 1, p. 140; Lesson 2, p. 142; Lesson 3, p. 144; Lesson 4, p. 146; Lesson 6, p. 150; Lesson 7, p. 152; Lesson 9, p. 156; Lesson 14, p. 166; Lesson 16, p. 170; Lesson 20, p. 178; Lesson 23, p. 184; Lesson 25, p. 188; Lesson 26, p. 190
b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	b. Toman en cuenta lo que los demás dicen en conversaciones, respondiendo a los comentarios que otros hacen a través de múltiples intercambios.	TE: Lesson 3, p. 12; Lesson Lesson 7, p. 26; 12, p. 44; Lesson 13, p. 48; Lesson 16, p. 60; Lesson 17, p.64; Lesson 19, p. 70; Lesson 21, p. 78; Lesson 27, p. 100	TE: Lesson 1, p. 140; Lesson 2, p. 142; Lesson 3, p. 144; Lesson 4, p. 146; Lesson 6, p. 150; Lesson 7, p. 152; Lesson 9, p. 156; Lesson 14, p. 166; Lesson 16, p. 170; Lesson 20, p. 178; Lesson 23, p. 184; Lesson 25, p. 188; Lesson 26, p. 190

c. Ask questions to clear up any confusion about the topics and texts under discussion.	c. Hacen preguntas para aclarar cualquier confusión sobre los temas y los textos que se están tratando.	SE: Lesson 28, p. 152 TE: Lesson 1, p. 4; Lesson 2, p. 8; Lesson 5, p. 20; Lesson 7, p. 26; Lesson 13, p. 48; Lesson 14, pp. 52; Lesson 14, p. 52; Lesson 16, p. 60; Lesson 17, p. 64; Lesson 19, p. 70; Lesson 21, p. 78; Lesson 27, p. 100; Lesson 28, p. 104	TE: Lesson 2, p. 142; Lesson 3, p. 144; Lesson 4, p. 146; Lesson 11, p. 160; Lesson 16, p. 170; Lesson 29, p. 196
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	2. Hacen y contestan preguntas sobre los detalles clave en un texto leído en voz alta, o información presentada oralmente o a través de otros medios de comunicación.	SE: Lesson 28, p. 152 TE: Lesson 1, p. 4; Lesson 2, p. 8; Lesson 5, p. 20; Lesson 7, p. 26; Lesson 13, p. 48; Lesson 14, pp. 52; Lesson 14, p. 52; Lesson 16, p. 60; Lesson 17, p. 64; Lesson 19, p. 70; Lesson 21, p. 78; Lesson 27, p. 100; Lesson 28, p. 104	TE: Lesson 2, p. 142; Lesson 3, p. 144; Lesson 4, p. 146; Lesson 16, p. 170; Lesson 29, p. 196
3. Ask and answer questions about what a speaker says in order to gather additional information or to clarify something that is not understood.	Hacen y contestan preguntas sobre lo que dice quien habla a fin de obtener información adicional o aclarar algo que no se entiende.	TE: Lesson 2, p. 8; Lesson 4, p. 16; Lesson 5, p. 20; Lesson 13, p. 48; Lesson 14, p. 52; Lesson 15, p. 56; Lesson 19, p. 70; Lesson 21, p. 78; Lesson 23, p. 86; Lesson 27, p. 100	TE: Lesson 2, p. 142; Lesson 3, p. 144; Lesson 4, p. 146; Lesson 16, p. 170; Lesson 29, p. 196
<b>Presentation of Knowledge and Ideas</b>	<b>Presentación de conocimientos y de ideas</b>		
4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	4. Describen a personas, lugares, cosas y acontecimientos con detalles relevantes, expresando sus ideas y sentimientos con claridad.	TE: Lesson 1, p. 4; Lesson 2, p. 8; Lesson 3, p. 12; Lesson 4, p. 16; Lesson 5, p. 20; Lesson 7, p. 26; Lesson 8, p. 30; Lesson 9, p. 34; Lesson 10, p. 38; Lesson 11, p. 42; Lesson 13, p. 48; Lesson 14, p. 52; Lesson 15, p. 56; Lesson 16, p. 60; Lesson 17, p. 64; Lesson 19, p. 70; Lesson 20, p. 74; Lesson 21, p. 78; Lesson 33, p. 122	SE: Lesson 1, p. 2; Lesson 2, p. 4; Lesson 3, p. 6; Lesson 4, p. 8; Lesson 5, p. 10 TE: Lesson 1, p. 140; Lesson 2, p. 142; Lesson 3, p. 144; Lesson 4, p. 146; Lesson 5, p. 148; Lesson 6, p. 150; Lesson 7, p. 152; Lesson 9, p. 156; Lesson 14, p. 166; Lesson 16, p. 170; Lesson 20, p. 178; Lesson 23, p. 184; Lesson 25, p. 188; Lesson 26, p. 190
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	5. Añaden dibujos u otros medios visuales a las descripciones cuando es adecuado, para aclarar ideas, pensamientos y sentimientos.	TE: Lesson 2, p. 8; Lesson 3, p. 12; Lesson 4, p. 16; Lesson 5, p. 20; Lesson 7, p. 26; Lesson 10, p. 38; Lesson 14, p. 52; Lesson 16, p. 60	SE: Lesson 3, p. 6; Lesson 12, p. 24 TE: Lesson 3, p. 144; Lesson 12, p. 162
6. Produce complete sentences when appropriate to task and situation.	6. Forman oraciones completas cuando es adecuado según la tarea y situación.	TE: Lesson 1, p. 4; Lesson 2, p. 8; Lesson 3, p. 12; Lesson 4, p. 16; Lesson 5, p. 20; Lesson 8, p. 30; Lesson 9, p. 34; Lesson 10, p. 38; Lesson 14, p. 52; Lesson 15, p. 56; Lesson 16, p. 60; Lesson 17, p. 64; Lesson 19, p. 70	SE: Lesson 1, p. 2; Lesson 2, p. 4; Lesson 3, p. 6; Lesson 4, p. 8; Lesson 5, p. 10; Lesson 6, p. 12; Lesson 7, p. 14; Lesson 8, p. 16; Lesson 9, p. 18; Lesson 10, p. 20; Lesson 11, p. 22; Lesson 12, p. 24; Lesson 13, p. 26; Lesson 14, p. 28; Lesson 15, p. 30; Lesson 16, p. 32; Lesson 17, p. 34; Lesson 18, p. 36; Lesson 19, p. 38; Lesson 20, p. 40; Lesson 21, p. 42; Lesson 22, p. 44; Lesson 23, p. 46; Lesson 24, p. 48; Lesson 25, p. 50; Lesson 26, p. 52; Lesson 27, p. 54; Lesson 28, p. 56; Lesson 29, p. 58; Lesson 30, p. 60 TE: Lesson 1, p. 140; Lesson 2, p. 142; Lesson 3, p. 144; Lesson 4, p. 146; Lesson 5, p. 148; Lesson 6, p. 150; Lesson 7, p. 152; Lesson 8, p. 154; Lesson 9, p. 156; Lesson 10, p. 158; Lesson 11, p. 160; Lesson 12, p. 162; Lesson 13, p. 164; Lesson 14, p. 166; Lesson 15, p. 168; Lesson 16, p. 170; Lesson 17, p. 172; Lesson 18, p. 174; Lesson 19, p. 176; Lesson 20, p. 178; Lesson 21, p. 180; Lesson 22, p. 182; Lesson 23, p. 184; Lesson 24, p. 186; Lesson 25, p. 188; Lesson 26, p. 190; Lesson 27, p. 192; Lesson 28, p. 194; Lesson 29, p. 196; Lesson 30, p. 198
<b>Language Standards</b>	<b>Estándares de lenguaje</b>		
Conventions of Standard English (Conversion to Equivalent Spanish)	Normas y convenciones del español		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1. Demuestran dominio de las normativas de la gramática del español y su uso al escribir y al hablar.		
a. Print all upper- and lowercase letters.	a. Escriben con letra de molde todas las letras mayúsculas y minúsculas.	SE: Lesson 1, pp. 5, 6; Lesson 2, pp. 11, 12; Lesson 3, pp. 17, 18; Lesson 4, pp. 23, 24; Lesson 5, pp. 29, 30; Lesson 7, pp. 37, 38; Lesson 8, pp. 43, 44; Lesson 9, pp. 49, 50; Lesson 11, pp. 61, 62; Lesson 13, pp. 69, 70; Lesson 14, pp. 75, 76; Lesson 15, pp. 81, 82; Lesson 16, pp. 87, 88; Lesson 17, pp. 93, 94; Lesson 19, pp. 101, 102; Lesson 20, pp. 107, 108; Lesson 21, pp. 113, 114; Lesson 22, pp. 119, 120; Lesson 23, pp. 125, 126; Lesson 25, pp. 133, 134; Lesson 26, pp. 139, 140; Lesson 27, pp. 145, 146; Lesson 28, pp. 151, 152; Lesson 29, pp. 157, 158; Lesson 31, pp. 165, 166; Lesson 32, pp. 171, 172; Lesson 33, pp. 177, 178; Lesson 34, pp. 183, 184; Lesson 35, pp. 189, 190 TE: Lesson 1, pp. 3, 4; Lesson 2, pp. 7, 8; Lesson 3, pp. 11, 12; Lesson 4, pp. 15, 17; Lesson 5, pp. 19, 20; Lesson 7, pp. 25, 26; Lesson 8, pp. 29, 30; Lesson 9, pp. 33, 34; Lesson 11, pp. 41, 42; Lesson 13, pp. 47, 48; Lesson 14, pp. 51, 52; Lesson 15, pp. 55, 56; Lesson 16, pp. 59, 60; Lesson 17, pp. 63, 64; Lesson 19, pp. 69, 70; Lesson 20, pp. 73, 74; Lesson 21, pp. 77, 78; Lesson 22, pp. 81, 82; Lesson 23, pp. 85, 86; Lesson 25, pp. 91, 92; Lesson 26, pp. 95, 96; Lesson 27, pp. 99, 100; Lesson 28, pp. 103, 104; Lesson 29, pp. 107, 108; Lesson 31, pp. 113, 114; Lesson 32, pp. 117, 118; Lesson 33, pp. 121, 122; Lesson 34, pp. 125, 126; Lesson 35, pp. 129, 130	SE: Lesson 1, p. 2; Lesson 2, p. 4; Lesson 3, p. 6; Lesson 4, p. 8; Lesson 5, p. 10; Lesson 6, p. 12; Lesson 7, p. 14; Lesson 8, p. 16; Lesson 9, p. 18; Lesson 10, p. 20; Lesson 11, p. 22; Lesson 12, p. 24; Lesson 13, p. 26; Lesson 14, p. 28; Lesson 15, p. 30; Lesson 16, p. 32; Lesson 17, p. 34; Lesson 18, p. 36; Lesson 19, p. 38; Lesson 20, p. 40; Lesson 21, p. 42; Lesson 22, p. 44; Lesson 23, p. 46; Lesson 24, p. 48; Lesson 25, p. 50; Lesson 26, p. 52; Lesson 27, p. 54; Lesson 28, p. 56; Lesson 29, p. 58; Lesson 30, p. 60 TE: Lesson 1, p. 140; Lesson 2, p. 142; Lesson 3, p. 144; Lesson 4, p. 146; Lesson 5, p. 148; Lesson 6, p. 150; Lesson 7, p. 152; Lesson 8, p. 154; Lesson 9, p. 156; Lesson 10, p. 158; Lesson 11, p. 160; Lesson 12, p. 162; Lesson 13, p. 164; Lesson 14, p. 166; Lesson 15, p. 168; Lesson 16, p. 170; Lesson 17, p. 172; Lesson 18, p. 174; Lesson 19, p. 176; Lesson 20, p. 178; Lesson 21, p. 180; Lesson 22, p. 182; Lesson 23, p. 184; Lesson 24, p. 186; Lesson 25, p. 188; Lesson 26, p. 190; Lesson 27, p. 192; Lesson 28, p. 194; Lesson 29, p. 196; Lesson 30, p. 198

<p>b. Use common, proper, and possessive nouns.</p>	<p>b. Usan sustantivos comunes y propios.</p>	<p>SE: Lesson 1, p. 6; Lesson 3, p.18; Lesson 4, p. 24; Lesson 5, p. 30; Lesson 8, p. 44; Lesson 16, p. 88; Lesson 17, p. 94; Lesson 22, p. 120; Lesson 23, p. 126; Lesson 28, p. 152; Lesson 31, p. 166</p> <p>TE: Lesson 1, p. 4; Lesson 3, p. 12; Lesson 4, p. 16; Lesson 5, p. 20; Lesson 8, p. 30; Lesson 13, p. 45; Lesson 15, p. 55; Lesson 16, p. 60; Lesson 17, p. 64; Lesson 22, pp. 81-82; Lesson 23, pp. 85-86; Lesson 28, pp. 103-104; Lesson 29, p. 107; Lesson 31, pp. 113-114; Lesson 32, p. 117</p> <p>Vocabulary in each lesson includes nouns, tarjetas fotográficas</p>	<p>SE: Lesson 1, p. 2; Lesson 2, p. 4; Lesson 3, p. 6; Lesson 4, p. 8; Lesson 5, p. 10; Lesson 6, p. 12; Lesson 7, p. 14; Lesson 8, p. 16; Lesson 9, p. 18; Lesson 10, p. 20; Lesson 11, p. 22; Lesson 12, p. 24; Lesson 13, p. 26; Lesson 14, p. 28; Lesson 15, p. 30; Lesson 16, p. 32; Lesson 17, p. 34; Lesson 18, p. 36; Lesson 19, p. 38; Lesson 20, p. 40; Lesson 21, p. 42; Lesson 22, p. 44; Lesson 23, p. 46; Lesson 24, p. 48; Lesson 25, p. 50; Lesson 26, p. 52; Lesson 27, p. 54; Lesson 28, p. 56; Lesson 29, p. 58; Lesson 30, p. 60</p> <p>TE: Lesson 1, p. 140; Lesson 2, p. 142; Lesson 3, p. 144; Lesson 4, p. 146; Lesson 5, p. 148; Lesson 6, p. 150; Lesson 7, p. 152; Lesson 8, p. 154; Lesson 9, p. 156; Lesson 10, p. 158; Lesson 11, p. 160; Lesson 12, p. 162; Lesson 13, p. 164; Lesson 14, p. 166; Lesson 15, p. 168; Lesson 16, p. 170; Lesson 17, p. 172; Lesson 18, p. 174; Lesson 19, p. 176; Lesson 20, p. 178; Lesson 21, p. 180; Lesson 22, p. 182; Lesson 23, p. 184; Lesson 24, p. 186; Lesson 25, p. 188; Lesson 26, p. 190; Lesson 27, p. 192; Lesson 28, p. 194; Lesson 29, p. 196; Lesson 30, p. 198</p>
<p>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p>	<p>c. Usan el sustantivo en su forma singular o plural empleando la concordancia correcta entre sustantivo y verbo en oraciones básicas (ejemplo: <a href="#">El niño brinca</a>; <a href="#">Los niños brincan</a>).</p>	<p>SE: Lesson 1, p. 6; Lesson 3, p.18; Lesson 4, p. 24; Lesson 5, p. 30; Lesson 8, p. 44; Lesson 16, p. 88; Lesson 17, p. 94; Lesson 22, p. 120; Lesson 23, p. 126; Lesson 28, p. 152; Lesson 31, p. 166</p> <p>TE: Lesson 1, p. 4; Lesson 3, p. 12; Lesson 4, p. 16; Lesson 5, p. 20; Lesson 8, p. 30; Lesson 13, p. 45; Lesson 15, p. 55; Lesson 16, p. 60; Lesson 17, p. 64; Lesson 22, pp. 81-82; Lesson 23, pp. 85-86; Lesson 28, pp. 103-104; Lesson 29, p. 107; Lesson 31, pp. 113-114; Lesson 32, p. 117</p>	<p>SE: Lesson 1, p. 2; Lesson 2, p. 4; Lesson 3, p. 6; Lesson 4, p. 8; Lesson 5, p. 10; Lesson 6, p. 12; Lesson 7, p. 14; Lesson 8, p. 16; Lesson 9, p. 18; Lesson 10, p. 20; Lesson 11, p. 22; Lesson 12, p. 24; Lesson 13, p. 26; Lesson 14, p. 28; Lesson 15, p. 30; Lesson 16, p. 32; Lesson 17, p. 34; Lesson 18, p. 36; Lesson 19, p. 38; Lesson 20, p. 40; Lesson 21, p. 42; Lesson 22, p. 44; Lesson 23, p. 46; Lesson 24, p. 48; Lesson 25, p. 50; Lesson 26, p. 52; Lesson 27, p. 54; Lesson 28, p. 56; Lesson 29, p. 58; Lesson 30, p. 60</p> <p>TE: Lesson 1, p. 140; Lesson 2, p. 142; Lesson 3, p. 144; Lesson 4, p. 146; Lesson 5, p. 148; Lesson 6, p. 150; Lesson 7, p. 152; Lesson 8, p. 154; Lesson 9, p. 156; Lesson 10, p. 158; Lesson 11, p. 160; Lesson 12, p. 162; Lesson 13, p. 164; Lesson 14, p. 166; Lesson 15, p. 168; Lesson 16, p. 170; Lesson 17, p. 172; Lesson 18, p. 174; Lesson 19, p. 176; Lesson 20, p. 178; Lesson 21, p. 180; Lesson 22, p. 182; Lesson 23, p. 184; Lesson 24, p. 186; Lesson 25, p. 188; Lesson 26, p. 190; Lesson 27, p. 192; Lesson 28, p. 194; Lesson 29, p. 196; Lesson 30, p. 198</p>
<p>d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p>	<p>d. Usan pronombres personales, pronombres posesivos e indefinidos (yo, me, mi, mío, alguien). <a href="#">Reconocen el uso formal e informal entre tú/usted</a>.</p>	<p>TE: Lesson 2, p. 5; Lesson 5, p. 19; Lesson 7, p. 25; Lesson 29, p. 107</p>	<p>See Cuaderno 3</p>
<p>e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p>	<p>e. Usan verbos regulares para comunicar la noción del tiempo pasado, presente y futuro (ejemplo: Ayer caminé a casa. Hoy camino a casa. Mañana caminaré a casa).</p>	<p>SE: Lesson 1, p. 6; Lesson 2, p. 12; Lesson 8, p. 44; Lesson 10, p. 56; Lesson 11, p. 62; Lesson 13, p. 70; Lesson 14, p. 76; Lesson 16, p. 88; Lesson 17, p. 94; Lesson 21, p. 114; Lesson 22, p. 120; Lesson 26, p. 140; Lesson 27, p. 146; Lesson 29, p. 158; Lesson 31, p. 112; Lesson 35, p. 190</p> <p>TE: Lesson 1, pp. 3-4; Lesson 2, pp. 7-8; Lesson 4, p. 15; Lesson 5, p. 19; Lesson 7, p. 26; Lesson 8, p. 30; Lesson 10, pp. 37-38; Lesson 11, pp. 41-42; Lesson 13, p. 48; Lesson 14, pp. 51-52; Lesson 16, pp. 59-60; Lesson 17, pp. 63-64; Lesson 20, p. 73; Lesson 21, p. 114; Lesson 22, p. 120; Lesson 23, p. 85; Lesson 25, p. 91; Lesson 26, p. 96; Lesson 27, p. 100; Lesson 29, pp. 107-108; Lesson 31, p. 113; Lesson 35, pp. 129-130</p>	<p>SE: Lesson 1, p. 2; Lesson 2, p. 4; Lesson 3, p. 6; Lesson 4, p. 8; Lesson 5, p. 10; Lesson 6, p. 12; Lesson 7, p. 14; Lesson 8, p. 16; Lesson 9, p. 18; Lesson 10, p. 20; Lesson 11, p. 22; Lesson 12, p. 24; Lesson 13, p. 26; Lesson 14, p. 28; Lesson 15, p. 30; Lesson 16, p. 32; Lesson 17, p. 34; Lesson 18, p. 36; Lesson 19, p. 38; Lesson 20, p. 40; Lesson 21, p. 42; Lesson 22, p. 44; Lesson 23, p. 46; Lesson 24, p. 48; Lesson 25, p. 50; Lesson 26, p. 52; Lesson 27, p. 54; Lesson 28, p. 56; Lesson 29, p. 58; Lesson 30, p. 60</p> <p>TE: Lesson 1, p. 140; Lesson 2, p. 142; Lesson 3, p. 144; Lesson 4, p. 146; Lesson 5, p. 148; Lesson 6, p. 150; Lesson 7, p. 152; Lesson 8, p. 154; Lesson 9, p. 156; Lesson 10, p. 158; Lesson 11, p. 160; Lesson 12, p. 162; Lesson 13, p. 164; Lesson 14, p. 166; Lesson 15, p. 168; Lesson 16, p. 170; Lesson 17, p. 172; Lesson 18, p. 174; Lesson 19, p. 176; Lesson 20, p. 178; Lesson 21, p. 180; Lesson 22, p. 182; Lesson 23, p. 184; Lesson 24, p. 186; Lesson 25, p. 188; Lesson 26, p. 190; Lesson 27, p. 192; Lesson 28, p. 194; Lesson 29, p. 196; Lesson 30, p. 198</p>
<p>f. Use frequently occurring adjectives.</p>	<p>f. Usan adjetivos que se utilizan con frecuencia <a href="#">notando concordancia de género y número con el sustantivo</a>.</p>	<p>SE: Lesson 3, p. 18; Lesson 9, p. 50; Lesson 20, p. 108; Lesson 22, p. 120; Lesson 25, p. 134; Lesson 31, p. 166</p> <p>TE: Lesson 3, p. 12; Lesson 9, p. 34; Lesson 15, p. 55; Lesson 16, p. 60, p. 88; Lesson 19, p. 69; Lesson 20, p. 74; Lesson 22, p. 82; Lesson 25, p. 92; Lesson 26, p. 95; Lesson 27, p. 99; Lesson 31, p. 114; Lesson 33, p. 121</p>	<p>SE: Lesson 5, p. 10; Lesson 7, p. 14; Lesson 9, p. 18; Lesson 16, p. 32; Lesson 20, p. 40</p> <p>TE: Lesson 5, p. 148; Lesson 7, p. 152; Lesson 9, p. 156; Lesson 16, p. 170; Lesson 20, p. 178</p>
<p>g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p>	<p>g. Usan conjunciones que se utilizan con frecuencia (ejemplo: <a href="#">y</a>, <a href="#">pero</a>, <a href="#">o</a>, <a href="#">así que</a>, <a href="#">porque</a>).</p>	<p>TE: Lesson 8, p. 29; Lesson 21, p. 77</p>	<p>See Cuaderno 3</p>
<p>h. Use determiners (e.g., articles, demonstratives).</p>	<p>h. Usan determinativos tales como los artículos o pronombres demostrativos, <a href="#">reconociendo la concordancia de género y número (ejemplo: los libros, esos libros; las niñas, aquellas niñas)</a>.</p>	<p>TE: Lesson 1, p. 3; Lesson 2, p. 7; Lesson 9, p. 33</p>	<p>See Cuaderno 3</p>
<p>i. Use frequently occurring prepositions (e.g., during, beyond, toward).</p>	<p>i. Usan correctamente las preposiciones que se utilizan con frecuencia (ejemplo: <a href="#">sin</a>, <a href="#">según</a>, <a href="#">desde</a>, <a href="#">hasta</a>, <a href="#">hacia</a>).</p>	<p>TE: Lesson 3, p. 11; Lesson 4, p. 15; Lesson 14, p. 51; Lesson 20, p. 73; Lesson 21, p. 77; Lesson 28, p. 103; Lesson 35, p. 129</p>	<p>See Cuaderno 3</p>

<p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p>j. Producen y elaboran oraciones declarativas, interrogativas, imperativas y exclamativas, simples y compuestas al responder a sugerencias o pautas.</p>	<p>SE: Lesson 2, p. 12; Lesson 3, p. 18; Lesson 4, p. 24; Lesson 5, p. 30; Lesson 7, p. 38; Lesson 8, p. 44; Lesson 9, p. 50; Lesson 10, p. 56; Lesson 11, p. 62; Lesson 13, p. 70; Lesson 14, p. 76; Lesson 15, p. 82; Lesson 16, p. 88; Lesson 17, p. 94; Lesson 19, p. 102; Lesson 20, p. 108; Lesson 21, p. 114; Lesson 22, p. 120; Lesson 23, p. 126; Lesson 25, p. 134; Lesson 26, p. 140; Lesson 27, p. 146; Lesson 28, p. 152; Lesson 29, p. 158; Lesson 31, p. 166; Lesson 32, p. 172; Lesson 33, p. 178; Lesson 34, p. 184; Lesson 35, p. 190</p> <p>TE: Lesson 2, p. 8; Lesson 3, p. 12; Lesson 4, p. 16; Lesson 5, p. 20; Lesson 7, p. 26; Lesson 8, p. 30; Lesson 9, p. 34; Lesson 10, p. 38; Lesson 11, p. 42; Lesson 13, p. 48; Lesson 14, p. 52; Lesson 15, p. 56; Lesson 16, p. 60; Lesson 17, p. 64; Lesson 19, p. 70; Lesson 20, p. 74; Lesson 21, p. 78; Lesson 22, p. 82; Lesson 23, p. 86; Lesson 25, p. 92; Lesson 26, p. 96; Lesson 27, p. 100; Lesson 28, p. 104; Lesson 29, p. 108; Lesson 31, p. 114; Lesson 32, p. 118; Lesson 33, p. 122; Lesson 34, p. 126; Lesson 35, p. 130</p>	<p>SE: Lesson 1, p. 2; Lesson 2, p. 4; Lesson 3, p. 6; Lesson 4, p. 8; Lesson 5, p. 10; Lesson 6, p. 12; Lesson 7, p. 14; Lesson 8, p. 16; Lesson 9, p. 18; Lesson 10, p. 20; Lesson 11, p. 22; Lesson 12, p. 24; Lesson 13, p. 26; Lesson 14, p. 28; Lesson 15, p. 30; Lesson 16, p. 32; Lesson 17, p. 34; Lesson 18, p. 36; Lesson 19, p. 38; Lesson 20, p. 40; Lesson 21, p. 42; Lesson 22, p. 44; Lesson 23, p. 46; Lesson 24, p. 48; Lesson 25, p. 50; Lesson 26, p. 52; Lesson 27, p. 54; Lesson 28, p. 56; Lesson 29, p. 58; Lesson 30, p. 60</p> <p>TE: Lesson 1, p. 140; Lesson 2, p. 142; Lesson 3, p. 144; Lesson 4, p. 146; Lesson 5, p. 148; Lesson 6, p. 150; Lesson 7, p. 152; Lesson 8, p. 154; Lesson 9, p. 156; Lesson 10, p. 158; Lesson 11, p. 160; Lesson 12, p. 162; Lesson 13, p. 164; Lesson 14, p. 166; Lesson 15, p. 168; Lesson 16, p. 170; Lesson 17, p. 172; Lesson 18, p. 174; Lesson 19, p. 176; Lesson 20, p. 178; Lesson 21, p. 180; Lesson 22, p. 182; Lesson 23, p. 184; Lesson 24, p. 186; Lesson 25, p. 188; Lesson 26, p. 190; Lesson 27, p. 192; Lesson 28, p. 194; Lesson 29, p. 196; Lesson 30, p. 198</p>
	<p>k. Leen palabras compuestas (abrelatas, anteojos, sacapuntas) y separan las dos palabras que las componen.</p>	<p>Tarjetas fotográficas: beisbol, fútbol</p>	<p>SE: Lesson 29, p. 57; Lesson 30, p. 59</p> <p>TE: Lesson 29, p. 195; Lesson 30, p. 197</p>
	<p>l. Reconocen y explican la formación de las dos contracciones del español: al = a + el, del = de + el.</p>	<p>Not directly addressed</p>	<p>Not directly addressed</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>2. Demuestran al escribir dominio de las normativas del español para el uso de las letras mayúsculas, signos de puntuación y ortografía.</p>		
<p>a. Capitalize dates and names of people.</p>	<p>a. Emplean la mayúscula al escribir nombres de personas, lugares, nombres de días festivos (Navidad, Año Nuevo, etc.) y eventos importantes (Cinco de Mayo).</p>	<p>SE: Lesson 4, p. 19; Lesson 19, p. 97; Lesson 21, p. 109; Lesson 27, p. 141; Lesson 33, p. 173</p> <p>TE: Lesson 4, p. 13; Lesson 19, p. 67; Lesson 21, p. 75; Lesson 27, p. 97; Lesson 33, p. 119</p>	<p>See Cuaderno 3; Introduction of characters during Reading Together allows for a repeated opportunities to review capitalization rules.</p>
<p>b. Use end punctuation for sentences.</p>	<p>b. Usan la puntuación correcta para empezar y/o finalizar las oraciones, incluyendo el uso correcto de los signos de interrogación ¿?; y de exclamación ¡!.</p>	<p>SE: Lesson 5, p. 28; Lesson 9, pp. 45, 48; Lesson 11, p. 57; Lesson 13, p. 68; Lesson 16, pp. 86, 87; Lesson 20, p. 106</p> <p>TE: Lesson 2, p. 8; Lesson 5, p. 19; Lesson 9, pp. 31, 33; Lesson 11, p. 39; Lesson 13, p. 47; Lesson 15, p. 56; Lesson 16, p. 59; Lesson 20, p. 73</p>	<p>SE: Lesson 1, p. 2; Lesson 2, p. 4; Lesson 3, p. 6; Lesson 4, p. 8; Lesson 5, p. 10; Lesson 6, p. 12; Lesson 7, p. 14; Lesson 8, p. 16; Lesson 9, p. 18; Lesson 10, p. 20; Lesson 11, p. 22; Lesson 12, p. 24; Lesson 13, p. 26; Lesson 14, p. 28; Lesson 15, p. 30; Lesson 16, p. 32; Lesson 17, p. 34; Lesson 18, p. 36; Lesson 19, p. 38; Lesson 20, p. 40; Lesson 21, p. 42; Lesson 22, p. 44; Lesson 23, p. 46; Lesson 24, p. 48; Lesson 25, p. 50; Lesson 26, p. 52; Lesson 27, p. 54; Lesson 28, p. 56; Lesson 29, p. 58; Lesson 30, p. 60</p> <p>TE: Lesson 1, p. 140; Lesson 2, p. 142; Lesson 3, p. 144; Lesson 4, p. 146; Lesson 5, p. 148; Lesson 6, p. 150; Lesson 7, p. 152; Lesson 8, p. 154; Lesson 9, p. 156; Lesson 10, p. 158; Lesson 11, p. 160; Lesson 12, p. 162; Lesson 13, p. 164; Lesson 14, p. 166; Lesson 15, p. 168; Lesson 16, p. 170; Lesson 17, p. 172; Lesson 18, p. 174; Lesson 19, p. 176; Lesson 20, p. 178; Lesson 21, p. 180; Lesson 22, p. 182; Lesson 23, p. 184; Lesson 24, p. 186; Lesson 25, p. 188; Lesson 26, p. 190; Lesson 27, p. 192; Lesson 28, p. 194; Lesson 29, p. 196; Lesson 30, p. 198</p>
<p>c. Use commas in dates and to separate single words in a series.</p>	<p>c. Reconocen la función de la coma para enumerar y separar palabras en una serie.</p>	<p>Not directly addressed</p>	<p>Not directly addressed</p>
<p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p>	<p>d. Usan ortografía convencional para palabras con patrones ortográficos comunes y para palabras de ortografía compleja de uso frecuente.</p>	<p>SE: Lesson 1, pp. 5, 6; Lesson 2, pp. 11, 12; Lesson 3, pp. 17, 18; Lesson 4, pp. 23, 24; Lesson 5, pp. 29, 30; Lesson 7, p. 37, 38; Lesson 9, pp. 49, 50; Lesson 11, pp. 61, 62; Lesson 13, pp. 69, 70; Lesson 14, pp. 75, 76; Lesson 15, p. 81, 82; Lesson 16, pp. 87, 88; Lesson 17, pp. 93, 94; Lesson 19, pp. 101, 102; Lesson 20, pp. 107, 108; Lesson 21, pp. 113, 114; Lesson 22, pp. 119, 120; Lesson 23, pp. 125, 126; Lesson 25, pp. 133, 134; Lesson 26, pp. 139, 140; Lesson 27, pp. 145, 146; Lesson 28, pp. 151, 152; Lesson 29, pp. 157, 158; Lesson 31, pp. 165, 166; Lesson 32, pp. 171, 172; Lesson 33, pp. 177, 178; Lesson 34, pp. 183, 184; Lesson 35, pp. 189, 190</p> <p>TE: Lesson 1, pp. 3, 4; Lesson 2, pp. 7, 8; Lesson 3, pp. 11, 12; Lesson 4, pp. 15, 16; Lesson 5, pp. 19, 20; Lesson 7, pp. 25, 26; Lesson 9, pp. 33, 34; Lesson 11, pp. 41, 42; Lesson 13, pp. 47, 48; Lesson 14, pp. 51, 52; Lesson 15, p. 55, 56; Lesson 16, p. 59, 60; Lesson 17, pp. 63, 64; Lesson 19, pp. 69, 70; Lesson 20, pp. 73, 74; Lesson 21, pp. 77, 78; Lesson 22, pp. 81, 82; Lesson 23, pp. 85, 86; Lesson 25, pp. 91, 92; Lesson 26, pp. 95, 96; Lesson 27, pp. 99, 100; Lesson 28, pp. 103, 104; Lesson 29, pp. 107, 108; Lesson 31, pp. 113, 114; Lesson 32, pp. 117, 118; Lesson 33, pp. 121, 122; Lesson 34, pp. 125, 126; Lesson 35, pp. 129, 130</p>	<p>SE: Lesson 1, p. 2; Lesson 2, p. 4; Lesson 3, p. 6; Lesson 4, p. 8; Lesson 5, p. 10; Lesson 6, p. 12; Lesson 7, p. 14; Lesson 8, p. 16; Lesson 9, p. 18; Lesson 10, p. 20; Lesson 11, p. 22; Lesson 12, p. 24; Lesson 13, p. 26; Lesson 14, p. 28; Lesson 15, p. 30; Lesson 16, p. 32; Lesson 17, p. 34; Lesson 18, p. 36; Lesson 19, p. 38; Lesson 20, p. 40; Lesson 21, p. 42; Lesson 22, p. 44; Lesson 23, p. 46; Lesson 24, p. 48; Lesson 25, p. 50; Lesson 26, p. 52; Lesson 27, p. 54; Lesson 28, p. 56; Lesson 29, p. 58; Lesson 30, p. 60</p> <p>TE: Lesson 1, p. 140; Lesson 2, p. 142; Lesson 3, p. 144; Lesson 4, p. 146; Lesson 5, p. 148; Lesson 6, p. 150; Lesson 7, p. 152; Lesson 8, p. 154; Lesson 9, p. 156; Lesson 10, p. 158; Lesson 11, p. 160; Lesson 12, p. 162; Lesson 13, p. 164; Lesson 14, p. 166; Lesson 15, p. 168; Lesson 16, p. 170; Lesson 17, p. 172; Lesson 18, p. 174; Lesson 19, p. 176; Lesson 20, p. 178; Lesson 21, p. 180; Lesson 22, p. 182; Lesson 23, p. 184; Lesson 24, p. 186; Lesson 25, p. 188; Lesson 26, p. 190; Lesson 27, p. 192; Lesson 28, p. 194; Lesson 29, p. 196; Lesson 30, p. 198</p>



e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	e. Deletrean fonéticamente palabras desconocidas, usando la fonética, el reconocimiento de palabras y las normativas de la ortografía.	SE: Lesson 1, p. 6; Lesson 2, p. 12; Lesson 3, p. 18; Lesson 9, p. 50; Lesson 10, p. 54; Lesson 11, p. 58; Lesson 13, p. 70; Lesson 14, p. 76; Lesson 15, p. 82; Lesson 16, p. 88; Lesson 17, p. 94; Lesson 19, p. 102; Lesson 20, p. 108; Lesson 21, p. 114; Lesson 22, p. 120; Lesson 23, p. 126; Lesson 25, p. 134; Lesson 26, p. 140; Lesson 27, p. 146; Lesson 28, p. 152; Lesson 29, p. 158; Lesson 31, p. 166; Lesson 32, p. 172; Lesson 33, p. 178; Lesson 34, p. 184; Lesson 35, p. 190  TE: Lesson 1, p. 4; Lesson 2, p. 8; Lesson 3, p. 12; Lesson 4, p. 15; Lesson 9, pp. 33, 34; Lesson 10, p. 38; Lesson 11, p. 42; Lesson 13, p. 48; Lesson 14, p. 52; Lesson 15, p. 56; Lesson 16, p. 60; Lesson 17, p. 64; Lesson 19, p. 70; Lesson 20, p. 74; Lesson 21, p. 78; Lesson 22, p. 82; Lesson 23, p. 86; Lesson 25, p. 92; Lesson 26, p. 96; Lesson 27, p. 100; Lesson 28, p. 104; Lesson 29, p. 108; Lesson 31, p. 114; Lesson 32, p. 118; Lesson 33, p. 122; Lesson 34, p. 126; Lesson 35, p. 130	SE: Lesson 1, p. 2; Lesson 2, p. 4; Lesson 3, p. 6; Lesson 4, p. 8; Lesson 5, p. 10; Lesson 6, p. 12; Lesson 7, p. 14; Lesson 8, p. 16; Lesson 9, p. 18; Lesson 10, p. 20; Lesson 11, p. 22; Lesson 12, p. 24; Lesson 13, p. 26; Lesson 14, p. 28; Lesson 15, p. 30; Lesson 16, p. 32; Lesson 17, p. 34; Lesson 18, p. 36; Lesson 19, p. 38; Lesson 20, p. 40; Lesson 21, p. 42; Lesson 22, p. 44; Lesson 23, p. 46; Lesson 24, p. 48; Lesson 25, p. 50; Lesson 26, p. 52; Lesson 27, p. 54; Lesson 28, p. 56; Lesson 29, p. 58; Lesson 30, p. 60  TE: Lesson 1, p. 140; Lesson 2, p. 142; Lesson 3, p. 144; Lesson 4, p. 146; Lesson 5, p. 148; Lesson 6, p. 150; Lesson 7, p. 152; Lesson 8, p. 154; Lesson 9, p. 156; Lesson 10, p. 158; Lesson 11, p. 160; Lesson 12, p. 162; Lesson 13, p. 164; Lesson 14, p. 166; Lesson 15, p. 168; Lesson 16, p. 170; Lesson 17, p. 172; Lesson 18, p. 174; Lesson 19, p. 176; Lesson 20, p. 178; Lesson 21, p. 180; Lesson 22, p. 182; Lesson 23, p. 184; Lesson 24, p. 186; Lesson 25, p. 188; Lesson 26, p. 190; Lesson 27, p. 192; Lesson 28, p. 194; Lesson 29, p. 196; Lesson 30, p. 198
	Acentuación		
	f. Reconocen el acento escrito en palabras sencillas y ya conocidas (mamá, papá, José).	SE: Lesson 3, p. 14  TE: Lesson 3, p. 10; Lesson 15, p. 54	SE: Lesson 14, p. 28  TE: Lesson 10, p. 158; Lesson 14, p. 166
Knowledge of Language	Conocimiento del lenguaje		
3. (Begins in grade 2)	3. (Se inicia en el 2do grado).		
Vocabulary Acquisition and Use	Adquisición y uso de vocabulario		
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	4. Determinan o aclaran el significado de palabras y frases desconocidas y de palabras y frases con significados múltiples, en base a la lectura y el contenido académico de primer grado, eligiendo con flexibilidad entre una serie de estrategias.	TE: Lesson 1, p.4; Lesson 2, p. 8; Lesson 3, p. 12; Lesson 4, p. 16; Lesson 5, p. 20; Lesson 7, p.26; Lesson 8, p. 30; Lesson 9, p. 34; Lesson 10, p. 38; Lesson 11, p. 42; Lesson 13, p. 48; Lesson 14, p. 52; Lesson 15, p. 56; Lesson 16, p. 60; Lesson 17, p. 64; Lesson 19, p. 70; Lesson 21, p. 78; Lesson 23, p. 86	
a. Use sentence-level context as a clue to the meaning of a word or phrase.	a. Usan el contexto de la oración para entender el significado de una palabra o frase.	SE: Lesson 2, p. 12  TE: Lesson 1, p. 4; Lesson 2, p. 8; Lesson 10, p. 38; Lesson 11, p. 42; Lesson 14, p. 52	TE: Lesson 4, p. 146; Lesson 9, p. 156; Lesson 11, p. 160; Lesson 15, p. 168; Lesson 16, p. 170; Lesson 19, p. 176; Lesson 28, p. 194
b. Use frequently occurring affixes as a clue to the meaning of a word.	b. Usan los afijos de uso frecuente para entender el significado de una palabra.	TE: Lesson 18, p. 40; Lesson 25, p. 90	TE: Lesson 29, p. 195
c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	c. Identifican la raíz de las palabras de uso frecuente (por ejemplo: mirar) y sus formas de inflexión (ejemplo: miradas, miró, mirando).	TE: Lesson 10, p.37; Lesson 16, p. 57	TE: Lesson 29, p. 195
5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	5. Con la orientación y el apoyo de adultos, demuestran comprensión de las relaciones entre las palabras y sus matices de significado.		
a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	a. Ordenan las palabras en categorías (ejemplo: colores, ropa) para obtener un sentido de los conceptos que representan las categorías.	TE: Lesson 3, p. 12; Lesson 7, p. 26	SE: Lesson 4, p. 8; Lesson 9, p. 18; Lesson 12, p. 24; Lesson 16, p. 32; Lesson 18, p. 36; Lesson 19, p. 38; Lesson 25, p. 50; Lesson 27, p. 54  TE: Lesson 4, p. 146; Lesson 9, p. 156; Lesson 12, p. 162; Lesson 16, p. 170; Lesson 18, p. 174; Lesson 19, p. 176; Lesson 25, p. 188; Lesson 27, p. 192
b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	b. Definen las palabras por categoría y por uno o más atributos clave (ejemplo: un pato es un ave que nada; un tigre es un felino grande con rayas).	TE: Lesson 3, p. 12; Lesson 7, p. 26	SE: Lesson 4, p. 8; Lesson 9, p. 18; Lesson 12, p. 24; Lesson 16, p. 32; Lesson 18, p. 36; Lesson 19, p. 38; Lesson 25, p. 50; Lesson 27, p. 54  TE: Lesson 4, p. 146; Lesson 9, p. 156; Lesson 12, p. 162; Lesson 16, p. 170; Lesson 18, p. 174; Lesson 19, p. 176; Lesson 25, p. 188; Lesson 27, p. 192
c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).	c. Identifican las conexiones en la vida real entre las palabras y sus usos (ejemplo: nombran lugares acogedores en el hogar).	TE: Lesson 3, p. 12; Lesson 4, p. 16; Lesson 5, p. 20	SE: Lesson 9, p. 18; Lesson 14, p. 28; Lesson 15, p. 30  TE: Lesson 9, p. 156; Lesson 14, p. 166; Lesson 15, p. 168
d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	d. Distinguen los matices de significado entre verbos que son sinónimos pero que difieren en connotación (ejemplo: mirar, ver, ojear, observar, contemplar) y adjetivos que difieren en intensidad (ejemplo: grande, gigantesco) al definirlos o elegirlos, o mediante la actuación de sus significados.	Not directly addressed	Not directly addressed
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).	6. Usan las palabras y las frases que han aprendido a través de conversaciones, al leer y al escuchar cuando se les lee, al responder a los textos, incluyendo el uso de conjunciones de uso frecuente, para indicar las relaciones entre ideas (ejemplo: Le he puesto el nombre Mordisco a mi hámster porque le gusta mucho mordisquear).	TE: Lesson 14, p. 52; Lesson 21, p. 78; Lesson 25, p. 92; Lesson 31, p. 112	SE: Lesson 1, p. 2; Lesson 2, p. 4; Lesson 3, p. 6; Lesson 4, p. 8; Lesson 5, p. 10; Lesson 6, p. 12; Lesson 7, p. 14; Lesson 8, p. 16; Lesson 9, p. 18; Lesson 10, p. 20; Lesson 11, p. 22; Lesson 12, p. 24; Lesson 13, p. 26; Lesson 14, p. 28; Lesson 15, p. 30; Lesson 16, p. 32; Lesson 17, p. 34; Lesson 18, p. 36; Lesson 19, p. 38; Lesson 20, p. 40; Lesson 21, p. 42; Lesson 22, p. 44; Lesson 23, p. 46; Lesson 24, p. 48; Lesson 25, p. 50; Lesson 26, p. 52; Lesson 27, p. 54; Lesson 28, p. 56; Lesson 29, p. 58; Lesson 30, p. 60  TE: Lesson 1, p. 140; Lesson 2, p. 142; Lesson 3, p. 144; Lesson 4, p. 146; Lesson 5, p. 148; Lesson 6, p. 150; Lesson 7, p. 152; Lesson 8, p. 154; Lesson 9, p. 156; Lesson 10, p. 158; Lesson 11, p. 160; Lesson 12, p. 162; Lesson 13, p. 164; Lesson 14, p. 166; Lesson 15, p. 168; Lesson 16, p. 170; Lesson 17, p. 172; Lesson 18, p. 174; Lesson 19, p. 176; Lesson 20, p. 178; Lesson 21, p. 180; Lesson 22, p. 182; Lesson 23, p. 184; Lesson 24, p. 186; Lesson 25, p. 188; Lesson 26, p. 190; Lesson 27, p. 192; Lesson 28, p. 194; Lesson 29, p. 196; Lesson 30, p. 198