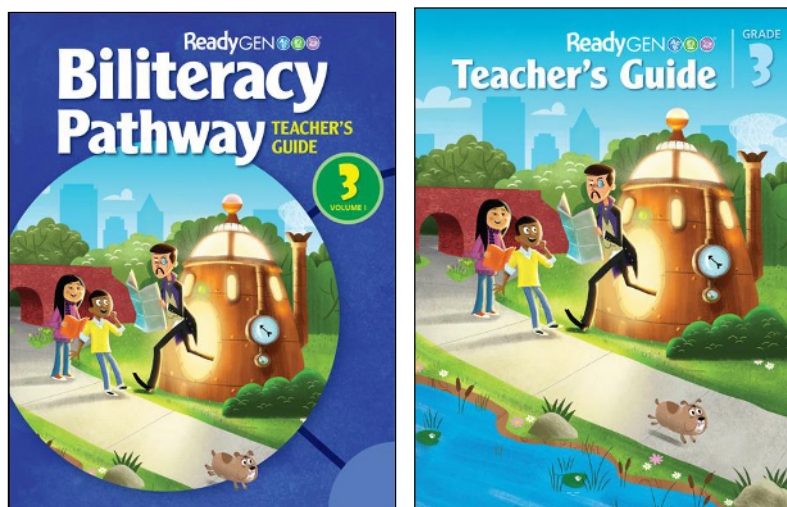


A Correlation of
ReadyGEN
Biliteracy Pathway
Grade 3, ©2016



To the
**Common Core State Standards for
Spanish Language Arts and English Language Arts**

SAVVAS

A Correlation of the *ReadyGEN* Biliteracy Pathway to the Common Core State Standards for Spanish Language Arts and English Language Arts

Introduction

This document demonstrates how *ReadyGEN Biliteracy Pathway* ©2016 meets the Common Core State Standards for Spanish Language Arts and English Language Arts. Correlation page references are to the Unit Module Teacher’s Guides and are cited by grade and by unit. Please note that standards listed are for English and Spanish, and language differences may create a variance in the alignment.

ReadyGEN Biliteracy Pathway Learning Resources

All language knowledge is an asset, not a deficit. Bilingual students acquire language differently than monolinguals, strategically using linguistic resources from both languages. The *ReadyGEN* Biliteracy Pathway provides a complete set of learning resources to help students develop literacy and linguistic skills in both languages:

Authentic Spanish Texts	
<ul style="list-style-type: none">• One trade book per unit (<i>6 trade books per grade at Grades K-2 and 4 trade books per grade at Grades 3-6</i>)• Spanish trade books offer a collection of full-length authentic literary and informational texts to engage students in multiple close readings of appropriately complex text.	
Spanish Leveled Text Library	Detective
Up to 50 Leveled Texts per grade help students develop self-extending reading and thinking strategies.	A collection of short, high-interest fiction and nonfiction selections used to sharpen students’ critical thinking skills.

Instructional Model

The Biliteracy Pathway respects the unique features of Spanish by providing engaging, authentic text and literacy instruction that reflects the internal structures of Spanish phonology, grammar, syntax, and discourse patterns. When students analyze similarities and differences in two languages, their language and literacy skills can exceed those of monolingual children. A Biliteracy Pathway Unit consists of a Pathway Module (Module P) paired with an English-language *ReadyGEN* module.

The Module Overview identifies the instructional focus, or what readers, writers, and learners are expected to know and do. These expectations fall in line with the goals for the Performance-Based Assessment.

Assessment

A Performance-Based Assessment (PBA) appears at the end of each Biliteracy module in the same genre as in English (narrative, informative, or opinion). The Biliteracy PBA was designed to provide a meaningful comparison if students complete PBAs in both English and Spanish. An online End-of-Unit assessment will be forthcoming for Fall 2016.

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

Table of Contents

LITERATURA	4
LITERATURE.....	4
TEXTO INFORMATIVO.....	9
INFORMATIONAL TEXT.....	9
TERCER GRADO ESTÁNDARES DE LECTURA: DESTREZAS FUNDAMENTALES	15
READING STANDARDS: FOUNDATIONAL SKILLS.....	15
ESCRITURA.....	22
WRITING	22
AUDICIÓN Y EXPRESIÓN ORAL	34
SPEAKING AND LISTENING	34
LENGUAJE	42
LANGUAGE	42

Copyright © 2020 Savvas Learning Company LLC. All Rights Reserved.
Savvas™ and Savvas Learning Company™ are the exclusive trademarks of
Savvas Learning Company LLC in the US and in other countries.

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

<p align="center">Common Core State Standards for Spanish Language Arts and English Language Arts</p>	<p align="center"><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P) (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher’s Guides)</p>	<p align="center"><i>ReadyGEN</i> Paired English Modules (Module A or B) (All page references correspond to the <i>ReadyGEN</i> Teacher’s Guides)</p>
GRADE 3		
LITERATURA LITERATURE		
Ideas clave y detalles Key Ideas and Details		
<p>RL.3.1 Hacen y contestan preguntas para demostrar comprensión de un texto, haciendo referencia explícita del texto como base para las respuestas.</p> <p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>Unit 1, Module P: 50, 66, 74</p> <p>Unit 2, Module P: 108, 116, 124, 132, 140, 148, 156, 164, 172</p> <p>Unit 3, Module P: 50</p> <p>Unit 4, Module P: 108, 116, 124, 132, 140, 148, 156, 164, 172</p>	<p>Unit 1 Module B: 243, 253, 263, 273, 283, 293, 373, 383</p> <p>Unit 2 Module A: 33, 43, 53, 63, 73, 83, 93, 103, 106, 107, 113, 117, 123, 133, 137, 153, 163, 173, 176, 177, 183</p> <p>Unit 4 Module A: 13, 23, 33, 113, 123, 133, 143, 153, 183</p>
<p>RL.3.2 Recuentan cuentos, incluyendo fábulas, cuentos populares y mitos de diversas culturas; identifican el mensaje principal, lección o moraleja y explican cómo se transmite en los detalles clave del texto.</p> <p>Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>	<p>Unit 1, Module P: 33, 34, 35, 36, 37, 41, 42, 43, 44, 45, 49, 50, 52, 65, 66, 67, 68, 69, 73, 75</p> <p>Unit 2, Module P: 154, 155, 156, 157, 158, 159, 184-187</p> <p>Unit 3, Module P: 86-89</p> <p>Unit 4, Module P: 155, 156</p>	<p>Unit 1 Module B: 252, 292, 293, 294, 295, 296, 297, 374, 375, 382, 383, 384, 385, 386, 387</p> <p>Unit 2 Module A: 62, 63, 64, 65, 66, 67, 72, 92, 93, 94, 95, 96, 97, 132, 133, 134, 135</p> <p>Unit 4 Module A: 24, 26, 27, 122, 123, 124, 125, 126, 127, 152, 153, 154, 155, 156, 157, 182, 183, 184, 185, 186, 187</p>

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

<p align="center">Common Core State Standards for Spanish Language Arts and English Language Arts</p>	<p align="center"><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P) (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher’s Guides)</p>	<p align="center"><i>ReadyGEN</i> Paired English Modules (Module A or B) (All page references correspond to the <i>ReadyGEN</i> Teacher’s Guides)</p>
<p>RL.3.3 Describen los personajes de un cuento (ejemplo: sus características, motivaciones o sentimientos) y explican cómo sus acciones contribuyen a la secuencia de los acontecimientos.</p> <p>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p>Unit 1, Module P: 34, 37, 41, 42, 43, 44, 45, 49, 50, 65, 66, 67, 68, 69</p> <p>Unit 2, Module P: 106, 107, 108, 109, 110, 111, 114, 115, 116, 123, 124, 130, 131, 140, 133, 134, 135, 139, 140, 141, 163, 171, 173, 174, 175</p> <p>Unit 3, Module P: 49, 50, 51, 52, 53, 86-89</p> <p>Unit 4, Module P: 155, 156</p>	<p>Unit 1 Module B: 262, 264, 266, 267, 272, 273, 282, 283, 284, 286, 287</p> <p>Unit 2 Module A: 32, 33, 34, 35, 36, 37, 42, 43, 44, 45, 46, 47, 52, 53, 57, 72, 73</p> <p>124, 125, 126, 127, 142, 143, 144, 145, 146, 147, 162, 163, 166, 167</p> <p>Unit 4 Module A: 12, 14, 16, 17, 22, 23, 24, 26, 27, 142, 143, 144, 146, 147</p>
<p>Composición y estructura Craft and Structure</p>		
<p>RL.3.4 Determinan el significado de palabras y frases que se utilizan en un texto, determinan el lenguaje literal del no-literal.</p> <p>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>	<p>Unit 1, Module P: 18, 26, 34, 42, 116</p> <p>Unit 2, Module P: 108, 116, 156,</p> <p>Unit 3, Module P: 10, 26, 42, 50</p> <p>Unit 4, Module P: 116, 117, 118, 119, 133, 140, 170</p>	<p>Unit 1 Module B: 244, 254, 263, 264, 273, 274, 283, 284, 293, 294, 373, 374</p> <p>Unit 2 Module A: 34, 43, 44, 54, 55, 56, 57, 64, 73, 74, 84, 94, 104, 113, 114, 124, 134, 144, 154, 164, 165, 166, 167, 173, 174, 184</p> <p>Unit 4 Module A: 14, 24, 26, 33, 34, 112, 113, 114, 115, 116, 117, 124, 134, 135, 144, 154</p>

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

<p align="center">Common Core State Standards for Spanish Language Arts and English Language Arts</p>	<p align="center"><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P) (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher’s Guides)</p>	<p align="center"><i>ReadyGEN</i> Paired English Modules (Module A or B) (All page references correspond to the <i>ReadyGEN</i> Teacher’s Guides)</p>
<p>RL.3.5 Se refieren a partes de los cuentos, teatro y poemas al escribir o hablar sobre un texto, utilizando términos como capítulo, escena y estrofa; describen cómo cada parte sucesiva se basa en secciones anteriores.</p> <p>Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>	<p>Unit 1, Module P: 86-89 Unit 2, Module P: 107, 111, 114, 115, 117, 118, 119, 126, 134, 184-187 Unit 3, Module P: 86-89</p>	<p>Unit 2 Module A: 32, 42, 52, 62, 72, 93, 122 Unit 4 Module A: 32, 33, 123, 142, 144, 146, 147, 154, 182, 183, 184, 185, 186, 187</p>
<p>RL.3.6 Distinguen su propio punto de vista del punto de vista del narrador o del punto de vista de los personajes.</p> <p>Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>Unit 2, Module P: 124 Unit 3, Module P: 41, 42, 43, 44, 45 Unit 4, Module P: 158, 159</p>	<p>Unit 1 Module B: 242, 243, 244, 246, 247 Unit 4 Module A: 34</p>

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

<p align="center">Common Core State Standards for Spanish Language Arts and English Language Arts</p>	<p align="center"><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P) (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher’s Guides)</p>	<p align="center"><i>ReadyGEN</i> Paired English Modules (Module A or B) (All page references correspond to the <i>ReadyGEN</i> Teacher’s Guides)</p>
<p>Integración de conocimientos y de ideas Integration of Knowledge and Ideas</p>		
<p>RL.3.7 Explican cómo los aspectos específicos de las ilustraciones de un texto contribuyen a lo que se transmite por palabras en un cuento (ejemplo: crear el estado de ánimo, enfatizar aspectos de un personaje o escenario).</p> <p>Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>	<p>Unit 1, Module P: 33, 34, 36, 37, 49, 50, 52 Unit 2, Module P: 110, 124, 126, 134, 151, 156, 157, 158, 159, 174 Unit 4, Module P: 156</p>	<p>Unit 1 Module B: 272, 274, 275, 276, 277, 377, 383 Unit 2 Module A: 82, 83, 84, 85, 86, 87, 142, 143, 144, 145, 146, 147 Unit 4 Module A: 13, 14, 52, 53, 54, 56, 57</p>
<p>RL.3.8 (No es aplicable a la literatura).</p> <p>(Not applicable to literature)</p>	<p>Not applicable according to Common Core State Standards for Spanish Language Arts</p>	<p>Not applicable according to Common Core State Standards for English Language Arts</p>

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

<p align="center">Common Core State Standards for Spanish Language Arts and English Language Arts</p>	<p align="center"><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P) (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher’s Guides)</p>	<p align="center"><i>ReadyGEN</i> Paired English Modules (Module A or B) (All page references correspond to the <i>ReadyGEN</i> Teacher’s Guides)</p>
<p>RL.3.9 Comparan y contrastan los temas, ambientes y tramas de los cuentos escritos por el mismo autor sobre los mismos personajes o personajes similares (ejemplo: en libros de una serie).</p> <p>Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>	<p>Unit 2, Module P: 184-187</p>	<p>Unit 1 Module B: TR67 Unit 2 Module A: TR67 Unit 3 Module B: TR67 Unit 4 Module A: 10, 162, TR67</p>
<p>Nivel de lectura y de complejidad del texto Range of Reading and Level of Text Complexity</p>		
<p>RL.3.10 Al final del año escolar, leen y comprenden la literatura de forma independiente y competente, incluyendo cuentos, obras de teatro y poemas, en el nivel superior de la banda de complejidad del texto para los grados 2–3.</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p>Unit 1, Module P: 20, 28, 36, 44, 52, 68, 86-89 Unit 2, Module P: 110, 118, 126, 134, 142, 158, 166, 174, 184-187 Unit 3, Module P: 20, 28, 44, 52, 68, 86-89 Unit 4, Module P: 118, 134, 142, 158, 174</p>	<p>Unit 1 Module B: 245, 255, 265, 275, 285, 295, 375, 385 Unit 2 Module A: 32, 142 Unit 4 Module A: 15, 25, 35, 45, 105, 115, 125, 135, 145, 155, 175</p>

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

<p align="center">Common Core State Standards for Spanish Language Arts and English Language Arts</p>	<p align="center"><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P) (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher’s Guides)</p>	<p align="center"><i>ReadyGEN</i> Paired English Modules (Module A or B) (All page references correspond to the <i>ReadyGEN</i> Teacher’s Guides)</p>
<p>TEXTO INFORMATIVO INFORMATIONAL TEXT</p>		
<p>Ideas clave y detalles Key Ideas and Details</p>		
<p>RI.3.1 Hacen y contestan preguntas para demostrar comprensión de un texto, haciendo referencia explícita al texto como base para las respuestas.</p> <p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>Unit 1, Module P: 10, 11, 12, 13, 58, 59, 60 Unit 2, Module P: 148, 149, 150, 163, 164, 165, 166, 167 Unit 3, Module P: 9, 10, 11, 12, 13, 41, 42, 43, 44, 45, 57, 58, 59, 60, 61, 65, 66, 67, 68, 69 Unit 4, Module P: 107, 108, 109, 110, 111, 139, 140, 141, 142, 143, 147, 148, 149, 150, 151, 163, 164, 165, 166, 167</p>	<p>Unit 1 Module B: 213, 223, 233, 303, 307, 313, 317, 323, 327, 333, 343, 347, 353, 363, 364, 373, 383, 38 Unit 2 Module A: 13, 16, 17, 23, 24, 133, 134, 136, 137, 183 Unit 3 Module B: 213, 214, 216, 217, 223, 232, 233, 236, 237, 243, 253, 263, 264, 266, 267, 273, 283, 293, 303, 313, 323, 333, 336, 337, 343, 353 Unit 4 Module A: 43, 46, 53, 56, 63, 73, 83, 93, 103, 163, 173</p>

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

<p align="center">Common Core State Standards for Spanish Language Arts and English Language Arts</p>	<p align="center"><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P) (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher’s Guides)</p>	<p align="center"><i>ReadyGEN</i> Paired English Modules (Module A or B) (All page references correspond to the <i>ReadyGEN</i> Teacher’s Guides)</p>
<p>RI.3.2 Determinan la idea principal de un texto, recuentan los detalles clave y explican la forma en que apoyan a la idea principal.</p> <p>Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>Unit 1, Module P: 9, 10, 11, 12, 13, 33, 34, 35, 36, 37, 57, 58, 59, 60, 61, 75, 76</p> <p>Unit 3, Module P: 9, 10, 11, 12, 17, 25, 33, 34, 41, 57, 58, 59, 60, 61, 65, 73, 76</p> <p>Unit 4, Module P: 107, 108, 109, 110, 111, 115, 116, 123, 131, 139, 140, 147, 148, 149, 150, 151</p>	<p>Unit 1 Module B: 212, 213, 214, 215, 216, 217, 223, 224, 306, 307, 312, 314, 315, 316, 317, 327, 334, 352, 363, 372, 374, 382, 383, 384, 385, 386, 387</p> <p>Unit 2 Module A: 12, 13, 14, 15, 16, 17, 22, 23, 132, 133, 134, 135, 136, 137</p> <p>Unit 3 Module B: 212, 215, 242, 252, 262, 263, 272, 273, 282, 283, 302, 303, 312, 313, 342, 343, 372, 373, 374, 375, 376, 377, 382</p> <p>Unit 4 Module A: 82, 83, 84, 85, 86, 87</p>
<p>RI.3.3 Describen la relación entre una serie de acontecimientos históricos, ideas o conceptos científicos, o pasos de los procedimientos técnicos en un texto, usando un lenguaje que se refiera al tiempo, secuencia y causa/efecto.</p> <p>Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p>Unit 1, Module P: 11, 12, 13, 18, 26, 27, 28, 32, 59, 60, 61</p> <p>Unit 2, Module P: 163, 164, 167</p> <p>Unit 3, Module P: 9, 10, 12, 16, 21, 24, 33, 34, 65, 67,</p> <p>Unit 4, Module P: 106, 107, 110, 114, 115, 116, 118, 124, 127, 130, 147, 148, 164, 165, 166</p>	<p>Unit 1 Module B: 323, 342, 343, 344, 346, 347, 353</p> <p>Unit 3 Module B: 222, 223, 224, 225, 226, 227, 252, 254, 256, 257, 292, 293, 294, 295, 296, 297, 332, 333, 334, 335, 337, 343, 352, 353, 354, 355</p> <p>Unit 4 Module A: 42, 43, 44, 46, 47, 62, 63, 64, 65, 66, 67, 173</p>

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

<p align="center">Common Core State Standards for Spanish Language Arts and English Language Arts</p>	<p align="center"><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P) (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher’s Guides)</p>	<p align="center"><i>ReadyGEN</i> Paired English Modules (Module A or B) (All page references correspond to the <i>ReadyGEN</i> Teacher’s Guides)</p>
<p>Composición y estructura Craft and Structure</p>		
<p>RI.3.4 Determinan en un texto el significado de palabras y frases de contexto académico general y de dominio específico pertinentes a los temas o materias de tercer grado.</p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p>	<p>Unit 1, Module P: 10, 13, 16, 18, 19, 20, 21, 27, 35, 52, 56, 59, 66, 74, 75, 83</p> <p>Unit 2, Module P: 149, 162, 165</p> <p>Unit 3, Module P: 11, 18, 19, 26, 27, 29, 35, 34, 40, 43, 48, 56, 59, 67, 75</p> <p>Unit 4, Module P: 109, 114, 117, 125, 133, 141, 146, 149, 157, 162, 165, 172, 173</p>	<p>Unit 1 Module B: 214, 224, 234, 304, 314, 324, 334, 344, 354, 356, 357, 363, 364, 365, 366, 374, 383</p> <p>Unit 2 Module A: 14, 24, 134, 184</p> <p>Unit 3 Module B: 213, 214, 223, 224, 233, 234, 243, 244, 253, 254, 255, 264, 274, 283, 284, 294, 303, 304, 313, 314, 323, 324, 333, 334, 343, 344, 346</p> <p>Unit 4 Module A: 44, 54, 64, 74, 84, 94, 104</p>
<p>RI.3.5 Usan de manera eficiente las características del texto y herramientas de búsqueda (ejemplo: palabras clave, barras laterales, hipervínculos) para localizar información relevante para un tema determinado.</p> <p>Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p>Unit 1, Module P: 25, 27</p> <p>Unit 2, Module P: 165</p> <p>Unit 3, Module P: 10, 19, 29, 33, 34, 35, 36, 37</p> <p>Unit 4, Module P: 125, 126, 127, 184-186</p>	<p>Unit 1 Module B: 222, 223, 224, 225, 226, 227, 232, 233, 234, 235, 302, 303, 304, 305, 306, 307, 324, 326, 327, 332, 334, 342, 343, 344, 346, 347</p>

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

<p align="center">Common Core State Standards for Spanish Language Arts and English Language Arts</p>	<p align="center"><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P) (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher’s Guides)</p>	<p align="center"><i>ReadyGEN</i> Paired English Modules (Module A or B) (All page references correspond to the <i>ReadyGEN</i> Teacher’s Guides)</p>
<p>RI.3.6 Distinguen su propio punto de vista del punto de vista del autor del texto.</p> <p>Distinguish their own point of view from that of the author of a text.</p>	<p>Unit 3, Module P: 40, 41, 42, 43, 44, 45</p> <p>Unit 4, Module P: 139, 140, 141, 143</p>	<p>Unit 1 Module B: 327</p> <p>Unit 4 Module A: 72, 73, 74, 75, 76, 77</p>
<p>Integración de conocimientos e ideas Integration of Knowledge and Ideas</p>		
<p>RI.3.7 Usan la información obtenida de las ilustraciones (ejemplo: mapas, fotografías) y las palabras en un texto para demostrar la comprensión del mismo (ejemplo: dónde, cuándo, por qué y cómo ocurren los acontecimientos clave).</p> <p>Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	<p>Unit 1, Module P: 12, 25, 27, 76</p> <p>Unit 2, Module P: 165</p> <p>Unit 3, Module P: 17, 18, 19, 29, 33, 34, 35, 36, 37</p> <p>Unit 4, Module P: 110, 124, 125, 126, 127, 184-186</p>	<p>Unit 1 Module B: 222, 223, 224, 225, 226, 227, 232, 233, 234, 235, 236, 237, 303, 322, 323, 324, 325, 326, 327, 333, 334, 342, 344, 346, 347, 356</p> <p>Unit 2 Module A: 13</p> <p>Unit 3 Module B: 233, 242, 243, 244, 245, 246, 247, 252, 262, 263, 266, 267, 272, 306, 313, 322, 323, 324, 325, 326, 327, 333, 337, 343, 362, 363</p> <p>Unit 4 Module A: 52, 53, 54, 55, 56, 57</p>

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

<p style="text-align: center;">Common Core State Standards for Spanish Language Arts and English Language Arts</p>	<p style="text-align: center;"><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P) (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher’s Guides)</p>	<p style="text-align: center;"><i>ReadyGEN</i> Paired English Modules (Module A or B) (All page references correspond to the <i>ReadyGEN</i> Teacher’s Guides)</p>
<p>RI.3.8 Describen la conexión lógica entre oraciones particulares y párrafos en un texto (ejemplo: comparación, causa/efecto, primero/segundo/ tercero en una secuencia).</p> <p>Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/ third in a sequence).</p>	<p>Unit 1, Module P: 13, 37, 61 Unit 2, Module P: 148, 156, 161, 163, 172 Unit 3, Module P: 12, 42, 59, 60, 61, 67, 68 69 Unit 4, Module P: 108, 114, 115, 149, 150, 151, 164, 166</p>	<p>Unit 1 Module B: 342, 343, 344, 346 Unit 3 Module B: 224, 225, 226, 227, 254, 256, 294, 295, 296, 297, 304, 305, 306, 307, 333, 334, 335, 343, 354, 356, 374, 376, 377, 384, 386 Unit 4 Module A: 62, 63, 64, 65</p>
<p>RI.3.9 Comparan y contrastan los puntos más importantes y los detalles clave que se presentan en dos textos sobre el mismo tema.</p> <p>Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>Unit 1, Module P: 72, 73, 74, 75, 76, 77 Unit 2, Module P: 146, 147, 148, 149, 150, 151 Unit 3, Module P: 72, 73, 74, 75, 76, 77 Unit 4, Module P: 170, 171, 172, 173, 174, 175</p>	<p>Unit 1 Module B: 384, 386, 387 Unit 3 Module B: 302, 303, 304, 306, 307, 364, 366, 367, 372, 374, 376, 377 Unit 4 Module A: 42, 43, 44, 45, 46, 47</p>

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

<p align="center">Common Core State Standards for Spanish Language Arts and English Language Arts</p>	<p align="center"><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P) (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher’s Guides)</p>	<p align="center"><i>ReadyGEN</i> Paired English Modules (Module A or B) (All page references correspond to the <i>ReadyGEN</i> Teacher’s Guides)</p>
<p>Nivel de lectura y de complejidad del texto Range of Reading and Level of Text Complexity</p>		
<p>RI.3.10 Al final del año escolar, leen y comprenden textos informativos de forma independiente y competente, incluyendo textos de historia/estudios sociales, ciencias y textos técnicos, en el nivel superior de la banda de complejidad del texto para los grados 2–3.</p> <p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p>Unit 1, Module P: 12, 20, 28, 52, 60, 76</p> <p>Unit 2, Module P: 126, 150, 166</p> <p>Unit 3, Module P: 12, 20, 28, 36, 44, 60, 68, 76</p> <p>Unit 4, Module P: 110, 118, 126, 134, 142, 150, 158, 166, 174, 176-182</p>	<p>Unit 1 Module B: 215, 225, 235, 305, 315, 325, 335, 345, 355, 365, 375, 385</p> <p>Unit 2 Module A: 15, 25, 135</p> <p>Unit 3 Module B: 215, 225, 235, 245, 255, 265, 275, 285</p> <p>Unit 4 Module A: 45, 55, 65, 75, 85, 95, 105, 165</p>

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

<p align="center">Common Core State Standards for Spanish Language Arts and English Language Arts</p>	<p align="center"><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P) (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher’s Guides)</p>	<p align="center"><i>ReadyGEN</i> Paired English Modules (Module A or B) (All page references correspond to the <i>ReadyGEN</i> Teacher’s Guides)</p>
<p>TERCER GRADO ESTÁNDARES DE LECTURA: DESTREZAS FUNDAMENTALES READING STANDARDS: FOUNDATIONAL SKILLS</p>		
<p>Fonética y reconocimiento de palabras Phonics and Word Recognition</p>		
<p>RF.3.3a Conocen y aplican la fonética y las destrezas de análisis de palabras a nivel de grado, en la decodificación de palabras. Identifican y conocen el significado de los prefijos más comunes y los sufijos derivativos.</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes.</p>	<p>Unit 1, Module P: 8, 16, 24, 72, 90, 91 Unit 3, Module P: 32, 72 Unit 4, Module P: 106, 114, 170, 121, 191</p>	<p>Unit 4 Module A: 62, 72, 82, 92, 102, FS5, FS6, FS7</p>
<p>RF.3.3b Conocen y aplican la fonética y las destrezas de análisis de palabras a nivel de grado, en la decodificación de palabras. Decodifican palabras con sufijos comunes del latín.</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words. Decode words with common Latin suffixes.</p>	<p>Unit 1, Module P: 16, 24, 72, 91 Unit 3, Module P: 16, 32, 72 Unit 4, Module P: 106, 114, 170</p>	<p>Unit 4 Module A: FS5, FS6, FS7</p>

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

<p align="center">Common Core State Standards for Spanish Language Arts and English Language Arts</p>	<p align="center"><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P) (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher’s Guides)</p>	<p align="center"><i>ReadyGEN</i> Paired English Modules (Module A or B) (All page references correspond to the <i>ReadyGEN</i> Teacher’s Guides)</p>
<p>RF.3.3c Conocen y aplican la fonética y las destrezas de análisis de palabras a nivel de grado, en la decodificación de palabras. Decodifican palabras de sílabas múltiples.</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words. Decode multisyllable words.</p>	<p>Unit 1, Module P: 8, 16, 24, 32, 71, 90, 91, 93</p> <p>Unit 2, Module P: 106, 130</p> <p>Unit 3, Module P: 8, 16, 32,</p> <p>Unit 4, Module P: 106, 114</p>	<p>Unit 1 Module B: 312, 322, 332, 342, 352, 362, 372, 382 FS20, FS21, FS22, FS23, FS24, FS25</p> <p>Unit 2 Module A: 12, 22, 32, 42, 52, FS2, FS3, FS4</p> <p>Unit 3 Module B: 212, 222, 232, 242, 252, 262, 272, 282, 292, 302, FS14–FS19</p> <p>Unit 4 Module A: 142, 162, 172, FS2–FS13</p>
<p>RF.3.3d Conocen y aplican la fonética y las destrezas de análisis de palabras a nivel de grado, en la decodificación de palabras. Leen palabras a nivel de grado, con deletreo irregular (ejemplo: reconocen que la h es muda, excepto en el dígrafo ch; y que la u es muda en las sílabas que, qui, gue, gui).</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words. Read grade-appropriate irregularly spelled words.</p>	<p>Unit 1, Module P: 31</p> <p>Unit 2, Module P: 106, 122, 137, 145, 190</p> <p>Unit 3, Module P: 16, 47, 91</p> <p>Unit 4, Module P: 122</p>	<p>Unit 1 Module B: FS15, FS18, FS21, FS24</p> <p>Unit 2 Module A: FS3, FS6, FS9, FS12</p> <p>Unit 3 Module B: FS15, FS18, FS21, FS24</p> <p>Unit 4 Module A: 41, 51, FS3, FS6, FS9, FS12</p>

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

<p style="text-align: center;">Common Core State Standards for Spanish Language Arts and English Language Arts</p>	<p style="text-align: center;"><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P) (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher’s Guides)</p>	<p style="text-align: center;"><i>ReadyGEN</i> Paired English Modules (Module A or B) (All page references correspond to the <i>ReadyGEN</i> Teacher’s Guides)</p>
<p>RF.3.3e (ES) Conocen y aplican la fonética y las destrezas de análisis de palabras a nivel de grado, en la decodificación de palabras. Reconocen cognados entre el inglés y español y explican las diferencias en su pronunciación y ortografía.</p>	<p>Unit 1, Module P: 11, 12, 19, 20, 27, 28, 35, 36, 43, 44, 51, 52, 59, 60, 67, 68, 75, 76, 93 Unit 2, Module P: 109, 110, 125, 126, 133, 134, 141, 142, 149, 150, 165, 166, 173, 174, 191 Unit 3, Module P: 11, 12, 19, 20, 27, 28, 35, 36, 43, 44, 51, 52, 59, 60, 75, 76, 92 Unit 4, Module P: 109, 110, 125, 126, 133, 134, 141, 142, 149, 150, 157, 158, 165, 166, 173, 174</p>	<p><i>ReadyGEN</i> Module A and Module B focus on English Language Arts reading, writing, speaking and listening skills.</p>
<p>RF.3.3f (ES) Conocen y aplican la fonética y las destrezas de análisis de palabras a nivel de grado, en la decodificación de palabras. Reconocen las palabras de género masculino o femenino que no concuerdan con las reglas comunes (ejemplo: el mapa, el problema, el águila vs. las águilas).</p>	<p>Unit 1, Module P: 15 For related content, please see: Unit 3, Module P: 15, 23, 31, 39, 47, 93</p>	<p><i>ReadyGEN</i> Module A and Module B focus on English Language Arts reading, writing, speaking and listening skills.</p>

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

<p align="center">Common Core State Standards for Spanish Language Arts and English Language Arts</p>	<p align="center"><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P) (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher’s Guides)</p>	<p align="center"><i>ReadyGEN</i> Paired English Modules (Module A or B) (All page references correspond to the <i>ReadyGEN</i> Teacher’s Guides)</p>
<p>RF.3.3g (ES) Conocen y aplican la fonética y las destrezas de análisis de palabras a nivel de grado, en la decodificación de palabras. Conocen y emplean diminutivos y aumentativos (ejemplo: -ito, -ote, -ón).</p>	<p>Unit 1, Module P: 72, 91 Unit 2, Module P: 177</p>	<p><i>ReadyGEN</i> Module A and Module B focus on English Language Arts reading, writing, speaking and listening skills.</p>
<p>RF.3.3h (ES) Conocen y aplican la fonética y las destrezas de análisis de palabras a nivel de grado, en la decodificación de palabras. Conocen y emplean las terminaciones para la concordancia de adjetivos con sustantivos.</p>	<p>Unit 3, Module P: 23, 93 For related content, please see: Unit 1, Module P: 23 Unit 2, Module P: 161, 177, 189 Unit 4, Module P: 114, 137, 189</p>	<p><i>ReadyGEN</i> Module A and Module B focus on English Language Arts reading, writing, speaking and listening skills.</p>
<p>RF.3.3i (ES) Conocen y aplican la fonética y las destrezas de análisis de palabras a nivel de grado, en la decodificación de palabras. Reconocen los grados del adjetivo comparativo (ejemplo: mayor/menor) y superlativo (terminados en -ísimo).</p>	<p>Unit 2, Module P: 161, 189 Unit 3, Module P: 63 Unit 4, Module P: 113</p>	<p><i>ReadyGEN</i> Module A and Module B focus on English Language Arts reading, writing, speaking and listening skills.</p>

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

<p align="center">Common Core State Standards for Spanish Language Arts and English Language Arts</p>	<p align="center"><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P) (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher’s Guides)</p>	<p align="center"><i>ReadyGEN</i> Paired English Modules (Module A or B) (All page references correspond to the <i>ReadyGEN</i> Teacher’s Guides)</p>
<p>Acentuación</p>		
<p>RF.3.3j (ES) Conocen y aplican la fonética y las destrezas de análisis de palabras a nivel de grado, en la decodificación de palabras. Usan correctamente el acento escrito de acuerdo con el acento tónico en palabras ya conocidas aplicando análisis sistemático:</p> <ol style="list-style-type: none"> 1. Cuentan el número de sílabas. 2. Nombran la sílaba que lleva el énfasis (última, penúltima, antepenúltima). 3. Categorizan la palabra según su acento tónico (aguda, grave, esdrújula). 4. Determinan el sonido o la letra en que termina la palabra (vocal o consonante /n/ o /s/). 5. Escriben el acento ortográfico si es necesario. 	<p>Unit 1, Module P: 70, 71 Unit 2, Module P: 112, 120, 128, 136, 144, 152, 153, 168, 169, 175 Unit 3, Module P: 14, 15, 22, 23, 30, 31, 38, 39, 46, 47, 70, 71 Unit 4, Module P: 112, 113, 120, 121, 128, 130, 136, 137, 144, 145, 168, 169</p>	<p><i>ReadyGEN</i> Module A and Module B focus on English Language Arts reading, writing, speaking and listening skills.</p>
<p>RF.3.3k (ES) Conocen y aplican la fonética y las destrezas de análisis de palabras a nivel de grado, en la decodificación de palabras. Reconocen que algunas palabras homófonas llevan acento escrito (acento diacrítico) para distinguir su función y significado (ejemplo: si, sí; el, él; te, té).</p>	<p>Unit 2, Module P: 112, 113, 120, 121, 128, 129, 136, 137, 144, 145, 152, 153, 170 Unit 3, Module P: 14, 22, 30, 38, 46, 70, 71, 90 Unit 4, Module P: 112, 120, 128, 136, 144, 168, 169, 175</p>	<p><i>ReadyGEN</i> Module A and Module B focus on English Language Arts reading, writing, speaking and listening skills.</p>

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

<p align="center">Common Core State Standards for Spanish Language Arts and English Language Arts</p>	<p align="center"><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P) (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher’s Guides)</p>	<p align="center"><i>ReadyGEN</i> Paired English Modules (Module A or B) (All page references correspond to the <i>ReadyGEN</i> Teacher’s Guides)</p>
<p>Fluidez Fluency</p>		
<p>RF.3.4a Leen con suficiente precisión y fluidez para apoyar la comprensión. Leen textos a nivel de grado con propósito y comprensión. Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.</p>	<p>Unit 1, Module P: 12, 20, 28, 36, 44, 52, 60, 68, 76 Unit 2, Module P: 110, 118, 126, 134, 142, 150, 158, 166, 174 Unit 3, Module P: 12, 20, 28, 36, 44, 52, 60, 68, 76 Unit 4, Module P: 110, 118, 126, 134, 142, 150, 158, 166, 174</p>	<p>Unit 1 Module B: 212, 222, 232, 242, 252, 262, 272, 282, 292, 302, 312 Unit 2 Module A: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182 Unit 3 Module B: 212, 222, 232, 242, 252, 262, 272, 282, 292, 302, 312 Unit 4 Module A: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182</p>
<p>RF.3.4b Leen con suficiente precisión y fluidez para apoyar la comprensión. Leen oralmente prosa y poesía a nivel de grado con precisión, ritmo y expresión adecuado en lecturas sucesivas. Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>Unit 1, Module P: 13, 21, 29, 37, 45, 53, 61, 69, 77, 88 Unit 2, Module P: 111, 119, 127, 135, 143, 151, 159, 167 Unit 3, Module P: 13, 21, 29, 37, 45, 53, 61, 69, 77, 88 Unit 4, Module P: 111, 119, 127, 135, 143, 151, 159, 167, 175, 186</p>	<p>Unit 1 Module B: 217, 227, 247, 267, 277, 287, 297, 317, 327, 347, 357, 367, 377, 387 Unit 2 Module A: 17, 27, 47, 67, 77, 87, 97, 127, 147, 167, 177, 187 Unit 3 Module B: 217, 227, 247, 267, 277, 287, 297, 317, 327, 347, 357, 367, 377, 387 Unit 4 Module A: 17, 47, 77, 97, 127, 157</p>

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

<p align="center">Common Core State Standards for Spanish Language Arts and English Language Arts</p>	<p align="center"><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P) (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher’s Guides)</p>	<p align="center"><i>ReadyGEN</i> Paired English Modules (Module A or B) (All page references correspond to the <i>ReadyGEN</i> Teacher’s Guides)</p>
<p>RF.3.4c Leen con suficiente precisión y fluidez para apoyar la comprensión. Usan el contexto para confirmar o autocorregir el reconocimiento de las palabras y la comprensión, releyendo cuando sea necesario.</p> <p>Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Unit 1, Module P: 13, 21, 29, 37, 45, 48, 53, 61, 69, 77</p> <p>Unit 2, Module P: 111, 119, 127, 135, 143, 151, 159, 167</p> <p>Unit 3, Module P: 13, 21, 24, 29, 37, 45, 53, 61, 69, 77</p> <p>Unit 4, Module P: 106, 111, 119, 127, 135, 143, 151, 159, 167</p>	<p>Unit 1 Module B: FS15, FS16, FS18, FS19, FS21, FS22, FS23, FS25</p> <p>Unit 2 Module A: 13, 43, 53, 56, 83, 103, 163</p> <p>Unit 3 Module B: FS15, FS18, FS21, FS24</p> <p>Unit 4 Module A: FS3, FS4, FS6, FS7, FS9, FS10, FS12, FS13</p>

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

<p align="center">Common Core State Standards for Spanish Language Arts and English Language Arts</p>	<p align="center"><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P) (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher’s Guides)</p>	<p align="center"><i>ReadyGEN</i> Paired English Modules (Module A or B) (All page references correspond to the <i>ReadyGEN</i> Teacher’s Guides)</p>
<p>ESCRITURA WRITING</p>		
<p>Tipos de textos y sus propósitos Text Types and Purposes</p>		
<p>W.3.1a Escriben propuestas de opinión sobre temas o textos, en las que apoyan su punto de vista con razones. Presentan el tema o texto sobre el cual están escribiendo, expresan su opinión y elaboran una estructura organizativa que enumere las razones.</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p>	<p>Unit 3, Module P: 14, 54, 62, 70, 78, 80-84 Unit 4, Module P: 120, 128, 136, 144, 152, 160, 168, 176, 178-182</p>	<p>Unit 1 Module B: 215, 235, 265, 335 Unit 4 Module A: 48, 49, 50, 58, 59, 60, 78, 79, 80, 159, 194, 196</p>
<p>W.3.1b Escriben propuestas de opinión sobre temas o textos, en las que apoyan su punto de vista con razones. Ofrecen las razones que apoyan la opinion.</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons. Provide reasons that support the opinion.</p>	<p>Unit 3, Module P: 54, 62, 70 Unit 4, Module P: 128, 144, 152, 160, 168, 176, 178-182</p>	<p>Unit 1 Module B: 215, 235, 265, 335 Unit 4 Module A: 19, 68, 69, 70</p>

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

<p align="center">Common Core State Standards for Spanish Language Arts and English Language Arts</p>	<p align="center"><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P) (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher’s Guides)</p>	<p align="center"><i>ReadyGEN</i> Paired English Modules (Module A or B) (All page references correspond to the <i>ReadyGEN</i> Teacher’s Guides)</p>
<p>W.3.1c Escriben propuestas de opinión sobre temas o textos, en las que apoyan su punto de vista con razones. Usan palabras y frases de enlace (ejemplo: <i>porque, por lo tanto, desde</i>) para conectar la opinión con las razones.</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p>	<p>Unit 3, Module P: 38, 80-84 Unit 4, Module P: 136, 144, 152, 160, 168, 176, 178-182</p>	<p>Unit 4 Module A: 88, 89, 90, 169, 170</p>
<p>W.3.1d Escriben propuestas de opinión sobre temas o textos, en las que apoyan su punto de vista con razones. Ofrecen una declaración o sección final.</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons. Provide a concluding statement or section.</p>	<p>Unit 1, Module P: 22 Unit 3, Module P: 14, 22, 30, 80-84 Unit 4, Module P: 128, 152, 160, 168, 176, 178-182</p>	<p>Unit 4 Module A: 98, 99, 100, 108, 109, 110</p>

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

<p align="center">Common Core State Standards for Spanish Language Arts and English Language Arts</p>	<p align="center"><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P) (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher’s Guides)</p>	<p align="center"><i>ReadyGEN</i> Paired English Modules (Module A or B) (All page references correspond to the <i>ReadyGEN</i> Teacher’s Guides)</p>
<p>W.3.2a Escriben textos informativos y explicativos para examinar un tema y transmitir ideas e información con claridad. Presentan un tema y agrupan la información relacionada con el mismo, incluyendo ilustraciones cuando sean útiles para ayudar a la comprensión.</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p>	<p>Unit 1, Module P: 14, 22, 30, 38, 46, 54, 62, 78, 80-84 Unit 2, Module P: 184-187 Unit 3, Module P: 14, 22, 30, 38, 46, 54, 62, 78, 80-84 Unit 4, Module P: 184-187</p>	<p>Unit 1 Module B: 218, 228, 238, 239, 240, 248, 249, 258, 259, 268, 288, 289, 290, 329, 339, 392 Unit 3 Module B: 248, 249, 250, 268, 269, 270, 278, 279, 280, 392</p>
<p>W.3.2b Escriben textos informativos y explicativos para examinar un tema y transmitir ideas e información con claridad. Desarrollan el tema con hechos, definiciones y detalles.</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, and details.</p>	<p>Unit 1, Module P: 14, 22, 30, 38, 46, 54, 62, 78, 80-84 Unit 2, Module P: 184-187 Unit 3, Module P: 14, 22, 30, 38, 46, 54, 62, 78, 80-84 Unit 4, Module P: 184-187</p>	<p>Unit 1 Module B: 219, 220, 229, 230, 249, 258, 259, 260, 269, 270, 279, 280 Unit 3 Module B: 238, 239, 240, 258, 259, 260, 392</p>

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

<p align="center">Common Core State Standards for Spanish Language Arts and English Language Arts</p>	<p align="center"><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P) (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher’s Guides)</p>	<p align="center"><i>ReadyGEN</i> Paired English Modules (Module A or B) (All page references correspond to the <i>ReadyGEN</i> Teacher’s Guides)</p>
<p>W.3.2c Escriben textos informativos y explicativos para examinar un tema y transmitir ideas e información con claridad. Usan palabras y frases de enlace (ejemplo: <i>también, otro, y, más, pero</i>) para conectar ideas dentro de las categorías de información.</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p>	<p>Unit 1, Module P: 46, 54, 62, 70, 80-84 Unit 3, Module P: 14, 30, 38, 46, 54, 62, 70, 78, 80-84 Unit 4, Module P: 184-187</p>	<p>Unit 1 Module B: 268, 269, 270, 278, 279, 280 Unit 3 Module B: 288, 289, 290</p>
<p>W.3.2d Escriben textos informativos y explicativos para examinar un tema y transmitir ideas e información con claridad. Ofrecen una declaración o sección final.</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Provide a concluding statement or section.</p>	<p>Unit 1, Module P: 54, 62, 63, 70, 78, 80-84 Unit 3, Module P: 46, 62, 63, 70, 78, 80-84 Unit 4, Module P: 184-187</p>	<p>Unit 1 Module B: 308, 309, 310, 340, 392 Unit 3 Module B: 298, 299, 300, 308, 309, 310, 396</p>

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

<p align="center">Common Core State Standards for Spanish Language Arts and English Language Arts</p>	<p align="center"><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P) (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher’s Guides)</p>	<p align="center"><i>ReadyGEN</i> Paired English Modules (Module A or B) (All page references correspond to the <i>ReadyGEN</i> Teacher’s Guides)</p>
<p>W.3.3a Escriben narraciones que presentan experiencias o acontecimientos reales o imaginarios, utilizando una técnica eficaz, detalles descriptivos y una secuencia clara de los acontecimientos. Establecen una situación y presentan al narrador y/o a los personajes; organizan una secuencia de acontecimientos que se desarrolla de forma natural.</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p>Unit 2, Module P: 112, 120, 128, 136, 144, 152, 160, 168, 176, 178-182 Unit 3, Module P: 86-89</p>	<p>Unit 2 Module A: 48, 49, 50, 58, 59, 60, 68, 69, 70, 78, 79, 80, 138, 139, 140, 158, 159, 160, 192</p>

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

<p align="center">Common Core State Standards for Spanish Language Arts and English Language Arts</p>	<p align="center"><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P) (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher’s Guides)</p>	<p align="center"><i>ReadyGEN</i> Paired English Modules (Module A or B) (All page references correspond to the <i>ReadyGEN</i> Teacher’s Guides)</p>
<p>W.3.3b Escriben narraciones que presentan experiencias o acontecimientos reales o imaginarios, utilizando una técnica eficaz, detalles descriptivos y una secuencia clara de los acontecimientos. Usan el diálogo y las descripciones de las acciones, pensamientos y sentimientos para desarrollar las experiencias y acontecimientos o para mostrar la reacción de los personajes ante diversas situaciones.</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p>	<p>Unit 2, Module P: 112, 120, 128, 136, 144, 152, 160, 168, 176, 178-182 Unit 3, Module P: 86-89</p>	<p>Unit 2 Module A: 58, 59, 60, 88, 89, 90, 98, 99, 100, 108, 109, 110, 118, 119, 120, 192, 196</p>

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

<p align="center">Common Core State Standards for Spanish Language Arts and English Language Arts</p>	<p align="center"><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P) (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher’s Guides)</p>	<p align="center"><i>ReadyGEN</i> Paired English Modules (Module A or B) (All page references correspond to the <i>ReadyGEN</i> Teacher’s Guides)</p>
<p>W.3.3c Escriben narraciones que presentan experiencias o acontecimientos reales o imaginarios, utilizando una técnica eficaz, detalles descriptivos y una secuencia clara de los acontecimientos. Usan palabras y frases que describen el tiempo para señalar el orden de los acontecimientos.</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use temporal words and phrases to signal event order.</p>	<p>Unit 2, Module P: 144, 160, 168, 176, 178-182 Unit 3, Module P: 86-89</p>	<p>Unit 2 Module A: 78, 79, 80, 138, 139, 140, 158, 159, 160, 192</p>

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

<p align="center">Common Core State Standards for Spanish Language Arts and English Language Arts</p>	<p align="center"><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P) (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher's Guides)</p>	<p align="center"><i>ReadyGEN</i> Paired English Modules (Module A or B) (All page references correspond to the <i>ReadyGEN</i> Teacher's Guides)</p>
<p>W.3.3d Escriben narraciones que presentan experiencias o acontecimientos reales o imaginarios, utilizando una técnica eficaz, detalles descriptivos y una secuencia clara de los acontecimientos. Ofrecen cierre o conclusión.</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Provide a sense of closure.</p>	<p>Unit 2, Module P: 128, 136, 144, 152, 160, 168, 176, 178-182 Unit 3, Module P: 86-89</p>	<p>Unit 2 Module A: 128, 129, 130, 138, 139, 140, 158, 159, 160, 192</p>

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

<p align="center">Common Core State Standards for Spanish Language Arts and English Language Arts</p>	<p align="center"><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P) (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher’s Guides)</p>	<p align="center"><i>ReadyGEN</i> Paired English Modules (Module A or B) (All page references correspond to the <i>ReadyGEN</i> Teacher’s Guides)</p>
<p>Producción y redacción de la escritura Production and Distribution of Writing</p>		
<p>W.3.4 Con la orientación y el apoyo de adultos, redactan textos en los cuales el desarrollo y la organización son adecuados a la tarea y el propósito. (Las expectativas específicas del nivel de grado para los tipos de escritura se definen en los estándares 1-3 antes mencionados).</p> <p>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>Unit 1, Module P: 14, 22, 30, 38, 46, 54, 62, 70, 78, 80-84, 86-89</p> <p>Unit 2, Module P: 112, 120, 128, 136, 144, 152, 160, 168, 176, 178-182, 184-187</p> <p>Unit 3, Module P: 14, 22, 30, 38, 46, 54, 62, 70, 78, 80-84, 86-89</p> <p>Unit 4, Module P: 112, 120, 128, 136, 144, 152, 160, 168, 176, 178-182, 184-187</p>	<p>Unit 1 Module B: 218, 228, 238, 248, 258, 268, 278, 288, 298, 308, 318</p> <p>Unit 2 Module A: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 148, 149, 150, 158, 159, 160, 168, 178, 188</p> <p>Unit 3 Module B: 218, 228, 238, 248, 258, 268, 278, 288, 298</p> <p>Unit 4 Module A: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148, 158, 168, 178, 188</p>

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

<p align="center">Common Core State Standards for Spanish Language Arts and English Language Arts</p>	<p align="center"><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P) (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher’s Guides)</p>	<p align="center"><i>ReadyGEN</i> Paired English Modules (Module A or B) (All page references correspond to the <i>ReadyGEN</i> Teacher’s Guides)</p>
<p>W.3.5 Con la orientación y el apoyo de compañeros y adultos, desarrollan y mejoran la escritura según sea necesario mediante la planificación, revisión y corrección. (La corrección debe demostrar el dominio de los estándares de Lenguaje 1-3, del tercer grado).</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)</p>	<p>Unit 1, Module P: 14, 22, 30, 46, 54, 62, 70, 78, 80-84, 86-89</p> <p>Unit 2, Module P: 112, 120, 128, 136, 144, 152, 160, 168, 176, 178-182, 184-187</p> <p>Unit 3, Module P: 14, 22, 30, 38, 46, 54, 62, 70, 78, 80-84, 86-89</p> <p>Unit 4, Module P: 112, 120, 128, 136, 144, 152, 160, 168, 176, 178-182, 184,-187</p>	<p>Unit 1 Module B: 320, 330, 340, 349, 350, 360, 370, 380, 390</p> <p>Unit 2 Module A: 20, 40, 50, 60, 69, 70, 80, 90, 100, 110, 120, 130, 139, 140</p> <p>Unit 3 Module B: 270, 280, 290, 300, 310, 320, 330, 340, 350, 358, 359, 360, 368, 369</p> <p>Unit 4 Module A: 30, 40, 60, 70, 80, 90, 100, 130, 148, 149, 150, 160, 170, 180, 188, 189, 190</p>
<p>W.3.6 Con la orientación y el apoyo de adultos, usan la tecnología para crear y publicar textos escritos (utilizan sus habilidades con el teclado), así como para interactuar y colaborar con los demás.</p> <p>With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	<p>Unit 1, Module P: 54, 78, 80-84, 86-89</p> <p>Unit 2, Module P: 176, 178-182, 184-187</p> <p>Unit 3, Module P: 78, 80-84, 86-89</p> <p>Unit 4, Module P: 176, 178-182, 184-187</p>	<p>Unit 1 Module B: 220, 230, 240, 250, 260, 270, 280, 290, 300, 310</p> <p>Unit 2 Module A: 20, 30, 40, 50, 60, 70, 80, 90, 100, 107, 120, 130, 140, 141, 150, 160, 170, 180, 188, 189, 190</p> <p>Unit 3 Module B: 220, 230, 240, 250, 260, 270, 280</p> <p>Unit 4 Module A: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, 180, 189, 190</p>

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

<p align="center">Common Core State Standards for Spanish Language Arts and English Language Arts</p>	<p align="center"><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P) (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher’s Guides)</p>	<p align="center"><i>ReadyGEN</i> Paired English Modules (Module A or B) (All page references correspond to the <i>ReadyGEN</i> Teacher’s Guides)</p>
<p>Investigación para la formación y presentación de conocimientos Research to Build and Present Knowledge</p>		
<p>W.3.7 Llevan a cabo proyectos de investigación cortos que amplían sus conocimientos sobre un tema.</p> <p>Conduct short research projects that build knowledge about a topic.</p>	<p>Unit 1, Module P: 22, 46, 54 Unit 2, Module P: 152 Unit 3, Module P: 14, 22, 30, 38, 46, 54, 62, 78, 80-84 Unit 4, Module P: 178-182, 184-187</p>	<p>Unit 1 Module B: 258, 259, 260, 378, 379, 380, 392, 394 Unit 2 Module A: 18, 19, 20, 149, 150 Unit 4 Module A: 11, 118, 119, 120, 128, 129, 137</p>
<p>W.3.8 Recuerdan información de experiencias o recopilan información de materiales impresos y fuentes digitales; toman notas breves sobre las fuentes de información y ordenan la evidencia en las categorías establecidas.</p> <p>Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>Unit 1, Module P: 46, 54 Unit 2, Module P: 152 Unit 3, Module P: 14, 30, 38, 46, 54, 80-84 Unit 4, Module P: 178-182, 184-187</p>	<p>Unit 1 Module B: 258, 259, 378, 379, 380, 388, 389, 390, 394 Unit 2 Module A: 19, 20, 28, 29, 30 Unit 3 Module B: 318, 319, 320, 328, 329, 330 Unit 4 Module A: 49, 69, 118, 119, 120, 128, 129, 130, 138, 139, 140</p>
<p>W.3.9 (Se inicia en el 4to grado).</p> <p>(Begins in grade 4)</p>	<p>Not applicable according to Common Core State Standards for Spanish Language Arts</p>	<p>Not applicable according to Common Core State Standards for English Language Arts</p>

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

<p align="center">Common Core State Standards for Spanish Language Arts and English Language Arts</p>	<p align="center"><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P) (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher’s Guides)</p>	<p align="center"><i>ReadyGEN</i> Paired English Modules (Module A or B) (All page references correspond to the <i>ReadyGEN</i> Teacher’s Guides)</p>
<p>Nivel de escritura y redacción Range of Writing</p>		
<p>W.3.10 Escriben habitualmente durante períodos prolongados (tiempo para la investigación, reflexión y revisión) y períodos cortos (una sola sesión o uno o dos días) para una serie de tareas.</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Unit 1, Module P: 14, 22, 30, 38, 46, 54, 62, 70, 78, 80-84, 86-89</p> <p>Unit 2, Module P: 112, 120, 128, 136, 144, 152, 160, 168, 176, 178-182, 184-187</p> <p>Unit 3, Module P: 14, 22, 30, 38, 46, 54, 62, 70, 78, 80-84, 86-89</p> <p>Unit 4, Module P: 112, 120, 128, 136, 144, 152, 160, 168, 176, 178-182, 184-187</p>	<p>Unit 1 Module B: 220, 230, 240, 250, 260, 270, 280, 290, 300, 310</p> <p>Unit 2 Module A: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, 180, 190</p> <p>Unit 3 Module B: 220, 230, 240, 250, 260, 270, 280, 290, 300, 310</p> <p>Unit 4 Module A: 30, 40, 50, 60, 80, 90, 107, 110, 120, 130, 150, 159, 160, 170, 180, 190</p>

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

<p align="center">Common Core State Standards for Spanish Language Arts and English Language Arts</p>	<p align="center"><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P) (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher’s Guides)</p>	<p align="center"><i>ReadyGEN</i> Paired English Modules (Module A or B) (All page references correspond to the <i>ReadyGEN</i> Teacher’s Guides)</p>
<p>AUDICIÓN Y EXPRESIÓN ORAL SPEAKING AND LISTENING</p>		
<p>Comprensión y colaboración Comprehension and Collaboration</p>		
<p>SL.3.1a Participan eficazmente en una serie de conversaciones colaborativas (en pares, en grupos, y dirigidas por el maestro) con diversos compañeros sobre <i>temas y textos de tercer grado</i> expandiendo sobre las ideas de los demás y expresando las propias con claridad. Vienen preparados a las conversaciones, después de haber leído o estudiado el material necesario; se basan explícitamente en esa preparación y cualquier otra información conocida sobre el tema para explorar las ideas que se discuten.</p>	<p>Unit 1, Module P: 8, 9, 16, 17, 25, 32, 33, 40, 41, 49, 56, 57, 64, 65, 73, 86-88 Unit 2, Module P: 106, 107, 115, 122, 123, 131, 138, 139, 146, 147, 154, 155, 163, 171, 184-186 Unit 3, Module P: 9, 17, 24, 25, 32, 33, 40, 41, 49, 57, 65, 73, 86-88 Unit 4, Module P: 106, 107, 115, 122, 123, 131, 138, 139, 147, 154, 155, 162, 163, 171</p>	<p>Unit 1 Module B: 333, 343, 353, 363, 373, 383, TR20–TR23 Unit 2 Module A: 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 123, 153, 173 Unit 3 Module B: 333, 343, 353, 363, 373, 383, TR20–TR23 Unit 4 Module A: 13, 23, 33, 43, 47, 53, 63, 73, 77, 83, 93, 97, 103, 113, 133</p>

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

<p align="center">Common Core State Standards for Spanish Language Arts and English Language Arts</p>	<p align="center"><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P) (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher’s Guides)</p>	<p align="center"><i>ReadyGEN</i> Paired English Modules (Module A or B) (All page references correspond to the <i>ReadyGEN</i> Teacher’s Guides)</p>
<p>SL.3.1a Continued</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on <i>grade 3 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	<p>Continued</p>	<p>Continued</p> <p>Please see <i>ReadyGEN</i> Paired English Module citations above.</p>

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

<p align="center">Common Core State Standards for Spanish Language Arts and English Language Arts</p>	<p align="center"><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P) (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher’s Guides)</p>	<p align="center"><i>ReadyGEN</i> Paired English Modules (Module A or B) (All page references correspond to the <i>ReadyGEN</i> Teacher’s Guides)</p>
<p>SL.3.1b Participan eficazmente en una serie de conversaciones colaborativas (en pares, en grupos, y dirigidas por el maestro) con diversos compañeros sobre <i>temas y textos de tercer grado</i> expandiendo sobre las ideas de los demás y expresando las propias con claridad. Siguen las reglas acordadas para participar en las conversaciones (ejemplo: tomar la palabra de una manera respetuosa, escuchar a los demás con atención, hablar uno a la vez sobre los temas y textos que se están tratando).</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on <i>grade 3 topics and texts</i>, building on others’ ideas and expressing their own clearly. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>Unit 1, Module P: 8, 9, 16, 17, 25, 32, 33, 40, 41, 49, 56, 57, 64, 65, 73, 86-88</p> <p>Unit 2, Module P: 106, 107, 115, 122, 123, 131, 138, 139, 146, 147, 154, 155, 163, 171, 184-186</p> <p>Unit 3, Module P: 9, 17, 24, 25, 32, 33, 40, 41, 49, 57, 65, 73, 86-88</p> <p>Unit 4, Module P: 106, 107, 115, 122, 123, 131, 138, 139, 147, 154, 155, 162, 163, 171</p>	<p>Unit 1 Module B: 214, 224, 234, 244, 254, 264, 274, 284, 294, 304, 314, 324, 334</p> <p>Unit 2 Module A: 14, 24, 34, 44, 54, 64, 74, 84, 104, 114, 134, 144, 164, 174, 184</p> <p>Unit 3 Module B: 214, 224, 234, 244, 254, 264, 274, 284, 294, 304, 314, 324, 334</p> <p>Unit 4 Module A: 14, 24, 34, 54, 64, 74, 104, 114, 124, 144, 154, 174, 184,</p>

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

<p align="center">Common Core State Standards for Spanish Language Arts and English Language Arts</p>	<p align="center"><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P) (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher’s Guides)</p>	<p align="center"><i>ReadyGEN</i> Paired English Modules (Module A or B) (All page references correspond to the <i>ReadyGEN</i> Teacher’s Guides)</p>
<p>SL.3.1c Participan eficazmente en una serie de conversaciones colaborativas (en pares, en grupos, y dirigidas por el maestro) con diversos compañeros sobre <i>temas y textos de tercer grado</i> expandiendo sobre las ideas de los demás y expresando las propias con claridad. Hacen preguntas para verificar la comprensión de la información presentada, mantenerse dentro del tema y para enlazar sus comentarios con los comentarios de los demás.</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on <i>grade 3 topics and texts</i>, building on others’ ideas and expressing their own clearly. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p>	<p>Unit 1, Module P: 8, 9, 16, 17, 25, 32, 33, 40, 41, 49, 56, 57, 64, 65, 73, 86-88</p> <p>Unit 2, Module P: 106, 107, 115, 122, 123, 131, 138, 139, 146, 147, 154, 155, 163, 171, 184-186</p> <p>Unit 3, Module P: 9, 17, 24, 25, 32, 33, 40, 41, 49, 57, 65, 73, 86-88</p> <p>Unit 4, Module P: 106, 107, 115, 122, 123, 131, 138, 139, 147, 154, 155, 162, 163, 171</p>	<p>Unit 1 Module B: 212, 222, 232</p> <p>Unit 2 Module A: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182</p> <p>Unit 3 Module B: 212, 222, 232, 242, 252, 262, 272, 282, 292, 302, 312</p> <p>Unit 4 Module A: 12, 24, 32, 52, 62, 82, 92, 102, 112, 132, 142, 152</p>

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

<p align="center">Common Core State Standards for Spanish Language Arts and English Language Arts</p>	<p align="center"><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P) (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher’s Guides)</p>	<p align="center"><i>ReadyGEN</i> Paired English Modules (Module A or B) (All page references correspond to the <i>ReadyGEN</i> Teacher’s Guides)</p>
<p>SL.3.1d Participan eficazmente en una serie de conversaciones colaborativas (en pares, en grupos, y dirigidas por el maestro) con diversos compañeros sobre <i>temas y textos de tercer grado</i> expandiendo sobre las ideas de los demás y expresando las propias con claridad. Explican sus propias ideas y comprensión tomando en cuenta lo previamente hablado.</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on <i>grade 3 topics and texts</i>, building on others’ ideas and expressing their own clearly. Explain their own ideas and understanding in light of the discussion.</p>	<p>Unit 1, Module P: 8, 9, 16, 17, 25, 32, 33, 40, 41, 49, 56, 57, 64, 65, 73, 86-88</p> <p>Unit 2, Module P: 106, 107, 115, 122, 123, 131, 138, 139, 146, 147, 154, 155, 163, 171, 184-186</p> <p>Unit 3, Module P: 9, 17, 24, 25, 32, 33, 40, 41, 49, 57, 65, 73, 86-88</p> <p>Unit 4, Module P: 106, 107, 115, 122, 123, 131, 138, 139, 147, 154, 155, 162, 163, 171, 186</p>	<p>Unit 1 Module B: 214, 224, 234, 244, 254, 264, 274, 284, 294, 304, 314, 324, 334</p> <p>Unit 2 Module A: 14, 24, 34, 44, 54, 64, 74, 84, 104, 114, 134, 144, 164, 174, 184</p> <p>Unit 3 Module B: 214, 214, 224, 234, 244, 254, 264, 274, 284, 294, 304, 314, 324</p> <p>Unit 4 Module A: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 174, 184</p>

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

<p align="center">Common Core State Standards for Spanish Language Arts and English Language Arts</p>	<p align="center"><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P) (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher’s Guides)</p>	<p align="center"><i>ReadyGEN</i> Paired English Modules (Module A or B) (All page references correspond to the <i>ReadyGEN</i> Teacher’s Guides)</p>
<p>SL.3.2 Determinan las ideas principales y detalles de apoyo de un texto leído en voz alta o de información presentada en diversos medios de comunicación y formatos visuales, cuantitativos y orales.</p> <p>Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Unit 1, Module P: 7, 9, 11, 13, 14, 22, 60, 70, 78, 84, 96</p> <p>Unit 2, Module P: 140, 150, 173</p> <p>Unit 3, Module P: 9, 10, 11, 12, 13, 30, 46, 48, 62, 78</p> <p>Unit 4, Module P: 107, 108, 109, 110, 111, 139, 149, 156, 165, 184-187</p>	<p>Unit 1 Module B: 212, 213, 214, 215, 216, 217, 252, 253, 292, 293, 294, 295, 296</p> <p>Unit 2 Module A: 12, 13, 14, 15, 16, 17, 22, 23, 84, 132, 133, 134, 135</p> <p>Unit 3 Module B: 212, 272, 282, 302, 312, 342, 372</p> <p>Unit 4 Module A: 82, 83, 84, 85, 86, 87</p>
<p>SL.3.3 Hacen y contestan preguntas sobre la información presentada por un hablante ofreciendo comentarios y detalles apropiados.</p> <p>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>Unit 1, Module P: 8, 78, 84, 86-89</p> <p>Unit 2, Module P: 106, 176, 182, 184-187</p> <p>Unit 3, Module P: 16, 78, 84, 86-89</p> <p>Unit 4, Module P: 176, 182, 184-187</p>	<p>Unit 1 Module B: 216, 226, 236, 237, 246, 266, 286, 296, 306, 316, 326</p> <p>Unit 2 Module A: 16, 26, 36, 37, 46, 56, 66, 76, 86, 96, 116, 126, 136, 156, 166, 176, 196</p> <p>Unit 3 Module B: 216, 226, 236, 237, 246, 266, 286, 296, 306, 316, 326</p> <p>Unit 4 Module A: 16, 26, 36, 37, 46, 56, 66, 96, 106, 126, 136, 137, 166, 176, 186</p>

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

<p align="center">Common Core State Standards for Spanish Language Arts and English Language Arts</p>	<p align="center"><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P) (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher’s Guides)</p>	<p align="center"><i>ReadyGEN</i> Paired English Modules (Module A or B) (All page references correspond to the <i>ReadyGEN</i> Teacher’s Guides)</p>
<p>Presentación de conocimientos y de ideas Production of Knowledge and Ideas</p>		
<p>SL.3.4a Hacen un informe sobre un tema o texto, cuentan un cuento o relatan una experiencia con hechos apropiados y detalles descriptivos relevantes hablando con claridad y a un ritmo comprensible.</p> <p>Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>Unit 1, Module P: 48, 78, 84, 86-89 Unit 2, Module P: 176, 182, 184-187 Unit 3, Module P: 78, 84, 86-89 Unit 4, Module P: 176, 182, 184-187</p>	<p>Unit 1 Module B: 17, 47, 57, 77, 87, 97, 107, 117, 127, 157, 167, 177, 187 Unit 2 Module A: 217, 227, 247, 267, 287, 317, 327, 347, 357, 377, 387 Unit 3 Module B: 217, 227, 247, 267, 287, 297, 307, 317, 327, 347, 377, 387 Unit 4 Module A: 17, 27, 47, 67, 77, 87, 107, 127, 147, 157, 167, 187</p>

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

<p align="center">Common Core State Standards for Spanish Language Arts and English Language Arts</p>	<p align="center"><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P) (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher’s Guides)</p>	<p align="center"><i>ReadyGEN</i> Paired English Modules (Module A or B) (All page references correspond to the <i>ReadyGEN</i> Teacher’s Guides)</p>
<p>SL.3.5 Hacen grabaciones de audio dinámicas de cuentos y poemas que demuestran la lectura fluida a un ritmo comprensible; añaden efectos visuales cuando es adecuado para enfatizar o realizar ciertos hechos o detalles.</p> <p>Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>	<p>Unit 1, Module P: 78, 84, 86-89 Unit 2, Module P: 176, 182, 184-187 Unit 3, Module P: 78, 84, 86-89 Unit 4, Module P: 176, 182, 184-187</p>	<p>Unit 2 Module A: 150 Unit 4 Module A: 189, 190</p>
<p>SL.3.6 Hablan con oraciones completas cuando es adecuado a la tarea y situación a fin de proporcionar detalles solicitados o aclaraciones. (Ver los estándares 1 y 3 de lenguaje del tercer grado).</p> <p>Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)</p>	<p>Unit 1, Module P: 8, 32, 72, 78, 84, 86-89 Unit 2, Module P: 114, 146, 170, 176, 182, 184-187 Unit 3, Module P: 8, 78, 84, 86-89 Unit 4, Module P: 176, 182, 184-187</p>	<p>Unit 1 Module B: 301, TR4–TR5, TR20–TR23 Unit 2 Module A: 161, 171, TR4–TR5, TR20–TR23 Unit 3 Module B: TR4–TR5, TR20–TR23 Unit 4 Module A: TR4–TR5, TR20–TR23</p>

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

<p align="center">Common Core State Standards for Spanish Language Arts and English Language Arts</p>	<p align="center"><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P) (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher’s Guides)</p>	<p align="center"><i>ReadyGEN</i> Paired English Modules (Module A or B) (All page references correspond to the <i>ReadyGEN</i> Teacher’s Guides)</p>
<p>LENGUAJE LANGUAGE</p>		
<p>Normas y convenciones del español Conventions of Standard English</p>		
<p>L.3.1a Demuestran dominio de las normativas de la gramática del español y su uso al escribirlo o hablarlo. Explican la función de los sustantivos, pronombres, verbos, adjetivos y adverbios en general y sus funciones en oraciones particulares.</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p>	<p>Unit 1, Module P: 15, 23, 31 Unit 2, Module P: 113, 121, 129, 151, 161, 168, 190 Unit 3, Module P: 15, 23, 31, 39, 53, 92 Unit 4, Module P: 129, 137, 145, 151, 190</p>	<p>Unit 1 Module B: 221, 231, 311, 321, 331, 341 Unit 2 Module A: 51, 61, 71, 81 Unit 3 Module B: 221, 231, 251, 261, 271, 281, 291, 311, 321, 331, 341, 361 Unit 4 Module A: 21, 31, 81, 91, 101, 111, 121, 131, 141</p>

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

<p style="text-align: center;">Common Core State Standards for Spanish Language Arts and English Language Arts</p>	<p style="text-align: center;"><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P) (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher’s Guides)</p>	<p style="text-align: center;"><i>ReadyGEN</i> Paired English Modules (Module A or B) (All page references correspond to the <i>ReadyGEN</i> Teacher’s Guides)</p>
<p>L.3.1b Demuestran dominio de las normativas de la gramática del español y su uso al escribirlo o hablarlo. Forman y usan plurales de sustantivos regulares e irregulares, incluyendo formas que requieren cambios ortográficos (ejemplo: pez, peces; lápiz, lápices; joven, jóvenes).</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use regular and irregular plural nouns.</p>	<p>Unit 1, Module P: 23, 31, 82, 91 Unit 2, Module P: 121, 169 Unit 3, Module P: 23 Unit 4, Module P: 145</p>	<p>Unit 4 Module A: 31, 41, 51</p>
<p>L.3.1c Demuestran dominio de las normativas de la gramática del español y su uso al escribirlo o hablarlo. Usan sustantivos abstractos (ejemplo: <i>libertad, belleza, amor</i>).</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use abstract nouns (e.g., <i>childhood</i>).</p>	<p>Unit 1, Module P: 35, 36, 93 Unit 2, Module P: 114, 154 Unit 3, Module P: 30, 31, 43, 44, 48, 72 Unit 4, Module P: 114, 133, 134, 138, 154, 162, 170, 173, 174</p>	<p>Unit 3 Module B: 280, 281, 290, 291 Unit 4 Module A: 72, 80, 81, 90, 91, 92</p>

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

<p style="text-align: center;">Common Core State Standards for Spanish Language Arts and English Language Arts</p>	<p style="text-align: center;"><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P) (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher’s Guides)</p>	<p style="text-align: center;"><i>ReadyGEN</i> Paired English Modules (Module A or B) (All page references correspond to the <i>ReadyGEN</i> Teacher’s Guides)</p>
<p>L.3.1d Demuestran dominio de las normativas de la gramática del español y su uso al escribirlo o hablarlo. Forman y usan verbos regulares que terminan en -ar, -er, -ir y verbos irregulares (ser, ir, haber).</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use regular and irregular verbs.</p>	<p>Unit 1, Module P: 40, 82 Unit 2, Module P: 136, 137, 144, 145, 190 Unit 3, Module P: 18, 47, 55, 91, 95 Unit 4, Module P: 106, 108, 114, 132, 145, 175, 180</p>	<p>Unit 2 Module A: 141, 151 Unit 3 Module B: 301, 311, 331, 341</p>
<p>L.3.1e Demuestran dominio de las normativas de la gramática del español y su uso al escribirlo o hablarlo. Forman y usan los tiempos simples de los verbos (ejemplo: <i>Yo caminé; Yo camino; Yo caminaré</i>) y reconocen el uso de verbos en el modo subjuntivo (mandatos, expresión de posibilidad).</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</p>	<p>Unit 1, Module P: 92 Unit 2, Module P: 113, 121, 129, 137, 145, 190 Unit 3, Module P: 47, 71, 91 Unit 4, Module P: 108, 130, 143</p>	<p>Unit 3 Module B: 321, 351, 361</p>

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

<p align="center">Common Core State Standards for Spanish Language Arts and English Language Arts</p>	<p align="center"><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P) (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher’s Guides)</p>	<p align="center"><i>ReadyGEN</i> Paired English Modules (Module A or B) (All page references correspond to the <i>ReadyGEN</i> Teacher’s Guides)</p>
<p>L.3.1f Demuestran dominio de las normativas de la gramática del español y su uso al escribirlo o hablarlo. Aseguran la concordancia entre sujeto-verbo y pronombre-antecedente.* Reconocen el uso de formas verbales formales e informales (tú-usted, ustedes).</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Ensure subject-verb and pronoun-antecedent agreement.*</p>	<p>For related content, please see: Unit 1, Module P: 39, 47, 92 Unit 2, Module P: 121, 190 Unit 4, Module P: 129, 145, 153</p>	<p>Unit 1 Module B: 241, 251, 271, 281, 291, 301 Unit 2 Module A: 131, 141, 151, 161 Unit 4 Module A: 141</p>

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

<p align="center">Common Core State Standards for Spanish Language Arts and English Language Arts</p>	<p align="center"><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P) (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher’s Guides)</p>	<p align="center"><i>ReadyGEN</i> Paired English Modules (Module A or B) (All page references correspond to the <i>ReadyGEN</i> Teacher’s Guides)</p>
<p>L.3.1g Demuestran dominio de las normativas de la gramática del español y su uso al escribirlo o hablarlo. Forman y usan adjetivos y adverbios en sus tres grados: positivo, comparativo, superlativo, en concordancia a lo que modifican (ejemplo: Juan es alto; Pedro es más alto que Juan; Pedro es altísimo).</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<p>Unit 1, Module P: 93 Unit 2, Module P: 129, 161, 164, 177, 180, 189, 193 Unit 3, Module P: 23, 63, 82, 92, 93 Unit 4, Module P: 106, 113, 114, 137, 189</p>	<p>Unit 1 Module B: 331, 341 Unit 2 Module A: 70, 71 Unit 3 Module B: 240, 241, 250, 251, 260, 261</p>

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

<p align="center">Common Core State Standards for Spanish Language Arts and English Language Arts</p>	<p align="center"><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P) (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher’s Guides)</p>	<p align="center"><i>ReadyGEN</i> Paired English Modules (Module A or B) (All page references correspond to the <i>ReadyGEN</i> Teacher’s Guides)</p>
<p>L.3.1h Demuestran dominio de las normativas de la gramática del español y su uso al escribirlo o hablarlo. Usan las conjunciones coordinadas y subordinadas.</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use coordinating and subordinating conjunctions.</p>	<p>Unit 1, Module P: 15, 23, 31, 39, 47, 55, 95 Unit 3, Module P: 79 Unit 4, Module P: 113, 121, 129, 137, 145</p>	<p>Unit 1 Module B: 351, 361, 371, 381, 391</p>
<p>L.3.1i Demuestran dominio de las normativas de la gramática del español y su uso al escribirlo o hablarlo. Forman oraciones simples, compuestas y complejas.</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce simple, compound, and complex sentences.</p>	<p>Unit 1, Module P: 15, 23, 30, 31, 38, 39, 46, 47, 53, 63, 70, 88 Unit 2, Module P: 113, 121, 129, 137, 145, 151, 168, 180 Unit 3, Module P: 70, 80 Unit 4, Module P: 110, 150, 160, 166</p>	<p>Unit 1 Module B: 221, 231, 241, 251, 261, 271, 281, 291 Unit 2 Module A: 161, 171, 181, 191 Unit 3 Module B: 370, 371, 380, 381, 390, 391</p>

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

<p align="center">Common Core State Standards for Spanish Language Arts and English Language Arts</p>	<p align="center"><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P) (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher’s Guides)</p>	<p align="center"><i>ReadyGEN</i> Paired English Modules (Module A or B) (All page references correspond to the <i>ReadyGEN</i> Teacher’s Guides)</p>
<p>L.3.1j (ES) Demuestran dominio de las normativas de la gramática del español y su uso al escribirlo o hablarlo. Reconocen el cambio de significado o énfasis por la posición del adjetivo antes o después del sustantivo (ejemplo: una gran señora, una señora grande; comidas varias, varias comidas; un pobre hombre, un hombre pobre).</p>	<p>Unit 4, Module P: 137, 189</p>	<p><i>ReadyGEN</i> Module A and Module B focus on English Language Arts reading, writing, speaking and listening skills.</p>
<p>L.3.2a Demuestran, al escribir, dominio de normativas del español para el uso de las letras mayúsculas, signos de puntuación y ortografía. Emplean la mayúscula solo en la primera letra de la primera palabra en títulos. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles.</p>	<p>Unit 2, Module P: 126, 142, 184-187 Unit 3, Module P: 75, 78 Unit 4, Module P: 174</p>	<p>Unit 2 Module A: 30, 31</p>

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

<p align="center">Common Core State Standards for Spanish Language Arts and English Language Arts</p>	<p align="center"><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P) (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher’s Guides)</p>	<p align="center"><i>ReadyGEN</i> Paired English Modules (Module A or B) (All page references correspond to the <i>ReadyGEN</i> Teacher’s Guides)</p>
<p>L.3.2b Demuestran, al escribir, dominio de normativas del español para el uso de las letras mayúsculas, signos de puntuación y ortografía. Usan comas al escribir una dirección.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use commas in addresses.</p>	<p>Unit 4, Module P: 161</p>	<p>Unit 4 Module A: 190, 191</p>
<p>L.3.2c Demuestran, al escribir, dominio de normativas del español para el uso de las letras mayúsculas, signos de puntuación y ortografía. Usan el guión largo para indicar los diálogos.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use commas and quotation marks in dialogue.</p>	<p>Unit 2, Module P: 113, 121, 129, 137, 145, 178-182, 193 Unit 3, Module P: 15, 23, 31, 39, 47, 55</p>	<p>Unit 2 Module A: 91, 101 Unit 4 Module A: 170, 171, 180, 181</p>

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

<p align="center">Common Core State Standards for Spanish Language Arts and English Language Arts</p>	<p align="center"><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P) (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher’s Guides)</p>	<p align="center"><i>ReadyGEN</i> Paired English Modules (Module A or B) (All page references correspond to the <i>ReadyGEN</i> Teacher’s Guides)</p>
<p>L.3.2d Demuestran, al escribir, dominio de normativas del español para el uso de las letras mayúsculas, signos de puntuación y ortografía. Usan la preposición “de” para indicar el posesivo.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Form and use possessives.</p>	<p>Unit 4, Module P: 113, 121, 129, 137, 145, 190</p>	<p>Unit 4 Module A: 150, 151, 160, 161</p>

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

<p align="center">Common Core State Standards for Spanish Language Arts and English Language Arts</p>	<p align="center"><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P) (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher’s Guides)</p>	<p align="center"><i>ReadyGEN</i> Paired English Modules (Module A or B) (All page references correspond to the <i>ReadyGEN</i> Teacher’s Guides)</p>
<p>L.3.2e Demuestran, al escribir, dominio de normativas del español para el uso de las letras mayúsculas, signos de puntuación y ortografía. Usan ortografía convencional para palabras de uso frecuente y para otras palabras ya estudiadas y para añadir sufijos a palabras base (ejemplo: infinitivos: <i>sentarse, verme, verlo</i>; gerundios: <i>sentándose, viéndolo</i>; mandatos: <i>dámelo, siéntate</i>).</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p>	<p>Unit 1, Module P: 16, 24, 72, 91 Unit 2, Module P: 161, 177 Unit 3, Module P: 72, 77 Unit 4, Module P: 106, 112, 113, 114, 121, 128, 129, 136, 137, 144, 145, 151, 170, 175</p>	<p>Unit 1 Module B: FS15, FS18, FS21, FS24 Unit 2 Module A: FS3, FS6, FS9, FS12 Unit 3 Module B: FS15, FS18, FS21, FS24 Unit 4 Module A: 60, 61, 70, 71, FS3, FS6, FS9, FS12</p>

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

<p align="center">Common Core State Standards for Spanish Language Arts and English Language Arts</p>	<p align="center"><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P) (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher’s Guides)</p>	<p align="center"><i>ReadyGEN</i> Paired English Modules (Module A or B) (All page references correspond to the <i>ReadyGEN</i> Teacher’s Guides)</p>
<p>L.3.2f Demuestran, al escribir, dominio de normativas del español para el uso de las letras mayúsculas, signos de puntuación y ortografía. Usan patrones de ortografía y generalizaciones al escribir las palabras (ejemplo: familias de palabras, ortografía basada en la posición, patrones silábicos, reglas para concluir, partes significativas de la palabra).</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>	<p>Unit 1, Module P: 14, 22, 30, 38, 46 Unit 2, Module P: 113, 121, 129, 137, 145, 151 Unit 3, Module P: 77 Unit 4, Module P: 113, 121, 129, 137, 145</p>	<p>Unit 1 Module B: FS14, FS16, FS17, FS19, FS20, FS23, FS25 Unit 3 Module B: FS14, FS16, FS17, FS19, FS23, FS25 Unit 4 Module A: 22, 32, 42, FS3, FS5, FS6, FS8, FS9, FS10, FS12</p>

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

<p align="center">Common Core State Standards for Spanish Language Arts and English Language Arts</p>	<p align="center"><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P) (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher’s Guides)</p>	<p align="center"><i>ReadyGEN</i> Paired English Modules (Module A or B) (All page references correspond to the <i>ReadyGEN</i> Teacher’s Guides)</p>
<p>L.3.2g Demuestran, al escribir, dominio de normativas del español para el uso de las letras mayúsculas, signos de puntuación y ortografía. Consultan materiales de referencia, incluyendo diccionarios básicos, según sea necesario para revisar y corregir la ortografía o consultar traducciones.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>Unit 1, Module P: 79, 91 Unit 2, Module P: 188 Unit 3, Module P: 70, 87 Unit 4, Module P: 169, 185</p>	<p>Unit 4 Module A: 179, FS2, FS4</p>
<p>Acentuación</p>		
<p>L.3.2h (ES) Demuestran, al escribir, dominio de normativas del español para el uso de las letras mayúsculas, signos de puntuación y ortografía. Reconocen y emplean el acento ortográfico en palabras agudas, llanas (graves) y esdrújulas a nivel de grado.</p>	<p>Unit 1, Module P: 70, 71 Unit 2, Module P: 120, 128, 136, 144, 152, 153, 168, 169, 175 Unit 3, Module P: 14, 15, 22, 23, 30, 31, 38, 39, 47, 71 Unit 4, Module P: 112, 113, 121, 129, 137, 145, 169</p>	<p><i>ReadyGEN</i> Module A and Module B focus on English Language Arts reading, writing, speaking and listening skills.</p>

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

<p align="center">Common Core State Standards for Spanish Language Arts and English Language Arts</p>	<p align="center"><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P) (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher's Guides)</p>	<p align="center"><i>ReadyGEN</i> Paired English Modules (Module A or B) (All page references correspond to the <i>ReadyGEN</i> Teacher's Guides)</p>
<p>L.3.2i (ES) Demuestran, al escribir, dominio de normativas del español para el uso de las letras mayúsculas, signos de puntuación y ortografía. Usan el acento diacrítico para distinguir palabras homófonas por su significado y función (ejemplo: te té, si, sí).</p>	<p>Unit 2, Module P: 112, 113, 120, 121, 128, 129, 136, 137, 144, 145, 152, 153, 170 Unit 3, Module P: 14, 22, 30, 38, 46, 70, 71, 90 Unit 4, Module P: 112, 120, 128, 136, 144, 168, 169</p>	<p><i>ReadyGEN</i> Module A and Module B focus on English Language Arts reading, writing, speaking and listening skills.</p>
<p>Conocimiento del lenguaje Knowledge of Language</p>		
<p>L.3.3a Usan el conocimiento del lenguaje y sus normativas al escribir, hablar, leer o escuchar. Eligen palabras y frases para causar el efecto deseado.* Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect.*</p>	<p>Unit 1, Module P: 46, 62, 70, 80-84, 86-89 Unit 2, Module P: 112, 120, 144, 160, 176 Unit 3, Module P: 38, 46 Unit 4, Module P: 112, 128, 136, 160</p>	<p>Unit 1 Module B: 223, 243, 283, 354, 356, 357, 383 Unit 2 Module A: 24, 25, 26, 27, 33, 43, 53, 63, 143, 153 Unit 4 Module A: 33, 34, 35, 89, 95</p>

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

<p align="center">Common Core State Standards for Spanish Language Arts and English Language Arts</p>	<p align="center"><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P) (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher’s Guides)</p>	<p align="center"><i>ReadyGEN</i> Paired English Modules (Module A or B) (All page references correspond to the <i>ReadyGEN</i> Teacher’s Guides)</p>
<p>L.3.3b Usan el conocimiento del lenguaje y sus normativas al escribir, hablar, leer o escuchar. Reconocen y observan las diferencias entre las normativas del español oral y el escrito.</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening. Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>Unit 4, Module P: 140, 146, 148, 170, 184-187</p>	<p>Unit 1 Module B: 243 Unit 2 Module A: 33, 88, 89, 112, 113, 114, 115, 116, 117, 183 Unit 4 Module A: 13, 23, 33</p>

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

<p align="center">Common Core State Standards for Spanish Language Arts and English Language Arts</p>	<p align="center"><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P) (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher’s Guides)</p>	<p align="center"><i>ReadyGEN</i> Paired English Modules (Module A or B) (All page references correspond to the <i>ReadyGEN</i> Teacher’s Guides)</p>
<p>Adquisición y uso de vocabulario Vocabulary Acquisition and Use</p>		
<p>L.3.4a Determinan y aclaran el significado de palabras o frases desconocidas y de significados múltiples basándose en <i>lecturas y contenido académico de tercer grado</i>, eligiendo con flexibilidad entre una serie de estrategias. Usan el contexto de la oración como una clave para entender el significado de palabra o frase.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>Unit 1, Module P: 19, 20, 48, 51, 53 Unit 2, Module P: 114, 130, 188 Unit 3, Module P: 24, 27, 28 Unit 4, Module P: 106, 119</p>	<p>Unit 1 Module B: 324, 334, 344, 354, 364, 374, 384 Unit 2 Module A: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154 Unit 3 Module B: 324, 334, 344, 354, 364, 374, 384 Unit 4 Module A: 14, 23, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 184</p>

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

<p align="center">Common Core State Standards for Spanish Language Arts and English Language Arts</p>	<p align="center"><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P) (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher’s Guides)</p>	<p align="center"><i>ReadyGEN</i> Paired English Modules (Module A or B) (All page references correspond to the <i>ReadyGEN</i> Teacher’s Guides)</p>
<p>L.3.4b Determinan y aclaran el significado de palabras o frases desconocidas y de significados múltiples basándose en <i>lecturas y contenido académico de tercer grado</i>, eligiendo con flexibilidad entre una serie de estrategias. Determinan el significado de una palabra nueva formada cuando un afijo conocido se añade a una palabra conocida (ejemplo: <i>agradable/desagradable, cómodo/incómodo, cuidado/descuidado, calentar/ precalentar</i>).</p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/ uncomfortable, care/careless, heat/preheat</i>).</p>	<p>Unit 1, Module P: 8, 16, 24, 72, 91 Unit 3, Module P: 32, 72 Unit 4, Module P: 106, 114, 121, 170, 191</p>	<p>Unit 3 Module B: 241, 251, 261, 271 Unit 4 Module A: 60, 61, 62, 70, 71, 72, FS5, FS6, FS7</p>

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

<p align="center">Common Core State Standards for Spanish Language Arts and English Language Arts</p>	<p align="center"><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P) (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher’s Guides)</p>	<p align="center"><i>ReadyGEN</i> Paired English Modules (Module A or B) (All page references correspond to the <i>ReadyGEN</i> Teacher’s Guides)</p>
<p>L.3.4c Determinan y aclaran el significado de palabras o frases desconocidas y de significados múltiples basándose en <i>lecturas y contenido académico de tercer grado</i>, eligiendo con flexibilidad entre una serie de estrategias. Usan la raíz de una palabra conocida como clave para entender el significado de una palabra desconocida con la misma raíz (ejemplo: <i>compañía, compañero</i>).</p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p>	<p>Unit 1, Module P: 8, 16, 24, 91 Unit 3, Module P: 72 Unit 4, Module P: 121, 170, 191</p>	<p>Unit 4 Module A: 61, 71</p>

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

<p align="center">Common Core State Standards for Spanish Language Arts and English Language Arts</p>	<p align="center"><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P) (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher’s Guides)</p>	<p align="center"><i>ReadyGEN</i> Paired English Modules (Module A or B) (All page references correspond to the <i>ReadyGEN</i> Teacher’s Guides)</p>
<p>L.3.4d Determinan y aclaran el significado de palabras o frases desconocidas y de significados múltiples basándose en <i>lecturas y contenido académico de tercer grado</i>, eligiendo con flexibilidad entre una serie de estrategias. Usan glosarios y diccionarios básicos, tanto impresos como digitales, para determinar o aclarar el significado preciso de palabras y frases clave.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>Unit 1, Module P: 90, 91 Unit 2, Module P: 152, 188 Unit 3, Module P: 30, 70, 87 Unit 4, Module P: 119, 125, 126, 127, 159, 169, 179, 185</p>	<p>Unit 4 Module A: 116</p>

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

<p align="center">Common Core State Standards for Spanish Language Arts and English Language Arts</p>	<p align="center"><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P) (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher’s Guides)</p>	<p align="center"><i>ReadyGEN</i> Paired English Modules (Module A or B) (All page references correspond to the <i>ReadyGEN</i> Teacher’s Guides)</p>
<p>L.3.5a Demuestran comprensión de las relaciones entre las palabras y de los matices de significado. Distinguen en contexto el significado literal y el no literal de las palabras y frases, incluyendo el significado particular de palabras en modismos (ejemplo: <i>Tomar medidas. Está lloviendo a cántaros</i>).</p> <p>Demonstrate understanding of word relationships and nuances in word meanings. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>).</p>	<p>Unit 1, Module P: 34, 42, 66 Unit 2, Module P: 108, 116 Unit 3, Module P: 10 Unit 4, Module P: 117, 118, 119, 170</p>	<p>Unit 1 Module B: 243, 303 Unit 2 Module A: 43, 53, 54, 55, 56, 57, 162, 164, 165, 166, 167, 173 Unit 3 Module B: 234, 235, 274, 275 Unit 4 Module A: 23, 53, 73, 93, 113</p>

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

<p align="center">Common Core State Standards for Spanish Language Arts and English Language Arts</p>	<p align="center"><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P) (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher’s Guides)</p>	<p align="center"><i>ReadyGEN</i> Paired English Modules (Module A or B) (All page references correspond to the <i>ReadyGEN</i> Teacher’s Guides)</p>
<p>L.3.5b Demuestran comprensión de las relaciones entre las palabras y de los matices de significado. Identifican las conexiones en la vida real entre las palabras y su uso (ejemplo: describen a personas que son <i>simpáticas</i> o <i>serviciales</i>).</p> <p>Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p>	<p>Unit 1, Module P: 8, 16, 24, 32, 40, 48, 64, 72 Unit 2, Module P: 106, 114, 122, 138, 146, 154, 162 Unit 3, Module P: 8, 16, 24, 32, 40, 48, 56, 64, 72 Unit 4, Module P: 106, 114, 122, 134, 138, 146, 154, 157, 158, 159, 162</p>	<p>Unit 1 Module B: 221, 241, 251, 261, 271, 291, 321, 331, 351, 361 Unit 2 Module A: 34, 59, 87 Unit 3 Module B: 284, 285, 286, 287, 314, 315, 316, 317, 344, 345, 346, 347 Unit 4 Module A: 32, 33, 34, 35, 92, 93, 94, 95, 96, 97</p>

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

<p align="center">Common Core State Standards for Spanish Language Arts and English Language Arts</p>	<p align="center"><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P) (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher’s Guides)</p>	<p align="center"><i>ReadyGEN</i> Paired English Modules (Module A or B) (All page references correspond to the <i>ReadyGEN</i> Teacher’s Guides)</p>
<p>L.3.5c Demuestran comprensión de las relaciones entre las palabras y de los matices de significado. Distinguen los matices de significado entre palabras relacionadas que describen estados de ánimo o grados de certeza (ejemplo: <i>sabía, creía, sospechaba, se preguntaba</i>); y el uso del modo subjuntivo para expresar duda.</p> <p>Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p>	<p>Unit 1 Module B: 56 Unit 2, Module P: 138 Unit 3 Module B: 40 Unit 4 Module A: 138</p>	<p>Unit 4 Module A: 112, 114, 115, 116, 117, 134, 135</p>

**A Correlation of the *ReadyGEN* Biliteracy Pathway to the
Common Core State Standards for Spanish Language Arts and English Language Arts**

<p align="center">Common Core State Standards for Spanish Language Arts and English Language Arts</p>	<p align="center"><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P) (All page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher’s Guides)</p>	<p align="center"><i>ReadyGEN</i> Paired English Modules (Module A or B) (All page references correspond to the <i>ReadyGEN</i> Teacher’s Guides)</p>
<p>L.3.6 Aprenden y utilizan con precisión palabras y frases de conversación, de contexto académico general y de dominio específico, adecuadas al nivel de grado, incluyendo las que señalan las relaciones entre espacio y tiempo (ejemplo: <i>esa noche, después de cenar, fuimos a buscarlos</i>).</p> <p>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p>Unit 1, Module P: 11, 19, 27, 35, 43, 51, 56, 59, 67, 75</p> <p>Unit 2, Module P: 109, 117, 125, 133, 141, 149, 157, 162, 165, 173</p> <p>Unit 3, Module P: 11, 19, 27, 35, 40, 43, 48, 51, 56, 59, 67, 75</p> <p>Unit 4, Module P: 109, 117, 125, 133, 141, 146, 149, 157, 162, 165, 173</p>	<p>Unit 1 Module B: 264, 274, 284, 294, 304, 314, 324, 334, 337, 344, 354, 356, 357, 364</p> <p>Unit 2 Module A: 14, 34, 44, 54, 64, 74, 78, 79, 80, 84, 94, 104, 114, 124, 134</p> <p>Unit 3 Module B: 324, 334, 344, 354, 364, 374, 384</p> <p>Unit 4 Module A: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154</p>