

| La Cartilla - Common Core State Standards for Spanish Language Arts (Grade K)   |   |  |  |   |
|---|---|--|--|---|
| Standards (English)   | Standards (Spanish)   | Correlations La cartilla Cuaderno 1  | Correlations La cartilla Cuaderno 2  | Correlations La cartilla Cuaderno 3   |
| Reading Standards for Literature  | Estándares de lectura para la literatura  | Emerging (vowels and frequent consonants)  | Emerging (consonants and digraphs, complex spelling)   | Decoding  |
| <b>Key Ideas and Details</b>  | <b>Ideas clave y detalles</b>   |  |  |   |
| 1. With prompting and support, ask and answer questions about key details in a text.  | 1. Con sugerencias y apoyo, hacen y contestan preguntas sobre los detalles clave de un texto.   | TE: Lesson 9, p. 31; Lesson 15, p. 56; Lesson 21, p. 78; Lesson 28, p. 104   | TE: Lesson 1, p. 48; Lesson 2, p. 52; Lesson 4, p. 60; Lesson 5, p. 64; Lesson 8, p. 74; Lesson 9, p. 78; Lesson 14, p. 96; Lesson 16, p. 104; Lesson 17, p. 108; Lesson 19, p. 114; Lesson 21, p. 122   | 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<br>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 |
| 2. With prompting and support, retell familiar stories, including key details.  | 2. Con sugerencias y apoyo, cuentan cuentos que les son familiares, incluyendo los detalles clave.  | TE: Lesson 1, p. 4; Lesson 2, p. 8; Lesson 3, p. 12; Lesson 5, p. 20; Lesson 7, p. 26; Lesson 8, p. 30; Lesson 9, p. 34; Lesson 10, p. 38; Lesson 11, p. 42                  | TE: Lesson 1, p. 48; Lesson 2, p. 52; Lesson 3, p. 56; Lesson 4, p. 60; Lesson 5, p. 64; Lesson 7, p. 70; Lesson 8, p. 74; Lesson 9, p. 78; Lesson 10, p. 82; Lesson 16, p. 104; Lesson 17, p. 108; Lesson 19, p. 114; Lesson 21, p. 122; Lesson 23, p. 130; Lesson 25, p. 136                                       | SE: Lesson 2, p. 12; Lesson 4, p. 24; Lesson 13, p. 70; Lesson 16, p. 88 Lesson 25, p. 134<br>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 27, p. 100; Lesson 28, p. 104; Lesson 37, p. 136   |
| 3. With prompting and support, identify characters, settings, and major events in a story.  | 3. Con sugerencias y apoyo, identifican personajes, escenarios y acontecimientos importantes en un cuento.  | TE: Lesson 1, p. 4; Lesson 2, p. 8   | TE: Lesson 1, p. 48; Lesson 2, p. 52; Lesson 4, p. 60; Lesson 5, p. 64; Lesson 7, p. 70; Lesson 9, p. 78; Lesson 11, p. 86; Lesson 14, p. 96; Lesson 16, p. 104; Lesson 22, p. 126; Lesson 23, p. 130  | SE: Lesson 28, p. 152<br>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. 104  |
| <b>Craft and Structure</b>  | <b>Composición y estructura</b>   |  |  |   |
| 4. Ask and answer questions about unknown words in a text.  | 4. Hacen y contestan preguntas sobre palabras desconocidas en un texto.   | TE: Lesson 9, p. 34; Lesson 10, p. 38; Lesson 11, p. 42  | TE: Lesson 1, p. 48; Lesson 2, p. 52; Lesson 8, p. 74; Lesson 22, p. 126   | 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 15, p. 56; Lesson 16, p. 60; Lesson 17, p. 64; Lesson 19, p. 70; Lesson 20, p. 74; Lesson 21, p. 78; Lesson 28, p. 104   |
| 5. Recognize common types of texts (e.g., storybooks, poems).   | 5. Reconocen los tipos más comunes de textos (por ejemplo: cuentos, poemas).  | TE: Lesson 1, p. 4; Lesson 10, p. 38; Lesson 11, p. 42   | TE: Lesson 1, p. 48; Lesson 4, p. 60; Lesson 11, p. 86; Lesson 14, p. 96; Lesson 15, p. 100  | TE: Lesson 9, p. 31; Lesson 15, p. 56; Lesson 21, p. 78; Lesson 28, p. 104  |
| 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.   | 6. Con sugerencias y apoyo, nombran al autor e ilustrador de un cuento y definen el papel que desempeña cada uno en el relato del cuento.   | TE: Lesson 4, p. 16; Lesson 7, p. 26; Lesson 11, p. 42   | TE: Lesson 2, p. 52; Lesson 7, p. 70; Lesson 9, p. 78; Lesson 10, p. 82; Lesson 16, p. 104; Lesson 19, p. 114; Lesson 21, p. 122; Lesson 23, p. 130; Lesson 25, p. 136   | 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 15, p. 56; Lesson 16, p. 60; Lesson 17, p. 64; Lesson 19, p. 70; Lesson 20, p. 74; Lesson 22, p. 82; Lesson 26, p. 96; 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   |
| <b>Integration of Knowledge and Ideas</b>   | <b>Integración de conocimientos e ideas</b>   |  |  |   |
| 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).                         | 7. Con sugerencias y apoyo, describen la relación entre las ilustraciones y el cuento en donde aparecen (por ejemplo: qué momento de un cuento representa la ilustración).                      | TE: Lesson 1, p. 4; Lesson 2, p. 8; Lesson 3, p. 12; Lesson 5, p. 20; Lesson 7, p. 26; Lesson 8, p. 30; Lesson 11, p. 42   | TE: Lesson 1, p. 48; Lesson 2, p. 52; Lesson 3, p. 56; Lesson 9, p. 78; Lesson 10, p. 82; Lesson 19, p. 114; Lesson 21, p. 122; Lesson 23, p. 130; Lesson 25, p. 136   | 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   |
| 8. (Not applicable to literature.)  | 8. (No es aplicable a la literatura.)   |  |  |   |
| 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.   | 9. Con sugerencias y apoyo, comparan y contrastan las aventuras y experiencias de los personajes en cuentos que les son familiares.   | TE: Lesson 10, p. 38   | TE: Lesson 8, p. 74; Lesson 11, p. 86; Lesson 14, p. 96  | SE: Lesson 5, p. 32<br>TE: Lesson 3, p. 12; Lesson 5, p. 30; Lesson 32, p. 118; Lesson 28, p. 104; Lesson 32, p. 118  |
| <b>Range of Reading and Level of Text Complexity</b>  | <b>Nivel de lectura y de complejidad del texto</b>  |  |  |   |
| 10. Actively engage in group reading activities with purpose and understanding.   | 10. Participan activamente en trabajos de lectura en grupo, con propósito y comprensión.  | 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 | TE: Lesson 1, p. 48; Lesson 2, p. 52; Lesson 3, p. 56; Lesson 4, p. 60; Lesson 5, p. 64; Lesson 7, p. 70; Lesson 9, p. 78; Lesson 10, p. 82; Lesson 11, p. 86; Lesson 14, p. 96; Lesson 16, p. 104; Lesson 17, p. 108; Lesson 19, p. 114; Lesson 21, p. 122; Lesson 22, p. 126; Lesson 23, p. 130; Lesson 25, p. 136 | 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 15, p. 56; Lesson 16, p. 60; Lesson 17, p. 64; Lesson 20, p. 74; Lesson 21, p. 78; Lesson 22, p. 82; Lesson 25, p. 92; Lesson 26, p. 96; Lesson 28, p. 104; Lesson 29, p. 108; Lesson 32, p. 118   |
| <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. With prompting and support, ask and answer questions about key ideas and details in a text.  | 1. Con sugerencias y apoyo, hacen y contestan preguntas sobre los ideas y detalles clave de un texto.   | TE: Lesson 1, p. 4; Lesson 5, p. 20; Lesson 7, p. 26; Lesson 9, p. 34; Lesson 10, p. 38; Lesson 11, p. 42  | TE: Lesson 1, p. 48; Lesson 2, p. 52; Lesson 4, p. 60; Lesson 5, p. 64; Lesson 20, p. 118; Lesson 26, p. 140   | 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   |
| 2. With prompting and support, identify the main topic and retell key details in a text.  | 2. Con sugerencias y apoyo, identifican el tema principal y cuentan los detalles clave de un texto.   | TE: Lesson 1, p. 4; Lesson 5, p. 20; Lesson 7, p. 26; Lesson 11, p. 42   | TE: Lesson 1, p. 48; Lesson 2, p. 52; Lesson 3, p. 56; Lesson 4, p. 60; Lesson 13, p. 92; Lesson 15, p. 100  | 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  |
| 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.  | 3. Con sugerencias y apoyo, describen la relación entre dos personas, acontecimientos, ideas o elementos de información en un texto.  | TE: Lesson 1, p. 4   | TE: Lesson 14, p. 52; Lesson 34, p. 126  | TE: Lesson 14, p. 52; Lesson 34, p. 126   |
| <b>Craft and Structure</b>  | <b>Composición y estructura</b>   |  |  |   |
| 4. With prompting and support, ask and answer questions about unknown words in a text.  | 4. Con sugerencias y apoyo, hacen y contestan preguntas sobre palabras desconocidas en un texto.  | TE: Lesson 9, p. 34  | TE: Lesson 1, p. 48; Lesson 20, p. 118   | TE: Lesson 23, p. 86; Lesson 23, p. 86; Lesson 31, p. 114   |
| 5. Identify the front cover, back cover, and title of a book.   | 5. Identifican la portada, contraportada y la página del título de un libro.  | TE: Lesson 1, p. 4; Lesson 2, p. 8; Lesson 4, p. 16; Lesson 5, p. 20; Lesson 7, p. 26  | TE: Lesson 2, p. 52; Lesson 3, p. 56; Lesson 5, p. 64; Lesson 13, p. 92; Lesson 17, p. 108   | TE: Lesson 2, p. 8; Lesson 14, p. 52; Lesson 34, p. 126   |
| 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.  | 6. Nombran al autor e ilustrador de un texto y definen el papel de cada uno en la presentación de ideas o información en un texto.  | TE: Lesson 4, p. 16; Lesson 5, p. 20; Lesson 7, p. 26; Lesson 11, p. 42  | TE: Lesson 2, p. 52; Lesson 10, p. 82  | TE: Lesson 14, p. 52; Lesson 23, p. 86  |
| <b>Integration of Knowledge and Ideas</b>   | <b>Integración de conocimientos e ideas</b>   |  |  |   |
| 7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text the illustration depicts). | 7. Con sugerencias y apoyo, describen la relación entre las ilustraciones y el texto en el cual aparecen (por ejemplo: qué persona, lugar, cosa o idea en el texto representa una ilustración). | TE: Lesson 1, p. 4; Lesson 2, p. 8; Lesson 3, p. 12; Lesson 5, p. 20; Lesson 7, p. 26; Lesson 10, p. 38; Lesson 11, p. 42  | TE: Lesson 1, p. 48; Lesson 2, p. 52; Lesson 3, p. 56; Lesson 10, p. 82; Lesson 15, p. 100   | TE: Lesson 14, p. 52; Lesson 23, p. 86; Lesson 31, p. 114   |
| 8. With prompting and support, identify the reasons an author gives to support points in a text.  | 8. Con sugerencias y apoyo, identifican las razones que el autor ofrece para apoyar puntos en un texto.   | TE: Lesson 1, p. 4   | TE: Lesson 4, p. 60; Lesson 5, p. 64; Lesson 13, p. 92   | TE: Lesson 14, p. 52; Lesson 31, p. 114   |
| 9. With prompting and support, identify similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).                                   | 9. Con sugerencias y apoyo, identifican las semejanzas y diferencias básicas entre dos textos sobre el mismo tema (por ejemplo: en las ilustraciones, descripciones o procedimientos).          | TE: Lesson 10, p. 38   | TE: Lesson 20, p. 118; Lesson 26, p. 140   | TE: Lesson 31, p. 114   |
| <b>Range of Reading and Level of Text Complexity</b>  | <b>Nivel de lectura y de complejidad del texto</b>  |  |  |   |
| 10. Actively engage in group reading activities with purpose and understanding.   | 10. Participen activamente en actividades de lectura en grupo con propósito y comprensión.  | 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 | TE: Lesson 1, p. 48; Lesson 2, p. 52; Lesson 3, p. 56; Lesson 4, p. 60; Lesson 5, p. 64; Lesson 10, p. 82; Lesson 15, p. 100; Lesson 26, p. 140  | TE: Lesson 14, p. 52; Lesson 23, p. 86; Lesson 31, p. 114   |
| <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 organizations and basic features of print.  | Demuestran comprensión de la organización y características básicas de los materiales impresos.   |  |  |   |

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| a. Follow words from left to right, top to bottom, and page to page.   | Siguen las palabras de izquierda a derecha, de arriba hacia abajo y página por página.   | TE: Lesson 1, p. 4; Lesson 3, p. 12; Lesson 4, p. 16; Lesson 11, p. 42  | TE: Lesson 1, p. 48; Lesson 4, p. 60; Lesson 5, p. 64; Lesson 7, p. 70; Lesson 8, p. 74; Lesson 15, p. 100; Lesson 19, p. 114; Lesson 22, p. 126; Lesson 23, p. 130; Lesson 25, p. 136  | SE: Lesson 1, pp. 2, 4; Lesson 2, p. 10; Lesson 3, p. 13; Lesson 4, p. 22, 23; Lesson 5, pp. 28, 29; Lesson 7, p. 33, 34, 35, 36, 37; Lesson 9, pp. 45, 47, 48; Lesson 14, pp. 71, 74, 75; Lesson 15, p. 77, 78, 80, 81; Lesson 16, p. 83, 84, 86, 87; Lesson 17, p. 89, 90, 92, 93; Lesson 19, pp. 97, 100; Lesson 21, pp. 109, 112; Lesson 23, p. 121, 122, 124; Lesson 25, p. 132; Lesson 26, p. 138; 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<br>TE: Lesson 1, p. 3; Lesson 2, p. 7; Lesson 3, p. 11; Lesson 4, p. 15; Lesson 5, p. 19; Lesson 7, p. 23, 24, 25; Lesson 9, pp. 31, 33, 34; Lesson 14, pp. 49, 51; Lesson 15, p. 53, 54, 55; Lesson 16, p. 57, 58, 59; Lesson 17, p. 61, 62, 63; Lesson 19, p. 67, 69; Lesson 21, pp. 75, 77; Lesson 22, p. 82; Lesson 23, p. 83, 84, 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<br>Big Book: p. 1A, 1B; 2A, 2B, 3A, 3B, 4A, 5B, 6B, 7B   |
| b. Recognize that spoken words are represented in written language by specific sequences of letters.   | Reconocen que el lenguaje oral (palabras habladas) se representa en el lenguaje escrito mediante secuencias específicas de letras.   | TE: Lesson 1, p. 4; Lesson 3, p. 12; Lesson 4, p. 16; Lesson 5, p. 20; Lesson 7, p. 26; Lesson 11, p. 42  | TE: Lesson 1, p. 48; Lesson 7, p. 70; Lesson 19, p. 114   | SE: Lesson 2, pp. 10, 11; Lesson 3, pp. 14, 15, 16; Lesson 4, pp. 22, 23; Lesson 5, pp. 26, 27; Lesson 7, pp. 33, 34, 35, 36; Lesson 8, pp. 39, 40, 41, 42; Lesson 9, pp. 45, 46, 47, 48, 49; Lesson 14, pp. 72, 73; Lesson 15, p. 77, 78; Lesson 16, p. 83, 84; Lesson 21, p. 110; Lesson 22, p. 116; Lesson 23, p. 122; Lesson 25, p. 130; Lesson 26, p. 136; Lesson 27, p. 142; Lesson 28, p. 148; Lesson 29, p. 154; Lesson 31, p. 162; Lesson 32, p. 168; Lesson 33, p. 174; Lesson 34, p. 180; Lesson 35, p. 186<br>TE: Lesson 2, pp. 7, 8; Lesson 3, pp. 10, 11; Lesson 4, pp. 14, 15; Lesson 5, pp. 18, 19; Lesson 7, pp. 23, 24, 25; Lesson 8, pp. 27, 28, 29; Lesson 9, pp. 31, 32, 33; Lesson 14, p. 50; Lesson 15, p. 53, 54; Lesson 16, p. 57, 58; 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. 110; Lesson 32, p. 114; Lesson 33, p. 118; Lesson 34, p. 122; Lesson 35, p. 126   |
| c. Understand that words are separated by space in print.  | Entienden que las palabras se separan por espacios en blanco en los materiales impresos.   | TE: Lesson 1, p. 4; Lesson 3, p. 12; Lesson 4, p. 16; Lesson 11, p. 42  | TE: Lesson 1, p. 48; Lesson 7, p. 70; Lesson 19, p. 114   | SE: Lesson 9, p. 47<br>TE: Lesson 9, p. 32; Taught in the previous book.  |
| d. Recognize and name all upper-and lowercase letters of the alphabet.   | Reconocen y nombran todas las letras mayúsculas y minúsculas del alfabeto.   | SE: Lesson 1, pp. 2, 3; Lesson 2, pp. 6, 7; Lesson 3, p. 12; Lesson 4, p. 16; Lesson 5, p. 20; Lesson 6, p. 21; Lesson 7, p. 26; Lesson 8, p. 32; Lesson 9, pp. 36, 37, 38; Lesson 10, pp. 42, 43, 44; Lesson 11, pp. 48, 49, 50; Lesson 12, p. 53<br>TE: Lesson 1, p. 2; Lesson 2, p. 6; Lesson 3, pp. 10, 11; Lesson 4, pp. 14, 15; Lesson 5, pp. 18, 19; Lesson 6, p. 21; Lesson 7, pp. 24, 25; Lesson 8, pp. 28, 30; Lesson 9, pp. 32, 33; Lesson 10, pp. 36, 37; Lesson 11, pp. 40, 41 | SE: Lesson 1, pp. 2, 3, 4; Lesson 2, pp. 8, 9, 10; Lesson 3, pp. 14, 15, 16; Lesson 4, pp. 20, 21, 22; Lesson 5, pp. 26, 27, 28; Lesson 6, p. 31, 32; Lesson 7, pp. 34, 35, 36; Lesson 8, pp. 40, 41, 42; Lesson 9, pp. 46, 47, 48; Lesson 10, pp. 52, 53, 54; Lesson 11, pp. 58, 59, 60; Lesson 12, pp. 63, 64; Lesson 13, pp. 66, 67, 68; Lesson 14, pp. 72, 73, 74; Lesson 15, pp. 78, 79, 80; Lesson 16, pp. 84, 85, 86; Lesson 17, pp. 90, 91, 92; Lesson 18, pp. 95, 96; Lesson 19, pp. 98, 99, 100; Lesson 20, pp. 104, 105, 106; Lesson 21, pp. 110, 111, 112; Lesson 22, pp. 116, 117, 118; Lesson 23, pp. 122, 123, 123; Lesson 24, pp. 127, 128; Lesson 25, pp. 130, 131, 132; Lesson 26, pp. 136, 137, 138; Lesson 27, pp. 142, 143, 144<br>TE: Lesson 1, p. 46; Lesson 2, p. 50; Lesson 3, p. 54; Lesson 4, p. 58; Lesson 5, p. 62; Lesson 6, p. 66; Lesson 7, p. 68; Lesson 8, p. 72; Lesson 9, p. 76; Lesson 10, p. 80; Lesson 11, p. 84; Lesson 12, p. 87; Lesson 13, p. 90; Lesson 14, p. 94; Lesson 15, p. 98; Lesson 16, p. 102; Lesson 17, p. 106; Lesson 18, p. 109; Lesson 19, p. 112; Lesson 20, p. 116; Lesson 21, p. 120; Lesson 22, p. 124; Lesson 23, p. 128; Lesson 24, p. 131; Lesson 25, p. 134; Lesson 26, p. 138; Lesson 27, p. 142 | SE: Lesson 1, pp. 1, 2, 3, 4, 5; Lesson 2, pp. 7, 8, 9, 10, 11; Lesson 3, pp. 13, 14, 15, 16, 17; Lesson 4, pp. 19, 20, 21, 22, 23; Lesson 5, pp. 25, 26, 27, 28, 29; Lesson 7, pp. 33, 34, 35, 36, 37; Lesson 8, pp. 39, 40, 41, 42, 43; Lesson 9, pp. 45, 46, 47, 48, 49; Lesson 10, pp. 51, 52, 53, 54, 55; Lesson 11, pp. 57, 58, 59, 60, 61; Lesson 13, pp. 65, 66, 67, 68, 69; Lesson 14, pp. 71, 72, 73, 74, 75; Lesson 15, pp. 77, 78, 79, 80, 81; Lesson 16, pp. 83, 84, 85, 86, 87; Lesson 17, pp. 90, 91, 92, 93, 94; Lesson 19, pp. 97, 98, 99, 100, 101; Lesson 20, pp. 103, 104, 105, 106, 107; Lesson 21, pp. 109, 110, 111, 112, 113; Lesson 22, pp. 115, 116, 117, 118, 119; Lesson 23, pp. 121, 122, 123, 124, 125; Lesson 25, pp. 129, 130, 131, 132, 133; Lesson 26, pp. 135, 136, 137, 138, 139; Lesson 27, pp. 141, 142, 143, 144, 145; Lesson 28, pp. 147, 148, 149, 150, 151; Lesson 29, pp. 153, 154, 155, 156, 157; Lesson 31, pp. 161, 162, 163, 164, 165; Lesson 32, pp. 167, 168, 169, 170, 171; Lesson 33, pp. 173, 174, 175, 176, 177; Lesson 34, pp. 179, 180, 181, 182, 183; Lesson 35, pp. 185, 186, 187, 188, 189<br>TE: Lesson 1, pp. 1, 2, 3; Lesson 2, pp. 5, 6, 7; Lesson 3, pp. 9, 10, 11; Lesson 4, pp. 13, 14, 15; Lesson 7, p. 23, 24, 25, 26; Lesson 8, pp. 27, 28, 28; Lesson 9, pp. 31, 32, 33; Lesson 10, pp. 35, 36, 37; Lesson 11, pp. 39, 40, 41; Lesson 13, pp. 45, 46, 47; Lesson 14, pp. 49, 50, 51; Lesson 15, pp. 53, 54, 55; Lesson 16, pp. 57, 58, 59; Lesson 17, pp. 61, 62, 63; Lesson 19, pp. 67, 68, 69; Lesson 20, pp. 71, 72, 73; Lesson 21, pp. 75, 76, 77; Lesson 22, pp. 79, 80, 81; Lesson 23, pp. 83, 84, 85; Lesson 25, pp. 89, 90, 91; Lesson 26, pp. 93, 94, 95; Lesson 27, pp. 97, 98, 99; Lesson 28, p. 101, 102, 103; Lesson 29, p. 105, 106, 107; Lesson 31, pp. 111, 112, 113; Lesson 32, pp. 115, 116, 117; Lesson 33, pp. 119, 120, 121; Lesson 34, pp. 123, 124, 125; Lesson 35, pp. 127, 128, 129<br>Big Book: 1A, 1B, 2A, 2B, 3A, 3B, 4A, 4B, 5A, 5B, 6A, 6B, 7A, 7B, 8A, 8B, 9A, 9B |
| <b>Acentuación</b>   |  |   |   |   |
|  | e. Reconocen que el acento escrito (acento ortográfico) es una marca, que se llama tilde, colocada sobre una vocal.  | TE: Lesson 3, p. 12; Lesson 7, p. 26<br>Big Book: 4A, 6A  | TE: Lesson 8, p. 4; Lesson 15, p. 100   | SE: Lesson 3, pp. 13, 14, 15<br>TE: Lesson 3, pp. 9, 10   |
| <b>Phonological Awareness</b>  |  |   |   |   |
| <b>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>   |  |   |   |   |
| <b>Demuestran comprensión de las palabras habladas, las sílabas y los sonidos (fonemas).</b>   |  |   |   |   |
| a. Recognize and produce rhyming words.  | a. Reconocen y producen palabras que riman.  | TE: Lesson 1, p. 4; Lesson 2, pp. 5, 6; Lesson 5, pp. 17, 20; Lesson 10, p. 38; Lesson 11, p. 39  | TE: Lesson 1, p. 48   | TE: Lesson 9, p. 31; Lesson 17, p. 64; Lesson 21, p. 78   |
| b. Count, pronounce, blend, and segment syllables in spoken words.   | b. Cuentan, pronuncian, combinan y segmentan en sílabas las palabras habladas.   | SE: Lesson 7, pp. 27, 28; Lesson 8, pp. 33, 34; Lesson 9, pp. 39, 40; Lesson 10, pp. 45, 46; Lesson 11, 51, 52<br>TE: Lesson 7, pp. 25, 26; Lesson 8, pp. 29, 30; Lesson 9, pp. 33, 34; Lesson 10, pp. 37, 38; Lesson 11, pp. 41, 42; Lesson 12, p. 43<br>Big Book: 9A  | 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 6, p. 32; Lesson 7, pp. 38, 39; Lesson 8, pp. 45, 46; Lesson 9, pp. 51, 52; Lesson 10, pp. 57, 58; Lesson 11, pp. 63<br>TE: Lesson 1, p. 47; Lesson 2, p. 51; Lesson 3, p. 55; Lesson 4, p. 59; Lesson 5, p. 63; Lesson 6, p. 65; Lesson 7, p. 69; Lesson 8, p. 73; Lesson 9, p. 77; Lesson 10, p. 81; Lesson 11, p. 85; Lesson 12, p. 91  | SE: Lesson 1, pp. 1, 2, 3; Lesson 2, pp. 7, 8, 9; Lesson 7, pp. 33, 34, 35, 36, 37; Lesson 15, pp. 77, 78, 79, 80, 81; Lesson 16, pp. 83, 84, 85, 86, 87; Lesson 17, pp. 89, 90, 91, 92, 93; Lesson 19, pp. 97, 98, 99, 100, 101; Lesson 20, pp. 103, 104, 105, 106, 107; Lesson 21, pp. 109, 110, 111, 112, 113; Lesson 22, pp. 115, 116, 117, 118, 119; Lesson 23, pp. 121, 122, 123, 124, 125; Lesson 25, pp. 129, 130, 131, 132, 133; Lesson 26, pp. 135, 136, 137, 138, 139; Lesson 27, pp. 141, 142, 143, 144, 145; Lesson 28, pp. 147, 148, 149, 150, 151; Lesson 29, pp. 153, 154, 155, 156, 157; Lesson 31, pp. 161, 162, 163, 164, 165; Lesson 32, pp. 167, 168, 169, 170, 171; Lesson 33, pp. 174, 175, 176, 177, 178; Lesson 34, pp. 181, 182, 183, 184, 185; Lesson 35, pp. 187, 188, 189, 190, 191<br>TE: Lesson 1, pp. 1, 2; Lesson 2, pp. 5, 6; Lesson 7, pp. 23, 24, 25; Lesson 8, p. 27, 28, 29; Lesson 10, pp. 36, Lesson 14, p. 50; Lesson 15, pp. 53, 54, 55, 56; Lesson 16, pp. 57, 58, 59; Lesson 17, pp. 61, 62, 63; Lesson 19, pp. 67, 68, 69; Lesson 20, pp. 71, 72, 73; Lesson 21, pp. 75, 76, 77; Lesson 22, pp. 79, 80, 81; Lesson 23, pp. 83, 84, 85; Lesson 25, pp. 89, 90, 91; Lesson 26, pp. 93, 94, 95; Lesson 27, pp. 97, 98, 99; Lesson 28, pp. 101, 102, 103; Lesson 29, pp. 105, 106, 107; Lesson 31, pp. 111, 112, 113; Lesson 32, pp. 115, 116, 117; Lesson 33, pp. 119, 120, 121; Lesson 34, pp. 123, 124, 125; Lesson 35, pp. 127, 128, 129   |
| c. Blend and segment onsets and rimes of single-syllable spoken words.   | c. Combinan y segmentan los sonidos (fonemas) consonánticos y vocálicos de una sílaba.   | All Lessons 7-12  | All Lessons 1-37  |   |
| d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant or CVC) words.                       | d. Separan y pronuncian los sonidos iniciales, medios y finales (fonemas) en palabras monosilábicas de tres fonemas* (consonante-vocal-consonante, o CVC). Incluyen palabras que terminan con /l/ y /r/ (ejemplo: sal, sol, mar, por). | Not directly addressed  | TE: Lesson 16, p. 104; Lesson 20, p. 118  | TE: Lesson 13, p. 46  |
| e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to form new words.   | e. Añaden o sustituyen sonidos individuales (fonemas) en palabras simples de una sílaba para formar nuevas palabras de una o dos sílabas. (ejemplo: sal-sol; por-par; tan-pan; sal-sala; par-para; mal-malo).                          | Not directly addressed  | TE: Lesson 14, p. 94; Lesson 17, p. 106   | Not directly addressed  |
| f. Combinan dos sílabas para formar palabras bisilábicas que les son familiares: ma + no = mano; ma + ma = mamá; ma + pa = mapa; sa + po = sapo; so + pa = sopa. |  | SE: Lesson 7, p. 28; Lesson 8, p. 34; Lesson 9, p. 40; Lesson 10, p. 46; Lesson 11, p. 52<br>TE: Lesson 7, p. 25; Lesson 8, p. 29; Lesson 9, p. 33; Lesson 10, p. 37; Lesson 11, p. 41; Lesson 12, p. 43  | SE: Lesson 1, p. 6; Lesson 2, p. 12; Lesson 3, p. 18; Lesson 4, p. 24; Lesson 5, p. 30; Lesson 6, p. 32; Lesson 7, p. 38; Lesson 8, p. 44; Lesson 9, p. 50; Lesson 10, p. 56; Lesson 11, p. 62; Lesson 12, p. 64; Lesson 13, p. 70; Lesson 14, p. 76; Lesson 15, pp. 81, 82; Lesson 16, pp. 87, 88; Lesson 17, pp. 93, 94; Lesson 18, pp. 96; Lesson 19, p. 102; Lesson 20, p. 108; Lesson 21, p. 114; Lesson 22, p. 120; Lesson 23, p. 126; Lesson 24, p. 128; Lesson 25, p. 134; Lesson 26, p. 140; Lesson 27, p. 146<br>TE: Lesson 1, p. 47; Lesson 2, p. 51; Lesson 3, p. 55; Lesson 4, p. 59; Lesson 5, p. 63; Lesson 6, p. 65; Lesson 7, p. 69; Lesson 8, p. 73; Lesson 9, p. 77; Lesson 10, p. 81; Lesson 11, p. 85; Lesson 12, p. 87; Lesson 13, p. 91; Lesson 14, p. 95; Lesson 15, p. 99; Lesson 16, p. 103; Lesson 17, p. 107; Lesson 18, p. 109; Lesson 19, p. 113; Lesson 20, p. 117; Lesson 21, p. 121; Lesson 22, p. 125; Lesson 23, p. 129; Lesson 24, p. 131; Lesson 25, p. 135; Lesson 26, p. 139; Lesson 27, p. 143  | SE: Lesson 1, pp. 1, 2, 3; Lesson 2, pp. 7, 8, 9; Lesson 4, pp. 13, 14, 15; Lesson 7, pp. 33, 34; Lesson 10, pp. 52, 53; Lesson 16, p. 87, 88; Lesson 17, p. 93; Lesson 19, pp. 101, 102; Lesson 20, pp. 107, 108; Lesson 21, p. 113; Lesson 23, p. 125; Lesson 25, p. 133; Lesson 26, p. 139; Lesson 27, p. 145; Lesson 28, p. 151; Lesson 29, p. 157; Lesson 31, p. 165; Lesson 32, p. 171; Lesson 33, p. 177; Lesson 34, p. 183; Lesson 35, p. 189<br>TE: Lesson 1, pp. 1, 2; Lesson 2, pp. 5, 6; Lesson 3, pp. 9, 10; Lesson 4, pp. 13, 14; Lesson 7, pp. 23, 24; Lesson 10, p. 36; Lesson 14, p. 50; Lesson 15, p. 53, 54; Lesson 16, p. 59, 60; Lesson 17, p. 63; Lesson 19, pp. 69, 70; 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; Lesson 35, p. 129   |
| <b>Acentuación</b>   |  |   |   |   |
|  | g. Separan y cuentan oralmente las sílabas de una palabra.   | TE: Lesson 7, p. 25; Lesson 8, p. 29; Lesson 9, p. 33; Lesson 10, p. 37; Lesson 11, p. 41   | TE: Lesson 1, p. 47; Lesson 2, p. 51; Lesson 3, p. 55; Lesson 4, p. 59; Lesson 5, p. 63; Lesson 6, p. 65; Lesson 7, p. 69; Lesson 8, p. 73; Lesson 9, p. 77; Lesson 10, p. 81; Lesson 11, p. 85; Lesson 12, p. 87; Lesson 13, p. 91; Lesson 14, p. 95; Lesson 15, p. 99; Lesson 16, p. 103; Lesson 17, p. 107; Lesson 19, p. 113; Lesson 20, p. 117; Lesson 21, p. 121; Lesson 22, p. 125; Lesson 23, p. 129; Lesson 25, p. 135; Lesson 26, p. 139; Lesson 27, p. 143   | SE: Lesson 2, p. 9; Lesson 6, p. 31; Lesson 7, p. 33; Lesson 8, pp. 39, 40; Lesson 9, p. 45; Lesson 20, p. 103<br>TE: Lesson 2, p. 6; Lesson 3, p. 11; Lesson 5, p. 21; Lesson 7, p. 33; Lesson 8, pp. 27, 28; Lesson 9, p. 31, 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. 71, 72  |
|  | h. En palabras multisilábicas señalan la sílaba sobre la cual recae el énfasis de la voz (acento tónico).  | TE: Lesson 3, p. 12<br>Big Book: 4A   | TE: Lesson 1, p. 47; Lesson 3, p. 55; Lesson 8, p. 4; Lesson 15, p. 100   | SE: Lesson 3, p. 14; Lesson 8, pp. 39, 40<br>TE: Lesson 3, p. 3, pp. 9, 10; Lesson 8, p. 28; Lesson 10, p. 36; Lesson 15, p. 54; Lesson 19, p. 68,  |
| <b>Phonics and Word Recognition</b>  |  |   |   |   |
| <b>Fonética y reconocimiento de palabras</b>   |  |   |   |   |
| 3. Know and apply grade-level phonics and word analysis skills in decoding words.  | Conocen y aplican la fonética y las destrezas de análisis de palabras a nivel de grado, en la decodificación de palabras.  |   |   |   |

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|---|---|---|---|---|
| a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing primary or many of the most frequent sounds for each consonant.  | a. Demuestran el conocimiento básico de la correspondencia entre letra y sonido (de una en una) al producir el sonido principal o los sonidos más frecuentes que representa cada consonante.  | SE: Lesson 7, pp. 24, 25; Lesson 8, pp. 30, 31; Lesson 9, pp. 36, 37; Lesson 10, pp. 42, 43; Lesson 11, pp. 48, 49<br>TE: Lesson 7, pp. 24, 25; Lesson 8, pp. 28, 29; Lesson 9, pp. 32, 33; Lesson 10, pp. 36, 37; Lesson 11, pp. 41, 42; Lesson 12, p. 43;   | SE: Lesson 1, pp. 2, 3, 4; Lesson 2, pp. 8, 9, 10; Lesson 3, pp. 14, 15, 16; Lesson 4, pp. 20, 21, 22; Lesson 5, pp. 26, 27, 28; Lesson 6, p. 31; Lesson 7, pp. 34, 35, 36; Lesson 8, pp. 40, 41, 42; Lesson 9, pp. 46, 47, 48; Lesson 11, pp. 52, 53, 54; Lesson 13, pp. 60, 61, 62; Lesson 14, pp. 66, 67, 68; Lesson 15, pp. 72, 73, 74; Lesson 17, pp. 78, 79, 80; Lesson 19, pp. 86, 87, 88; Lesson 20, pp. 92, 93, 94; Lesson 21, pp. 98, 99, 100; Lesson 22, pp. 104, 105, 106; Lesson 23, pp. 110, 111, 112; Lesson 25, pp. 118, 119, 120; Lesson 26, pp. 26, 27, 28; Lesson 27, pp. 26, 27, 28<br>TE: Lesson 1, p. 46; Lesson 2, p. 50; Lesson 3, p. 54; Lesson 4, p. 58; Lesson 5, p. 62; Lesson 6, p. 65; Lesson 7, p. 68; Lesson 8, p. 72; Lesson 9, p. 76; Lesson 10, p. 80; Lesson 11, p. 84; Lesson 12, p. 87, 88; Lesson 13, p. 90; Lesson 14, p. 94; Lesson 15, p. 98; Lesson 16, p. 102; Lesson 17, p. 106; Lesson 18, p. 109; Lesson 19, p. 112; Lesson 20, p. 116; Lesson 21, p. 120; Lesson 22, p. 124; Lesson 23, p. 128; Lesson 24, p. 132; Lesson 25, p. 134; Lesson 26, p. 138; Lesson 27, p. 142                          | SE: Lesson 7, pp. 33, 34, 35; Lesson 9, pp. 45, 46, 47; Lesson 10, pp. 51, 52, 53; Lesson 11, p. 57, 58, 59; Lesson 13, p. 65, 66, 67; Lesson 14, pp. 71, 72, 73; Lesson 15, pp. 77, 78, 79; Lesson 16, pp. 83, 84, 85; Lesson 17, pp. 89, 90, 91; Lesson 19, pp. 97, 98, 99; Lesson 20, pp. 103, 104, 105; Lesson 21, pp. 109, 110, 111; Lesson 22, pp. 115, 116, 117; Lesson 23, pp. 121, 122, 123; Lesson 25, pp. 129, 130, 131; Lesson 26, pp. 135, 136, 137; Lesson 27, pp. 141, 142, 143; Lesson 28, pp. 147, 148, 149; Lesson 29, pp. 153, 154, 155; Lesson 31, pp. 161, 162, 163; Lesson 32, pp. 167, 168, 169; Lesson 33, pp. 173, 174, 175; Lesson 34, pp. 179, 180, 181; Lesson 35, pp. 187, 188, 189<br>TE: Lesson 5, p. 18; Lesson 7, pp. 23, 24; Lesson 9, pp. 31, 32; Lesson 10, pp. 35, 36; Lesson 11, pp. 39, 40; Lesson 13, pp. 45, 46; Lesson 14, pp. 49, 50; Lesson 16, p. 57, 58; Lesson 17, pp. 61, 62; Lesson 19, pp. 67, 68; Lesson 20, pp. 71, 72; Lesson 21, p. 75, 76; Lesson 22, pp. 79, 80; Lesson 23, pp. 83, 84; Lesson 25, pp. 89, 90, 91; Lesson 26, pp. 93, 94, 95; Lesson 27, pp. 97, 98, 99; Lesson 28, pp. 101, 102, 103; Lesson 29, pp. 105, 106, 107; Lesson 31, pp. 111, 112, 113; Lesson 32, pp. 115, 116, 117; Lesson 33, pp. 119, 120, 121; Lesson 34, pp. 123, 124, 125; Lesson 35, pp. 127, 128, 129 |
| b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.   | b. Asocian los sonidos (fonemas) con la ortografía común (grafemas) para las cinco vocales incluyendo el uso de la ye (y) como equivalente de la vocal i.*  | SE: Lesson 1, pp. 2, 3; Lesson 2, pp. 6, 7; Lesson 3, pp. 10, 11, 12; Lesson 4, pp. 14, 15, 16; Lesson 5, pp. 18, 19, 20; Lesson 6, p. 21; Lesson 7, pp. 27, 28; Lesson 8, pp. 33, 34; Lesson 9, pp. 39, 40; Lesson 10, pp. 45, 46; Lesson 11, pp. 51, 52<br>TE: Lesson 1, p. 2; Lesson 2, pp. 6, 7; Lesson 3, pp. 10, 11; Lesson 4, pp. 14, 15; Lesson 5, pp. 18, 19; Lesson 6, p. 21; Lesson 7, p. 25; Lesson 8, p. 29; Lesson 9, p. 33; Lesson 10, p. 37; Lesson 11, p. 41; Lesson 12, p. 44 | SE: Lesson 1, pp. 2, 3, 4; Lesson 2, pp. 8, 9, 10; Lesson 3, pp. 14, 15, 16; Lesson 4, pp. 17, 18, 20; Lesson 5, pp. 23, 24, 25; Lesson 6, p. 26; Lesson 7, pp. 32, 33, 34; Lesson 8, pp. 39, 40, 41; Lesson 9, pp. 47, 48, 49; Lesson 10, pp. 43, 44, 45; Lesson 11, pp. 49, 50, 51<br>TE: Lesson 1, p. 46; Lesson 2, p. 50; Lesson 3, p. 54; Lesson 4, p. 58; Lesson 5, p. 62; Lesson 6, p. 65; Lesson 7, p. 69; Lesson 8, p. 73; Lesson 9, p. 77; Lesson 10, p. 81; Lesson 11, p. 85; Lesson 12, p. 88   | SE: Lesson 1, p. 1, 2, 3, 4, 5; Lesson 2, pp. 7, 8, 9, 10, 11; Lesson 3, pp. 13, 14, 15, 16; Lesson 4, pp. 19, 20, 21, 22; Lesson 5, pp. 25, 26, 27, 28, 29; Lesson 7, pp. 33, 34, 35<br>TE: Lesson 1, p. 1, 2, 3; Lesson 2, pp. 5, 6, 7; Lesson 3, pp. 9, 10, 11; Lesson 4, pp. 13, 14, 15; Lesson 5, pp. 19, 20, 21; Lesson 7, pp. 23, 24<br>Big Book: 1A, 1B   |
| c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).  | c. Leen a simple vista palabras comunes de uso frecuente (ejemplo: el, la, veo, un, una, mi, es).   | TE: Lesson 4, p. 16; Lesson 5, p. 20  | TE: Lesson 2, p. 52; Lesson 11, p. 86   | TE: Lesson 1, p. 4; Lesson 2, p. 7; Lesson 3, p. 11; Lesson 4, p. 15; Lesson 5, p. 19; Lesson 7, pp. 25, 26; Lesson 8, p. 29; Lesson 9, p. 33; Lesson 10, p. 37; Lesson 11, p. 41; Lesson 13, p. 47; Lesson 13, p. 48; Lesson 14, p. 51; Lesson 15, p. 55; Lesson 16, p. 59; Lesson 17, p. 63; Lesson 19, p. 69; Lesson 20, p. 73; 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. 101; Lesson 29, p. 107; Lesson 31, p. 113; Lesson 32, p. 117; Lesson 33, p. 121; Lesson 35, p. 129   |
| d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.  | d. Distinguen entre palabras de ortografía similar mediante la identificación de los sonidos de las letras que son diferentes (con/son, niño/nifia, masa/mesa).   | SE: Lesson 4, p. 16<br>TE: Lesson 4, p. 16; Lesson 5, p. 20   | TE: Lesson 10, p. 82  | TE: Lesson 1, p. 2; Lesson 15, p. 54; Lesson 19, p. 70; Lesson 21, p. 76  |
|   | e. Reconocen las dos sílabas CV que forman palabras de alta frecuencia en el lenguaje cotidiano; ma-má, pa-pá; ca-sa; si-lla; me-sa; ca-ma; ga-to.  | TE: Lesson 7, p. 25; Lesson 8, p. 29; Lesson 9, p. 33; Lesson 10, p. 37; Lesson 11, p. 41   | TE: Lesson 2, p. 51; Lesson 3, p. 55; Lesson 7, p. 69; Lesson 8, p. 73; Lesson 10, p. 81  | SE: Lesson 9, pp. 45, 46; Lesson 14, p. 50<br>TE: Lesson 1, p. 3; Lesson 2, p. 7; Lesson 7, p. 24; Lesson 9, pp. 31, 32; Lesson 10, p. 32; Lesson 11, p. 40; 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  |
|   | Acentuación   |   |   |   |
|   | f. Identifican las letras que representan a las vocales (Aa, Ee, Ii, Oo, Uu, incluyendo el uso de la ye (y) como equivalente a la i).   | SE: Lesson 1, pp. 2, 3; Lesson 2, pp. 6, 7; Lesson 3, pp. 10, 11, 12; Lesson 4, pp. 14, 15, 16; Lesson 5, pp. 18, 19, 20; Lesson 7, pp. 27, 28; Lesson 8, pp. 33, 34; Lesson 9, pp. 39, 40; Lesson 10, pp. 45, 46; Lesson 11, pp. 51, 52<br>TE: Lesson 1, p. 2; Lesson 2, pp. 6, 7; Lesson 3, pp. 10, 11; Lesson 4, pp. 14, 15; Lesson 5, pp. 18, 19; Lesson 6, p. 21; Lesson 7, p. 25; Lesson 8, p. 29; Lesson 9, p. 33; Lesson 10, p. 37; Lesson 11, p. 41<br>Big Book: 4A, 5A                | 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 6, p. 32; Lesson 7, pp. 37, 38; Lesson 8, pp. 43, 44; Lesson 9, pp. 49, 50; Lesson 10, pp. 55, 56; Lesson 11, pp. 61, 62; Lesson 12, pp. 64; 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 18, pp. 96; 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 24, pp. 128; Lesson 25, pp. 133, 134; Lesson 26, pp. 139, 140; Lesson 27, pp. 145, 146<br>TE: Lesson 1, p. 47; Lesson 2, p. 51; Lesson 3, p. 55; Lesson 4, p. 59; Lesson 5, p. 63; Lesson 6, p. 65; Lesson 7, p. 69; Lesson 8, p. 73; Lesson 9, p. 77; Lesson 10, p. 81; Lesson 11, p. 85; Lesson 12, p. 87; Lesson 13, p. 91; Lesson 14, p. 95; Lesson 15, p. 99; Lesson 16, p. 103; Lesson 17, p. 107; Lesson 18, p. 109; Lesson 19, p. 113; Lesson 20, p. 117; Lesson 21, p. 121; Lesson 22, p. 125; Lesson 23, p. 129; Lesson 24, p. 131; Lesson 25, p. 135; Lesson 26, p. 139; Lesson 27, p. 143 | SE: Lesson 1, pp. 1, 2, 3, 4, 5; Lesson 2, pp. 7, 8, 9, 10, 11; Lesson 3, pp. 13, 14, 15, 16, 17; Lesson 4, pp. 19, 20, 21, 22, 23; Lesson 5, pp. 25, 26, 27, 28<br>TE: Lesson 1, pp. 1, 2, 3; Lesson 2, pp. 5, 6, 7; Lesson 3, pp. 9, 10, 11; Lesson 4, pp. 13, 14, 15; Lesson 5, pp. 17, 18, 19   |
|   | g. Reconocen el uso del acento ortográfico para distinguir la pronunciación entre palabras que se escriben iguales (papa-papá, paso-pasó).  | TE: Lesson 3, p. 12; Lesson 7, p. 26<br>Big Book: 4A, 6A  | TE: Lesson 15, p. 100   | SE: Lesson 3, pp. 13, 14, 15<br>TE: Lesson 3, pp. 9, 10; Lesson 15, p. 54   |
|   | h. Reconocen que el acento escrito (acento ortográfico) es una marca sobre una vocal que indica la pronunciación de la palabra de acuerdo con la sílaba que recibe el énfasis al pronunciar la palabra.   | TE: Lesson 3, p. 12; Lesson 7, p. 26<br>Big Book: 4A, 6A  | TE: Lesson 8, p. 74; Lesson 15, p. 100; Lesson 25, p. 136   | TE: Lesson 3, p. 11; Lesson 15, p. 54   |
|   | Fluidez   |   |   |   |
| 4. Read emergent-reader texts with purpose and understanding.   | 4. Leen textos para lectores principiantes, con propósito y comprensión.  | Addressed in classroom libraries  | SE: Lesson 1, pp. 2, 3, 4, 5; Lesson 2, pp. 8, 9, 10, 11<br>TE: Lesson 4, p. 60; Lesson 7, p. 70; Lesson 8, p. 74; Lesson 9, p. 78; Lesson 11, p. 86  | SE: Lesson 1, p. 4; Lesson 2, p. 10; Lesson 3, pp. 16, 17; Lesson 4, pp. 22, 23; Lesson 5, pp. 28, 29; Lesson 7, p. 36; Lesson 10, p. 38<br>TE: Lesson 1, p. 3; Lesson 7, p. 26; Lesson 2, p. 8; Lesson 4, p. 15; Lesson 5, p. 19; 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. 112; Lesson 35, p. 130   |
| <b>Writing Standards</b>  | <b>Estándares de escritura y redacción</b>  |   |   |   |
| <b>Text Types and Purposes</b>  | <b>Tipos de textos y sus propósitos</b>   |   |   |   |
| 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). | Usan una combinación de dibujo, dictado y escritura para redactar propuestas de opinión en las que le dicen a un lector cuál es el tema o el nombre del libro sobre el que están escribiendo y expresan su opinión o preferencia sobre el tema o el libro (por ejemplo: Mi libro favorito es...). | TE: Lesson 3, p. 12   | TE: Lesson 2, p. 52; Lesson 12, p. 88; Lesson 18, p. 110  | SE: Lesson 6, p. 32; Lesson 15, p. 82; Lesson 20, p. 108<br>TE: Lesson 2, p. 8; Lesson 4, p. 16; Lesson 6, p. 22; Lesson 15, p. 56; Lesson 20, p. 74  |
| 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  | Usan una combinación de dibujo, dictado y escritura para redactar textos informativos y explicativos en los cuales dicen sobre qué están escribiendo y ofrecen algo de información acerca del tema.   | Not directly addressed  | TE: Lesson 2, p. 52; Lesson 6, p. 66  | 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<br>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  |
| 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.                                       | Usan una combinación de dibujo, dictado y escritura para narrar un acontecimiento único o varios acontecimientos vagamente enlazados. Hablan de dichos acontecimientos en el orden en que ocurrieron y proporcionan una reacción a lo sucedido.   | Not directly addressed  | TE: Lesson 2, p. 52; Lesson 16, p. 104; Lesson 24, p. 132   | 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<br>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  |
| <b>Production and Distribution of Writing</b>   | <b>Producción y redacción de escritura</b>  |   |   |   |
| 4. (Begins in grade 3)  | (Se inicia en 3er grado)  |   |   |   |
| 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.  | 5. Con la orientación y el apoyo de adultos, responden a las preguntas y sugerencias de sus compañeros y añaden detalles para mejorar la escritura según sea necesario.   | Not directly addressed  | TE: Lesson 12, p. 88; Lesson 25, p. 136   | SE: Lesson 4, p. 24; Lesson 9, p. 50; Lesson 12, p. 62<br>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   |
| 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.   | 6. Con la orientación y el apoyo de adultos, exploran una variedad de herramientas digitales para producir y publicar escritos, incluso en colaboración con sus compañeros.   | Not directly addressed  | Not directly addressed  | Not directly addressed  |
| <b>Research to Build and Present Knowledge</b>  | <b>Investigación para la formación y presentación de conocimientos</b>  |   |   |   |
| 7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).  | 7. Participan en proyectos compartidos de investigación y escritura (por ejemplo: exploran una serie de libros de un autor favorito y expresan su opinión sobre ellos).   | Not directly addressed  | TE: Lesson 8, p. 74; Lesson 9, p. 78; Lesson 12, p. 88; Lesson 27, p. 144   | TE: Lesson 2, p. 8; Lesson 23, p. 86; Lesson 24, p. 88  |
| 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.   | Not directly addressed  | TE: Lesson 9, p. 108; Lesson 25, p. 136   | SE: Lesson 34, p. 184<br>TE: Lesson 2, p. 8; Lesson 16, p. 60; Lesson 24, p. 88; Lesson 34, p. 186  |
| 9. (Begins in grade 4)  | 9. (Se inicia en 4to grado)   |   |   |   |
| <b>Range of Writing</b>   | <b>Nivel de escritura y redacción</b>   |   |   |   |

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| 10. (Begins in grade 3)   | 10. (Se inicia en 3er grado)   |   |  | Not directly addressed  |
| <b>Speaking and Listening Standards</b>   |  |   |  |   |
| <b>Estándares de audición y expresión oral</b>  |  |   |  |   |
| <b>Comprehension and Collaboration</b>  |  |   |  |   |
| <b>Comprensión y colaboración</b>   |  |   |  |   |
| 1. Participate in collaborative conversations with diverse partners about kindergarten 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 kindergarten.  |   |  |   |
| a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking 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).   | TE: Lesson 1, pp. 2, 4; 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   | TE: Lesson 1, pp. 47, 48; Lesson 2, p. 52; Lesson 3, p. 56; Lesson 5, p. 64; Lesson 7, p. 70; Lesson 9, p. 78; Lesson 13, p. 92  | SE: Lesson 5, p. 32<br>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  |
| b. Continue a conversation through multiple exchanges.  | b. Continúan una conversación a través de múltiples intercambios.  | TE: Lesson 1, pp. 2, 4; Lesson 4, p. 16; Lesson 5, p. 20  | TE: Lesson 4, p. 60; Lesson 5, p. 64; Lesson 8, p. 74; Lesson 13, p. 92  | 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  |
| 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. | 2. Confirman la comprensión de un texto leído en voz alta o la información presentada oralmente o a través de otros medios de comunicación, al hacer y contestar preguntas sobre detalles clave y solicitar aclaraciones si algo no se entiende. | TE: Lesson 1, p. 4; Lesson 2, p. 8; Lesson 3, p. 12; Lesson 4, p. 16; Lesson 5, p. 20   | TE: Lesson 3, p. 56; Lesson 4, p. 60; Lesson 5, p. 64; Lesson 7, p. 70; Lesson 8, p. 74; Lesson 9, p. 78; Lesson 10, p. 82; Lesson 13, p. 92; Lesson 21, p. 122  | SE: Lesson 28, p. 152<br>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. 104   |
| 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  | 3. Hacen y contestan preguntas con el fin de solicitar ayuda, obtener información o aclarar algo que no se entiende.   | TE: Lesson 1, p. 4; Lesson 10, p. 38  | TE: Lesson 4, p. 60; Lesson 5, p. 64; Lesson 8, p. 74; Lesson 13, p. 92  | 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   |
| <b>Presentation of Knowledge and Ideas</b>  |  |   |  |   |
| <b>Presentación de conocimientos y de ideas</b>   |  |   |  |   |
| 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.   | 4. Describen a personas, lugares, cosas y acontecimientos que les son familiares y, con sugerencias y apoyo, ofrecen detalles adicionales.   | TE: Lesson 1, p. 4; Lesson 2, p. 11; Lesson 6, p. 22; Lesson 9, p. 34; Lesson 10, p. 38; Lesson 11, p. 42   | TE: Lesson 1, p. 48; Lesson 2, p. 52; Lesson 3, p. 56; Lesson 4, p. 60; Lesson 10, p. 82; Lesson 13, p. 92; Lesson 14, p. 96   | 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   |
| 5. Add drawings or other visual displays to descriptions as desired to provide additional detail.   | 5. Añaden dibujos y otros medios visuales a las descripciones según deseen para ofrecer detalles adicionales.  | TE: Lesson 1, p. 4; Lesson 3, p. 11; Lesson 6, p. 22; Lesson 9, p. 34   | TE: Lesson 1, p. 48; Lesson 2, p. 52; Lesson 13, p. 92   | 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;   |
| 6. Speak audibly and express thoughts, feelings, and ideas clearly.   | 6. Hablan en forma audible y expresan sus pensamientos, sentimientos e ideas con claridad.   | TE: Lesson 1, pp.2, 4; Lesson 4, p. 16; Lesson 5, p. 20; Lesson 6, p. 22; Lesson 9, p. 34; Lesson 10, p. 38; Lesson 11, p. 42   | TE: Lesson 1, pp. 47, 48; Lesson 2, p. 52; Lesson 3, p. 56; Lesson 7, p. 70; Lesson 13, p. 92  | 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   |
| <b>Language Standards</b>   |  |   |  |   |
| <b>Estándares de lenguaje</b>   |  |   |  |   |
| <b>Conventions of Standard English (Conversion to Equivalent Spanish)</b>   |  |   |  |   |
| <b>Normas y convenciones del español</b>  |  |   |  |   |
| 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 many upper-and lowercase letters.  | a. Escriben con letra de molde la mayoría de las letras mayúsculas y minúsculas.   | SE: Lesson 1, p. 4; Lesson 2, p. 8; Lesson 3, p. 12; Lesson 4, p. 16; Lesson 5, p. 20; Lesson 6, p. 22; Lesson 7, p. 26; Lesson 8, p. 32; Lesson 9, p. 38; Lesson 10, p. 44; Lesson 11, p. 50; Lesson 12, p. 54<br>TE: Lesson 1, p. 3; Lesson 2, pp. 6, 7; Lesson 3, pp. 10, 11; Lesson 4, pp. 14, 15; Lesson 5, pp. 18, 19; Lesson 6, pp. 21, 22; Lesson 7, p. 24; Lesson 8, pp. 28, 29; Lesson 9, pp. 32, 33; Lesson 10, pp. 36, 37; Lesson 11, pp. 40, 41; Lesson 12, pp. 43 | SE: Lesson 1, p. 4; Lesson 2, p. 10; Lesson 3, p. 16; Lesson 4, p. 22; Lesson 5, p. 28; Lesson 7, p. 36; Lesson 8, p. 42; Lesson 9, p. 48; Lesson 10, p. 54; Lesson 11, p. 60; Lesson 13, p. 68; Lesson 14, p. 74; Lesson 15, p. 80; Lesson 16, p. 86; Lesson 17, p. 92; Lesson 20, p. 106; Lesson 21, p. 112; Lesson 22, p. 118; Lesson 23, p. 124; Lesson 25, p. 132; Lesson 26, p. 138; Lesson 27, p. 144<br>TE: Lesson 1, p. 46; Lesson 2, p.50; Lesson 3, p. 54; Lesson 4, p. 58; Lesson 5, p. 62; Lesson 7, p. 68; Lesson 8, p. 72; Lesson 9, p. 76; Lesson 10, p. 80; Lesson 11, p.84; Lesson 13, p. 90; Lesson 14, p. 94; Lesson 15, p. 98; Lesson 16, p.102; Lesson 17, p. 106; Lesson 20, p. 116; Lesson 21, p. 120; Lesson 22, p. 124; Lesson 23, p. 128; Lesson 25, p. 134; Lesson 26, p. 138; Lesson 27, p. 142 | 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<br>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 |
| b. Use frequently occurring nouns and verbs.  | b. Usan sustantivos y verbos que se utilizan con frecuencia <b>Incluyendo los verbos ser y estar, empleando la concordancia correcta.</b>  | TE: Lesson 1, p. 4; Lesson 2, p. 8; Lesson 3, p. 12; Lesson 4, p. 16; Lesson 11, p. 42  | SE: Lesson 1, p. 4<br>TE: Lesson 1, p. 46  | TE: Lesson 1, p. 3; Lesson 4, pp. 15, 16; Lesson 5, pp. 19, 20; Lesson 7, pp. 25; Lesson 11, p. 41; Lesson 13, p. 47; Lesson 15, p. 55; Lesson 16, p. 59; Lesson 17, p. 64; Lesson 20, p. 73; Lesson 22, p. 81; Lesson 23, p. 85; Lesson 25, p. 91; Lesson 26, p. 95; Lesson 31, p. 113; Lesson 32, p. 117; Lesson 35, p. 129   |
| c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).  | c. Forman el plural de sustantivos regulares al añadir /s/ o /es/ (ejemplo: perro, perros; mantel, manteles; rey, reyes).  | TE: Lesson 11, p. 42  | TE: Lesson 14, p. 96   | TE: Lesson 11, p. 40; Lesson 23, p. 85; Lesson 26, p. 95; Lesson 31, p. 113   |
| d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).   | d. Comprenden y utilizan las palabras que denotan interrogación (ejemplo: quién, qué, dónde, cuándo, cómo y por qué).  | TE: Lesson 1, p. 4; Lesson 2, p. 8; Lesson 3, p. 12; Lesson 5, p. 20; Lesson 7, p. 26; Lesson 8, p. 30; Lesson 9, p. 34; Lesson 10, p. 38; Lesson 11, p. 42   | TE: Lesson 2, p. 52; Lesson 4, p. 60; Lesson 5, p. 64; Lesson 8, p. 74; Lesson 9, p. 78; Lesson 10, p. 82  | SE: Lesson 4, p. 24; Lesson 5, p. 30; Lesson 7, p. 38; Lesson 15, p. 82; Lesson 17, p. 94<br>TE: Lesson 1, p. 1, 4; Lesson 4, p. 16; Lesson 5, p. 20; Lesson 7, p. 26; Lesson 9, p. 34; Lesson 10, p. 37; Lesson 13, p. 48; Lesson 15, p. 56; Lesson 16, p. 60; Lesson 19, p. 70; Lesson 17, p. 64; Lesson 19, p. 70; Lesson 20, p. 74; Lesson 21, p. 78; Lesson 23, p. 86; Lesson 25, p. 91; Lesson 26, p. 96; Lesson 27, p. 100; Lesson 28, p. 104; Lesson 29, p. 108; Lesson 31, p. 112; Lesson 32, p. 116; Lesson 33, p. 120; Lesson 34, p. 124; Lesson 35, p. 128; Lesson 37, p. 136   |
| e. Use the most frequently occurring prepositions (e.g., to, from, in, out, off, for, of, by, with).  | e. Emplean las preposiciones de uso frecuente (ejemplo: con, en, de, por, para).   | Not directly addressed  | TE: Lesson 6, p. 66; Lesson 12, p. 88; Lesson 18, p. 110; Lesson 24, p. 132  | TE: Lesson 3, pp. 11, 12; Lesson 4, pp. 15, 16; Lesson 14, p. 51; Lesson 20, p. 73; Lesson 21, p. 77; Lesson 35, p. 129   |
| f. Produce and expand complete sentences in shared language activities.   | f. Producen y elaboran oraciones completas en actividades compartidas de lenguaje.   | 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 9, p. 34; Lesson 10, p. 38; Lesson 11, p. 42<br>Big Book: 2A,  | TE: Lesson 1, p. 48; Lesson 2, p. 52; Lesson 3, p. 56; Lesson 5, p. 64; Lesson 10, p. 82; Lesson 13, p. 92   | SE: Lesson 1, p. 6; 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 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<br>TE: Lesson 1, p. 4; Lesson 2, p. 8; Lesson 3, p. 12; Lesson 5, p. 30; 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 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  |
|   | g. Utilizan los artículos determinados e indeterminados notando la concordancia de género y número con el sustantivo (ejemplo: el perro, los libros, la mesa, las sillas, un niño, unos niños, una niña, unas niñas).                            | TE: Lesson 1, p. 4; Lesson 2, p. 8; Lesson 5, p. 20<br>Big Book: 2A,  | TE: Lesson 6, p. 66; Lesson 12, p. 88; Lesson 18, p. 110; Lesson 24, p. 132  | TE: Lesson 1, p. 3; Lesson 2, p. 7  |
| 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   | 2. Demuestran al escribir dominio de las normativas del español para el uso de las letras mayúsculas, signos de puntuación y ortografía.   |   |  |   |

|   |   |  |  |   |
|---|---|--|--|---|
| a. Capitalize the first word in a sentence and the pronoun I.   | a. Emplean la mayúscula en la primera letra de una palabra al inicio de una oración.  | TE: Lesson 9, p. 34; Lesson 11, p. 42  | Indirectly addressed, TE: Lesson 6, p. 66; Lesson 12, p. 88; Lesson 18, p. 110; Lesson 24, p. 132  | SE: Lesson 1, p. 5; Lesson 2, pp. 10, 11; Lesson 3, pp. 16, 17, 18; Lesson 4, pp. 22, 23, 24; Lesson 5, p. 29; Lesson 7, p. 36; Lesson 9, pp. 45, 48; Lesson 11, p. 60; Lesson 13, p. 68; Lesson 14, p. 74; 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<br>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, p. 41; Lesson 13, p. 47; Lesson 14, p. 51; Lesson 15, p. 55; 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   |
| b. Recognize and name end punctuation.  | b. Reconocen y nombran la puntuación final.   | Not directly addressed   | Indirectly addressed, TE: Lesson 6, p. 66; Lesson 12, p. 88; Lesson 18, p. 110; Lesson 24, p. 132  | 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<br>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  |
| c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).  | c. Escriben una letra correspondiente para la mayoría de los sonidos consonánticos y vocálicos.   | SE: Lesson 1, p. 4; Lesson 2, p. 8; Lesson 3, p. 12; Lesson 4, p. 16; Lesson 5, p. 20; Lesson 6, p. 22; Lesson 7, p. 28; Lesson 8, p. 34; Lesson 9, p. 40; Lesson 10, p. 46; Lesson 11, p. 52<br>TE: Lesson 1, p. 3; Lesson 2, pp. 6, 7; Lesson 3, pp. 10, 11; Lesson 4, pp. 14, 15; Lesson 5, pp. 18, 19; Lesson 6, p. 21; 7, p. 25; Lesson 8, p. 29; Lesson 9, p. 34; Lesson 10, p. 38; Lesson 11, p. 42; Lesson 12, p. 43 | SE: Lesson 1, p. 4; Lesson 2, p. 10; Lesson 3, p. 16; Lesson 4, p. 22; Lesson 5, p. 28; Lesson 6, p. 32; Lesson 7, p. 36; Lesson 8, p. 42; Lesson 9, p. 48; Lesson 10, p. 54; Lesson 11, p. 60; Lesson 12, p. 64; Lesson 13, p. 68; Lesson 14, p. 74; Lesson 15, p. 80; Lesson 16, p. 86; Lesson 17, p. 92; Lesson 18, p. 96; Lesson 19, p. 100; Lesson 20, p. 106; Lesson 21, p. 112; Lesson 22, p. 118; Lesson 23, p. 124; Lesson 24, p. 128; Lesson 25, p. 132; Lesson 26, p. 138; Lesson 27, p. 144<br>TE: Lesson 1, p. 46; Lesson 2, p. 50; Lesson 3, p. 54; Lesson 4, p. 58; Lesson 5, p. 62; Lesson 6, p. 65; Lesson 7, p. 68; Lesson 8, p. 72; Lesson 9, p. 76; Lesson 10, p. 80; Lesson 11, p. 84; Lesson 12, p. 87; Lesson 13, p. 90; Lesson 14, p. 94; Lesson 15, p. 98; Lesson 16, p. 102; Lesson 17, p. 106; Lesson 18, p. 109; Lesson 19, p. 112; Lesson 20, p. 116; Lesson 21, p. 120; Lesson 22, p. 124; Lesson 23, p. 128; Lesson 24, p. 131; Lesson 25, p. 134; Lesson 26, p. 138; Lesson 27, p. 142 | 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<br>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 |
| d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.   | d. Deletrean fonéticamente palabras sencillas, usando el conocimiento de la relación entre fonemas y grafemas.  | TE: Lesson 6, p. 22; Lesson 7, p. 26   | TE: Lesson 6, p. 66; Lesson 12, p. 88; Lesson 18, p. 110; Lesson 24, p. 132  | 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<br>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  |
| TE: Lesson 1, p. 3; Lesson 2, p. 7;   | <b>Acentuación</b>  |  |  |   |
|   | e. Reconocen el acento escrito (acento ortográfico) en palabras sencillas y ya conocidas (mamá, papá, José).  | TE: Lesson 3, p. 12; Lesson 7, p. 26   | TE: Lesson 8, p. 74; Lesson 15, p. 100   | SE: Lesson 3, pp. 13, 14, 15<br>TE: Lesson 3, p. 1, 2, 3; Lesson 15, p. 54  |
| <b>Knowledge of Language</b>  | <b>Conocimiento del lenguaje</b>  |  |  |   |
| 3. (Begins in grade 2)  | 3. (Se inicia en el 2do grado)  |  |  |   |
| <b>Vocabulary Acquisition and Use</b>   | <b>Adquisición y uso de vocabulario</b>   |  |  |   |
| 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.                      | 4. Determinan o aclaran el significado de palabras y frases desconocidas y de palabras de significados múltiples, en base a la lectura y el contenido académico de kindergarten.              | TE: Lesson 9, p. 34; Lesson 10, p. 38  | TE: Lesson 4, p. 60; Lesson 5, p. 64; Lesson 8, p. 74; Lesson 9, p. 78; Lesson 10, p. 82   | 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. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).                   | a. Identifican y aplican correctamente nuevos significados relacionados a palabras ya conocidas (ejemplo: saber que el zapatero es la persona que vende o arregla zapatos).                   | Not directly addressed   | Not directly addressed   | Not directly addressed  |
| b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, ful, -less) as a clue to the meaning of an unknown word. | b. Usan las inflexiones y los afijos de uso más frecuente (ejemplo: re-, bi-, -ita -ito, -ota -ote) como clave para el significado de una palabra desconocida.                                | TE: Lesson 10, p. 38   | TE: Lesson 14, p. 96; Lesson 21, p. 122  | SE: Lesson 4, p. 19<br>TE: Lesson 4, p. 13; Lesson 15, p. 53, 54; Lesson 21, p. 82; Lesson 22, p. 82; Lesson 25, p. 90; Lesson 31, p. 113   |
| 5. With guidance and support from adults, explore word relationships and nuances in word meanings.  | 5. Con la orientación y el apoyo de adultos, exploran las relaciones y matices en los significados de las palabras.   | TE: Lesson 10, p. 38   | TE: Lesson 1, p. 48  | TE: Lesson 22, p. 82; Lesson 23, p. 86  |
| a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.                                | a. Clasifican objetos comunes en categorías (ejemplo: formas, alimentos) para obtener un sentido de los conceptos que representan las categorías.   | Not directly addressed   | Not directly addressed   | TE: Lesson 9, p. 34; Lesson 17, p. 64; Lesson 18, p. 66; Lesson 26, p. 96   |
| b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).                             | b. Demuestran comprensión de los verbos y los adjetivos de uso más frecuente, al relacionarlos con sus opuestos (antónimos) (ejemplo: salir-entrar; perder-ganar; alto-bajo; grande-pequeño). | Not directly addressed   | Not directly addressed   | Not directly addressed  |
| c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).  | c. Identifican las conexiones en la vida real entre las palabras y sus usos (ejemplo: el describir actividades divertidas en la escuela o en el parque que son coloridos).                    | TE: Lesson 10, p. 38   | TE: Lesson 1, p. 48  | TE: Lesson 3, p. 12; Lesson 9, p. 34; Lesson 14, p. 52; Lesson 17, p. 64; Lesson 19, p. 70; Lesson 25, p. 92  |
| d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.        | d. Distinguen los matices de significado entre verbos que describen la misma acción general (ejemplo: gatear, caminar, marchar, correr) actuando sus significados.                            | Not directly addressed   | Not directly addressed   | Not directly addressed  |
| 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.  | 6. Usan las palabras y las frases que han aprendido a través de conversaciones, al leer y al escuchar cuando se les lee, o al responder a los textos.   | SE: TE: Lesson 1, p. 4; Lesson 2, p. 8;  | Implied through Reading Comprehension and Listening/Speaking Activities.   | TE: Lesson 14, p. 52; Lesson 21, p. 78; Lesson 25, p. 92; Lesson 31, p. 112   |