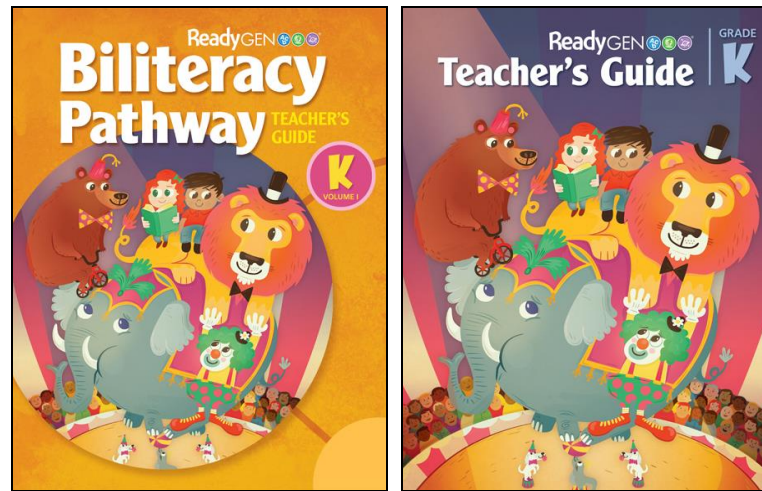


A Correlation of  
**ReadyGEN**  
**Biliteracy Pathway**  
Kindergarten, ©2016



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

# 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

- One trade book per unit (*6 trade books per grade at Grades K–2 and 4 trade books per grade at Grades 3–6*)
- 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

Up to 50 Leveled Texts per grade help students develop self-extending reading and thinking strategies.

#### Detective

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.

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<b>KINDERGARTEN</b>		
<b>LITERATURA LITERATURE</b>		
<b>Ideas clave y detalles Key Ideas and Details</b>		
<p>RL.K.1 Con sugerencias y apoyo, hacen y contestan preguntas sobre los detalles clave de un texto.</p> <p>With prompting and support, ask and answer questions about key details in a text.</p>	<p><b>Unit 1, Module P:</b> 41, 44</p> <p><b>Unit 2, Module P:</b> 95, 96, 97, 98, 120</p> <p><b>Unit 4, Module P:</b> 25, 26, 27, 49, 50, 51</p> <p><b>Unit 5, Module P:</b> 96, 97, 104, 111, 112, 120, 136</p> <p><b>Unit 6, Module P:</b> 181, 182, 183, 185, 213, 214, 230, 239, 241</p>	<p><b>Unit 1, Module B:</b> 186–188</p> <p><b>Unit 2, Module A:</b> 42–43, 52–53, 72–74, 76–77, 112–114</p> <p><b>Unit 4, Module A:</b> 32–34, 36–37, 86–87, 132–135, 136–137</p> <p><b>Unit 5, Module A:</b> 33–34, 62–63, 64–65, 66–67, 86–87, 136–137</p> <p><b>Unit 6, Module A:</b> 13, 22–24, 26–27, 82–84, 132, 134, 136–137</p>

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<p>RL.K.2 Con sugerencias y apoyo, recuentan cuentos que les son familiares, incluyendo los detalles clave.</p> <p>With prompting and support, retell familiar stories, including key details.</p>	<p><b>Unit 1, Module P:</b> 44, 120, 121 <b>Unit 2, Module P:</b> 98, 123, 130 <b>Unit 3, Module P:</b> 232 <b>Unit 4, Module P:</b> 59, 61 <b>Unit 5, Module P:</b> 122 <b>Unit 6, Module P:</b> 183, 185, 216</p>	<p><b>Unit 2, Module A:</b> 16-17, 64, 66-67, 122-123, 124, 126-128 <b>Unit 3, Module B:</b> 234 <b>Unit 4, Module A:</b> 32, 33, 34, 92, 112, 116-117 <b>Unit 5, Module A:</b> 35, 106-107, 112, 132, 134, 137 <b>Unit 6, Module A:</b> 14, 16-17, 42, 62, 87</p>
<p>RL.K.3 Con sugerencias y apoyo, identifican personajes, escenarios y acontecimientos importantes en un cuento.</p> <p>With prompting and support, identify characters, settings, and major events in a story.</p>	<p><b>Unit 2, Module P:</b> 95, 96, 97, 98, 99, 103, 106, 108, 111, 114, 119, 120, 138, 151, 152, 153, 154, 155 <b>Unit 4, Module P:</b> 9, 17, 18, 19, 20, 21, 25, 28, 36, 41, 45, 49, 57, 61, 65, 66, 67, 68, 69, 95 <b>Unit 5, Module P:</b> 106, 114, 115, 121, 135, 136, 137, 138, 139, 152, 153, 154, 155 <b>Unit 6, Module P:</b> 192, 200, 208, 214, 230, 236, 237, 238, 240</p>	<p><b>Unit 2, Module A:</b> 12-13, 32-33, 34-36, 102-104, 106-107, 132-134, 134-135 <b>Unit 4, Module A:</b> 62-64, 66-67, 82-84, 102-104, 106-107, 112-113, 114, 116-117 <b>Unit 5, Module A:</b> 12-13, 32-34, 63, 67, 72-74, 82-84, 87, 102-104, 106-107, 122-123 <b>Unit 6, Module A:</b> 12, 14, 16-17, 22, 24, 26-27, 32-33</p>

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<p><b>Composición y estructura Craft and Structure</b></p>		
<p>RL.K.4 Hacen y contestan preguntas sobre palabras desconocidas en un texto.  Ask and answer questions about unknown words in a text.</p>	<p><b>Unit 2, Module P:</b> 96, 103, 104, 105, 107, 111, 112, 126, 127, 135, 136 <b>Unit 4, Module P:</b> 10, 18, 34, 50, 58, 66 <b>Unit 5, Module P:</b> 96, 104, 120, 126, 128, 129, 130, 131, 136, 152, 214 <b>Unit 6, Module P:</b> 182, 198, 206, 224, 238</p>	<p><b>Unit 2, Module A:</b> 44-47, 84-87 <b>Unit 4, Module A:</b> 22, 24, 26-27, 52-54, 56-57, 72-75, 76-77, 92-94, 96-97 <b>Unit 5, Module A:</b> 42, 44, 52, 54-56, 56-57, 72-74, 112-114, 116-117 <b>Unit 6, Module A:</b> 42, 44, 46-47, 52, 54, 62, 64</p>
<p>RL.K.5 Reconocen los tipos más comunes de textos (por ejemplo: cuentos, poemas, textos de fantasía y realismo)  Recognize common types of texts (e.g., storybooks, poems)</p>	<p><b>Unit 2, Module P:</b> 97, 98, 106, 114, 122, 130 <b>Unit 3, Module P:</b> 224, 232 <b>Unit 4, Module P:</b> 20, 28, 36, 52, 60 <b>Unit 5, Module P:</b> 106, 146, 154 <b>Unit 6, Module P:</b> 184, 200, 224, 232</p>	<p><b>Unit 2, Module A:</b> 12, 22, 82 <b>Unit 3, Module B:</b> 182, 232 <b>Unit 4, Module A:</b> 22, 65, 92, 135 <b>Unit 5, Module A:</b> 12, 14-15, 16-17, 42, 82, 84, 87, 92, 122 <b>Unit 6, Module A:</b> 32, 72, 74, 92</p>

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<p>RL.K.6 Con sugerencias y apoyo, nombran al autor e ilustrador de un cuento y definen el papel que desempeña cada uno en el relato del cuento.</p> <p>With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p><b>Unit 2, Module P:</b> 95, 98 <b>Unit 3, Module P:</b> 197, 213 <b>Unit 4, Module P:</b> 9, 11, 12, 13 <b>Unit 5, Module P:</b> 97 <b>Unit 6, Module P:</b> 181, 190, 191, 192</p>	<p><b>Unit 2, Module A:</b> 54-57, 62 <b>Unit 3, Module B:</b> 162 <b>Unit 4, Module A:</b> 12, 14, 16-17 <b>Unit 5, Module A:</b> 92-94, 96-98</p>
<p style="text-align: center;"><b>Integración de conocimientos y de ideas Integration of Knowledge and Ideas</b></p>		
<p>RL.K.7 Con sugerencias y apoyo, describen la relación entre las ilustraciones y el cuento en donde aparecen (por ejemplo: qué momento de un cuento representa la ilustración).</p> <p>With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p>	<p><b>Unit 2, Module P:</b> 151, 165 <b>Unit 4, Module P:</b> 9, 10, 25, 33, 35 <b>Unit 5, Module P:</b> 111, 119, 120 <b>Unit 6, Module P:</b> 181, 189, 197, 205, 213, 221, 229, 237</p>	<p><b>Unit 2, Module A:</b> 22-23, 62-63, 72-74, 92-94, 96-97, 114, 116-117 <b>Unit 3, Module B:</b> 172-174, 176-177 <b>Unit 4, Module A:</b> 13, 22-23, 42-44, 45-47, 52-53, 62-64, 66-67, 82, 92-94, 107-109 <b>Unit 5, Module A:</b> 22-24, 26-27, 34, 52, 66-67, 113, 132 <b>Unit 6, Module A:</b> 72-73, 74-75, 76-77</p>

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<p>RL.K.8 (No es aplicable a la literatura). (Not applicable to literature)</p>	<p>Not applicable according to the Common Core State Standards for Spanish Language Arts</p>	<p>Not applicable according to the Common Core State Standards for English Language Arts</p>
<p>RL.K.9 Con sugerencias y apoyo, comparan y contrastan las aventuras y experiencias de los personajes en cuentos que les son familiares.</p> <p>With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p><b>Unit 2, Module P:</b> 151, 152, 153, 155 <b>Unit 4, Module P:</b> 64, 65, 66, 67, 69 <b>Unit 5, Module P:</b> 151, 153, 155 <b>Unit 6, Module P:</b> 237</p>	<p><b>Unit 4, Module A:</b> 12-14, 16-17, 32-34, 122-124, 126-127 <b>Unit 5, Module A:</b> 122-124, 126-127 <b>Unit 6, Module A:</b> 122-124, 126-127</p>
<p><b>Nivel de lectura y de complejidad del texto</b> <b>Range of Reading and Level of Text Complexity</b></p>		
<p>RL.K.10 Participan activamente en trabajos de lectura en grupo, con propósito y comprensión.</p> <p>Actively engage in group reading activities with purpose and understanding.</p>	<p><b>Unit 2, Module P:</b> 99, 107, 115, 123, 131, 139, 147, 155 <b>Unit 3, Module P:</b> 201, 233 <b>Unit 4, Module P:</b> 13, 21, 29, 53, 61, 69 <b>Unit 5, Module P:</b> 115, 131, 155 <b>Unit 6, Module P:</b> 185, 193, 201, 217, 233, 241</p>	<p><b>Unit 2, Module A:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132 <b>Unit 3, Module B:</b> 162, 172 <b>Unit 4, Module A:</b> 12, 22, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132 <b>Unit 5, Module A:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132 <b>Unit 6, Module A:</b> 12, 22, 32, 42, 52, 62, 72, 122, 132</p>



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<p><b>TEXTO INFORMATIVO INFORMATIONAL TEXT</b></p>		
<p><b>Ideas clave y detalles Key Ideas and Details</b></p>		
<p>RI.K.1 Con sugerencias y apoyo, hacen y contestan preguntas sobre los detalles clave de un texto.</p> <p>With prompting and support, ask and answer questions about key details in a text.</p>	<p><b>Unit 1, Module P:</b> 9, 10, 11, 12, 13, 18, 28, 29, 33, 34, 35, 37, 51, 52, 69</p> <p><b>Unit 2, Module P:</b> 136, 143, 144, 145</p> <p><b>Unit 3, Module P:</b> 181, 182, 183, 184, 185, 190, 197, 198, 205, 206, 213, 214, 215, 217, 221, 222, 223, 241</p> <p><b>Unit 4, Module P:</b> 42</p> <p><b>Unit 5, Module P:</b> 144, 145, 147</p>	<p><b>Unit 1, Module B:</b> 162-164, 182-184, 212-214, 216-217, 242-244, 246-247, 252, 262-263, 266-267</p> <p><b>Unit 2, Module A:</b> 42-43, 52-53, 64, 66-67</p> <p><b>Unit 3, Module B:</b> 182-184, 186-187, 192-194, 196-197, 242-243, 244, 246-247</p> <p><b>Unit 5, Module A:</b> 62-64, 66-67, 132-134, 136-137</p> <p><b>Unit 6, Module A:</b> 92-94, 96-97, 132-134</p>

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<p>RI.K.2 Con sugerencias y apoyo, identifican el tema principal y recuentan los detalles clave de un texto.</p> <p>With prompting and support, identify the main topic and retell key details of a text.</p>	<p><b>Unit 1, Module P:</b> 9, 10, 11, 12, 13, 29, 49, 57, 65</p> <p><b>Unit 2, Module P:</b> 128, 130</p> <p><b>Unit 3, Module P:</b> 181, 182, 183, 184, 185, 189, 192, 197, 205, 213, 214, 215, 216, 217, 221, 237</p> <p><b>Unit 4, Module P:</b> 43, 45</p> <p><b>Unit 5, Module P:</b> 143, 144, 145, 146, 147</p> <p><b>Unit 6, Module P:</b> 181, 182, 183, 185</p>	<p><b>Unit 1, Module B:</b> 172-174, 176-177, 222-224, 226-227, 246-247, 264, 266-267</p> <p><b>Unit 3, Module B:</b> 162-164, 166-167, 232-233, 234, 236-237</p> <p><b>Unit 6, Module A:</b> 82, 84, 93</p>
<p>RI.K.3 Con sugerencias y apoyo, describen la relación entre dos personas, acontecimientos, ideas o elementos de información en un texto.</p> <p>With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p><b>Unit 1, Module P:</b> 25, 26, 27, 29, 58, 59, 60, 61</p> <p><b>Unit 2, Module P:</b> 189, 190, 191, 193, 198, 199</p> <p><b>Unit 3, Module P:</b> 216</p> <p><b>Unit 4, Module P:</b> 42</p> <p><b>Unit 5, Module P:</b> 95, 96, 97</p> <p><b>Unit 6, Module P:</b> 197, 199, 229, 230, 231, 232</p>	<p><b>Unit 1, Module B:</b> 202, 204, 206-207, 232-233, 234, 236-237</p> <p><b>Unit 3, Module B:</b> 272-273, 274-276, 276-277</p> <p><b>Unit 5, Module A:</b> 26-27</p> <p><b>Unit 6, Module A:</b> 102, 104, 106-107</p>

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<p><b>Composición y estructura Craft and Structure</b></p>		
<p>RI.K.4 Con sugerencias y apoyo, hacen y contestan preguntas sobre palabras desconocidas en un texto.</p> <p>With prompting and support, ask and answer questions about unknown words in a text</p>	<p><b>Unit 1, Module P:</b> 17, 18, 21, 26, 37, 50, 66 <b>Unit 2, Module P:</b> 126, 127 <b>Unit 3, Module P:</b> 197, 206, 230, 238 <b>Unit 4, Module P:</b> 10, 42 <b>Unit 5, Module P:</b> 129, 130</p>	<p><b>Unit 1, Module B:</b> 164, 194, 254-255, 256-257, 264-265, 272-273, 274-276 <b>Unit 3, Module B:</b> 202, 204-205, 206-207, 222-224, 226-227, 252-253, 254-256 <b>Unit 6, Module A:</b> 42-44, 46-47, 112, 114, 116-117</p>
<p>RI.K.5 Identifican la portada, contraportada y la página del título de un libro.</p> <p>Identify the front cover, back cover, and title page of a book.</p>	<p><b>Unit 1, Module P:</b> 9, 11, 17, 33 <b>Unit 3, Module P:</b> 181, 182, 189</p>	<p><b>Unit 1, Module B:</b> 162-164, 166-167, 172, 192, 202, 262 <b>Unit 3, Module B:</b> 162, 172, 174-175, 176-177, 226-227, 222-223, 224-225, 232, 242, 252 <b>Unit 4, Module A:</b> 12, 16-17 <b>Unit 5, Module A:</b> 12-13, 22, 25, 52</p>

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<p>RI.K.6 Nombran al autor e ilustrador de un texto y definen el papel de cada uno en la presentación de ideas o información en un texto.</p> <p>Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	<p><b>Unit 1, Module P:</b> 9 <b>Unit 2, Module P:</b> 145, 146 <b>Unit 3, Module P:</b> 213, 214 <b>Unit 4, Module P:</b> 11, 13 <b>Unit 5, Module P:</b> 147 <b>Unit 6, Module P:</b> 190, 191, 192</p>	<p><b>Unit 1, Module B:</b> 164, 166-167 <b>Unit 3, Module B:</b> 162, 182, 222, 274, 276-277 <b>Unit 4, Module A:</b> 12, 16-17 <b>Unit 5, Module A:</b> 92-94, 96-97 <b>Unit 6, Module A:</b> 82</p>
<p><b>Integración de conocimientos e ideas Integration of Knowledge and Ideas</b></p>		
<p>RI.K.7 Con sugerencias y apoyo, describen la relación entre las ilustraciones y el texto en el cual aparecen (por ejemplo: qué persona, lugar, cosa o idea en el texto representa una ilustración).</p> <p>With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>	<p><b>Unit 1, Module P:</b> 22, 62 <b>Unit 3, Module P:</b> 205-207, 209 <b>Unit 5, Module P:</b> 119, 121-123, 129, 131</p>	<p><b>Unit 1, Module B:</b> 272-273, 274, 276-278 <b>Unit 3, Module B:</b> 172-174, 176-178, 232-233, 272-273 <b>Unit 6, Module A:</b> 72-74, 76-77</p>

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<p>RI.K.8 Con sugerencias y apoyo, identifican las razones que el autor ofrece para apoyar puntos en un texto.</p> <p>With prompting and support, identify the reasons an author gives to support points in a text.</p>	<p><b>Unit 1, Module P:</b> 49, 50, 51, 53, 65, 66, 67, 69</p>	<p><b>Unit 1, Module B:</b> 212-213, 214, 216-217 <b>Unit 3, Module B:</b> 212-214, 216-217 <b>Unit 6, Module A:</b> 12, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132</p>
<p>RI.K.9 Con sugerencias y apoyo, identifican las semejanzas y diferencias básicas entre dos textos sobre el mismo tema (por ejemplo: en las ilustraciones, descripciones o procedimientos).</p> <p>With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p><b>Unit 1, Module P:</b> 66, 68 <b>Unit 3, Module P:</b> 237, 238, 239, 240, 241</p>	<p><b>Unit 1, Module B:</b> 206-207, 262-264 <b>Unit 3, Module B:</b> 262-264, 265, 266-267 <b>Unit 6, Module A:</b> 122-124, 126-127</p>

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<p align="center"><b>Nivel de lectura y de complejidad del texto Range of Reading and Level of Text Complexity</b></p>		
<p>RI.K.10 Participan activamente en trabajos de lectura en grupo, con propósito y comprensión.</p> <p>Actively engage in group reading activities with purpose and understanding.</p>	<p><b>Unit 1, Module P:</b> 13, 21, 29, 37, 61, 69</p> <p><b>Unit 2, Module P:</b> 131, 147</p> <p><b>Unit 3, Module P:</b> 185, 193, 217, 241</p> <p><b>Unit 4, Module P:</b> 45</p> <p><b>Unit 5, Module P:</b> 99</p>	<p><b>Unit 1, Module B:</b> 162, 172, 182, 192, 202, 212, 222, 232, 242, 252, 262, 272</p> <p><b>Unit 3, Module B:</b> 162, 172, 182, 192, 202, 212, 222, 232, 242, 252, 262, 272</p> <p><b>Unit 6, Module A:</b> 82, 92, 102, 112, 122, 132</p>

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<p><b>KINDERGARTEN GRADO ESTÁNDARES DE LECTURA: DESTREZAS FUNDAMENTALES READING STANDARDS: FOUNDATIONAL SKILLS</b></p>		
<p><b>Conceptos de lo impreso Print Concepts</b></p>		
<p>RF.K.1a Demuestran comprensión de la organización y características básicas de los materiales impresos. Siguen las palabras de izquierda a derecha, de arriba hacia abajo y página por página.  Demonstrate understanding of the organization and basic features of print. Follow words from left to right, top to bottom, and page by page.</p>	<p><b>Unit 1, Module P:</b> 9 <b>Unit 2, Module P:</b> 95, 111 <b>Unit 3, Module P:</b> 181 <b>Unit 4, Module P:</b> 25 <b>Unit 6, Module P:</b> 181, 205</p>	<p><b>Unit 1, Module B:</b> FS14, FS15, FS17, FS22, FS23, FS25, FS26 <b>Unit 2, Module A:</b> 52, 62-63, 112-114, FS3, FS4, FS5, FS6, FS7, FS11, FS13 <b>Unit 3, Module B:</b> FS15, FS19, FS25 <b>Unit 4, Module A:</b> 32, 62, FS3, FS7, FS11 <b>Unit 5, Module A:</b> FS3, FS11 <b>Unit 6, Module A:</b> 112, FS3, FS7, FS11</p>

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<p>RF.K.1b Demuestran comprensión de la organización y características básicas de los materiales impresos. Reconocen que el lenguaje oral (palabras habladas) se representa en el lenguaje escrito mediante secuencias específicas de letras.</p> <p>Demonstrate understanding of the organization and basic features of print. Recognize that spoken words are represented in written language by specific sequences of letters.</p>	<p><b>Unit 1, Module P:</b> 17, 24, 28, 32 <b>Unit 2, Module P:</b> 94, 110 <b>Unit 3, Module P:</b> 219, 236 <b>Unit 4, Module P:</b> 15, 16, 64 <b>Unit 5, Module P:</b> 150 <b>Unit 6, Module P:</b> 189</p>	<p><b>Unit 1, Module B:</b> FS16 <b>Unit 3, Module B:</b> 221, 271, FS19, FS23 <b>Unit 4, Module A:</b> FS2, FS4, FS6, FS6, FS8, FS10, FS12 <b>Unit 5, Module A:</b> 181, 231 <b>Unit 6, Module A:</b> 181, 231</p>
<p>RF.K.1c Demuestran comprensión de la organización y características básicas de los materiales impresos. Entienden que las palabras se separan por espacios en blanco en los materiales impresos.</p> <p>Demonstrate understanding of the organization and basic features of print. Understand that words are separated by spaces in print.</p>	<p><b>Unit 1, Module P:</b> 15, 17, 23, 31, 39, 47 <b>Unit 2, Module P:</b> 101, 109, 117, 125, 133 <b>Unit 3, Module P:</b> 187, 195, 203, 211, 219 <b>Unit 4, Module P:</b> 23, 33, 187 <b>Unit 6, Module P:</b> 189</p>	<p><b>Unit 1, Module B:</b> FS15, FS21, FS23 <b>Unit 2, Module A:</b> 102, 122, FS5, FS9 <b>Unit 3, Module B:</b> 172, 212 <b>Unit 4, Module A:</b> 42, 72, 122 <b>Unit 6, Module A:</b> 92, 122</p>



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<p>RF.K.1d Demuestran comprensión de la organización y características básicas de los materiales impresos. Reconocen y nombran todas las letras mayúsculas y minúsculas del alfabeto.</p> <p>Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p><b>Unit 1, Module P:</b> 8, 15, 16, 23, 31, 64 <b>Unit 4, Module P:</b> 23 <b>Unit 5, Module P:</b> 109, 116, 117 <b>Unit 6, Module P:</b> 187</p>	<p><b>Unit 1, Module B:</b> FS14, FS16, FS17, FS18 <b>Unit 2, Module A:</b> FS2, FS6, FS10 <b>Unit 3, Module B:</b> FS14 <b>Unit 4, Module A:</b> FS2, FS6, FS10 <b>Unit 5, Module A:</b> FS2, FS4, FS5, FS6, FS6, FS8, FS10, FS12</p>
<p><b>Acentuación</b></p>		
<p>RF.K.e (ES) Demuestran comprensión de la organización y características básicas de los materiales impresos.</p> <p>Reconocen que el acento escrito (acento ortográfico) es una marca, que se llama tilde, colocada sobre una vocal.</p>	<p><b>Unit 1, Module P:</b> 63 <b>Unit 2, Module P:</b> 149 <b>Unit 3, Module P:</b> 235 <b>Unit 4, Module P:</b> 63 <b>Unit 5, Module P:</b> 125, 149 <b>Unit 6, Module P:</b> 235</p>	<p><i>ReadyGEN</i> Module A and Module B focus on English Language Arts reading, writing, speaking and listening skills.</p>

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<p><b>Conciencia fonológica</b></p>		
<p>RF.K.2a Demuestran comprensión de las palabras habladas, las sílabas y los sonidos (fonemas). Reconocen y producen palabras que riman.</p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.</p>	<p><b>Unit 5, Module P:</b> 127 <b>Unit 6, Module P:</b> 224</p>	<p><b>Unit 1, Module B:</b> 182, 232 <b>Unit 2, Module A:</b> 22 <b>Unit 4, Module A:</b> 92 <b>Unit 5, Module A:</b> 42-43, 92, 127 <b>Unit 6, Module A:</b> 72, 92</p>
<p>RF.K.2b Demuestran comprensión de las palabras habladas, las sílabas y los sonidos (fonemas). Cuentan, pronuncian, combinan y segmentan en sílabas las palabras habladas.</p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Count, pronounce, blend, and segment syllables in spoken words.</p>	<p><b>Unit 1, Module P:</b> 102 <b>Unit 2, Module P:</b> 102, 150 <b>Unit 3, Module P:</b> 204, 209, 219, 235 <b>Unit 4, Module P:</b> 8, 15, 16, 32, 63 <b>Unit 5, Module P:</b> 94, 110, 118, 123, 149, 150, 154, 157 <b>Unit 6, Module P:</b> 180, 188, 196, 204, 209, 236</p>	<p><b>Unit 2, Module A:</b> FS4 <b>Unit 3, Module B:</b> FS16, FS20, FS24 <b>Unit 4, Module A:</b> FS8 <b>Unit 5, Module A:</b> FS2, FS4, FS8, FS9 <b>Unit 6, Module A:</b> FS2, FS6, FS10</p>

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<p>RF.K.2c Demuestran comprensión de las palabras habladas, las sílabas y los sonidos (fonemas). Combinan y segmentan los sonidos (fonemas) consonánticos y vocálicos de una sílaba.</p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Blend and segment onsets and rimes of single-syllable spoken words.</p>	<p>For related content, please see: <b>Unit 2, Module P:</b> 118 <b>Unit 3, Module P:</b> 188 <b>Unit 5, Module P:</b> 94</p>	<p><b>Unit 1, Module B:</b> FS21 <b>Unit 3, Module B:</b> FS16, FS20 <b>Unit 4, Module A:</b> FS8 <b>Unit 5, Module A:</b> FS2, FS4</p>

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<p>RF.K.2d Demuestran comprensión de las palabras habladas, las sílabas y los sonidos (fonemas). Separan y pronuncian los sonidos iniciales, medios y finales (fonemas) en palabras monosilábicas de tres fonemas* (consonante-vocal- consonante, o CVC). Incluyen palabras que terminan con /l/ y /r/ (ejemplo: sal, sol, mar, por).</p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)</p>	<p><b>Unit 2, Module P:</b> 94, 110 <b>Unit 4, Module P:</b> 24</p>	<p><b>Unit 1, Module B:</b> FS14, FS16, FS18, FS20, FS22, FS24 <b>Unit 2, Module A:</b> FS2, FS4, FS6, FS8, FS10, FS12 <b>Unit 3, Module B:</b> FS16, FS18, FS20, FS22, FS24 <b>Unit 5, Module A:</b> FS10, FS12 <b>Unit 6, Module A:</b> FS2, FS4, FS6, FS8</p>

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<p>RF.K.2e Demuestran comprensión de las palabras habladas, las sílabas y los sonidos (fonemas). Añaden o sustituyen sonidos individuales (fonemas) en palabras simples de una sílabas para formar nuevas palabras de una o dos sílabas. (ejemplo: sal-sol; por-par; tan-pan; sal-sala; par-para;mal-malo).</p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>For related content that prepares students to meet this standard, please see: <b>Unit 2, Module P:</b> 94 <b>Unit 4, Module P:</b> 8 <b>Unit 5, Module P:</b> 118</p>	<p><b>Unit 1, Module B:</b> FS14 <b>Unit 2, Module A:</b> FS8 <b>Unit 4, Module A:</b> FS8 <b>Unit 6, Module A:</b> FS8, FS12</p>
<p>RF.K.2f (ES) Demuestran comprensión de las palabras habladas, las sílabas y los sonidos (fonemas).</p> <p>Combinan dos sílabas para formar palabras bisílabas que les son familiares: ma + no = mano; ma + ma = mamá; ma + pa = mapa; sa + po = sapo; so + pa = sopa.</p>	<p><b>Unit 2, Module P:</b> 102, 150 <b>Unit 3, Module P:</b> 204, 235 <b>Unit 4, Module P:</b> 8, 15, 16, 24, 32, 63 <b>Unit 5, Module P:</b> 94, 102, 110, 149, 150, 157 <b>Unit 6, Module P:</b> 204</p>	<p><i>ReadyGEN</i> Module A and Module B focus on English Language Arts reading, writing, speaking and listening skills.</p>

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<p><b>Acentuación</b></p>		
<p>RF.K.2g (ES) Demuestran comprensión de las palabras habladas, las sílabas y los sonidos (fonemas). Separan y cuentan oralmente las sílabas de una palabra.</p>	<p><b>Unit 2, Module P:</b> 102 <b>Unit 3, Module P:</b> 219, 235 <b>Unit 4, Module P:</b> 63 <b>Unit 5, Module P:</b> 123 <b>Unit 6, Module P:</b> 209</p>	<p><i>ReadyGEN</i> Module A and Module B focus on English Language Arts reading, writing, speaking and listening skills.</p>
<p>RF.K.2h (ES) Demuestran comprensión de las palabras habladas, las sílabas y los sonidos (fonemas). En palabras multisilábicas señalan la sílaba sobre la cual recae el énfasis de la voz (acento tónico).</p>	<p><b>Unit 3, Module P:</b> 235 <b>Unit 4, Module P:</b> 63 <b>Unit 5, Module P:</b> 149</p>	<p><i>ReadyGEN</i> Module A and Module B focus on English Language Arts reading, writing, speaking and listening skills.</p>

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<p><b>Fonética y reconocimiento de palabras Phonics and Word Recognition</b></p>		
<p>RF.K.3a Conocen y aplican la fonética y las destrezas de análisis de palabras. Demuestran el conocimiento básico de la correspondencia entre letra y sonido (de una en una) al producir el sonido principal o los sonidos más frecuentes que representa cada consonante.</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.</p>	<p><b>Unit 1, Module P:</b> 15, 23, 31 <b>Unit 2, Module P:</b> 123 <b>Unit 3, Module P:</b> 180, 188, 196 <b>Unit 4, Module P:</b> 16, 24, 32, 37 <b>Unit 5, Module P:</b> 94, 102, 110, 118, 150</p>	<p><b>Unit 1, Module B:</b> FS18, FS20, FS20, FS22, FS24 <b>Unit 2, Module A:</b> FS3, FS5, FS7, FS11, FS13 <b>Unit 3, Module B:</b> FS15, FS17, FS19, FS21, FS23 <b>Unit 4, Module A:</b> FS3, FS5, FS7, FS11, FS13 <b>Unit 5, Module A:</b> FS2, FS4, FS6, FS8, FS10, FS12</p>

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<p>RF.K.3b Conocen y aplican la fonética y las destrezas de análisis de palabras. Asocian los sonidos (fonemas) con la ortografía común (grafemas) para las cinco vocales incluyendo el uso de la ye (y) como equivalente de la vocal i.*</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p>	<p><b>Unit 1, Module P:</b> 8, 15, 16, 23, 31, 63, 64 <b>Unit 2, Module P:</b> 149 <b>Unit 3, Module P:</b> 235 <b>Unit 4, Module P:</b> 63 <b>Unit 5, Module P:</b> 149 <b>Unit 6, Module P:</b> 235</p>	<p><b>Unit 1, Module B:</b> FS14, FS15 <b>Unit 2, Module A:</b> FS2, FS3, FS4, FS5, FS6, FS7, FS10, FS11, FS12, FS13 <b>Unit 3, Module B:</b> FS18, FS19, FS21, FS22, FS23, FS24, FS25 <b>Unit 5, Module A:</b> FS10, FS12, FS13 <b>Unit 6, Module A:</b> FS3, FS4, FS5, FS6, FS7, FS8, FS9, FS11, FS12</p>
<p>RF.K.3c Conocen y aplican la fonética y las destrezas de análisis de palabras. Leen a simple vista palabras comunes de uso frecuente (ejemplo: <i>el, la, veo, un, una, mi, es</i>).</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p>	<p><b>Unit 1, Module P:</b> 24, 28, 32 <b>Unit 2, Module P:</b> 101, 109, 125, 110, 117, 133 <b>Unit 3, Module P:</b> 187, 195, 203, 211, 219, 236 <b>Unit 4, Module P:</b> 15, 20, 23, 31, 39, 47, 64 <b>Unit 5, Module P:</b> 101, 109, 117, 125, 133 <b>Unit 6, Module P:</b> 187, 195, 203, 211, 219</p>	<p><b>Unit 1, Module B:</b> FS15, FS19, FS23 <b>Unit 2, Module A:</b> FS3, FS5, FS7, FS11, FS13 <b>Unit 3, Module B:</b> 175, 275, FS15, FS17, FS19, FS21, FS23, FS25 <b>Unit 4, Module A:</b> 125, FS3, FS5, FS7, FS11, FS13 <b>Unit 5, Module A:</b> FS3, FS5, FS9, FS11, FS13 <b>Unit 6, Module A:</b> FS3, FS5, FS7, FS9, FS11, FS13</p>



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<p>RF.K3d Conocen y aplican la fonética y las destrezas de análisis de palabras. Distinguen entre palabras de ortografía similar mediante la identificación de los sonidos de las letras que son diferentes (con/son; niño/niña; masa/mesa).</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p><b>Unit 1, Module P:</b> 102 <b>Unit 2, Module P:</b> 94, 118, 150 <b>Unit 4, Module P:</b> 32 <b>Unit 5, Module P:</b> 94, 110 <b>Unit 6, Module P:</b> 204</p>	<p><b>Unit 2, Module A:</b> FS4 <b>Unit 4, Module A:</b> FS2, FS4 <b>Unit 5, Module A:</b> FS8, FS12 <b>Unit 6, Module A:</b> FS12</p>
<p>RF.K3e (ES) Conocen y aplican la fonética y las destrezas de análisis de palabras. Reconocen las dos sílabas CV que forman palabras de alta frecuencia en el lenguaje cotidiano; ma-má; pa-pá; ca-sa; si-lla; me-sa; ca-ma; ga-to.</p>	<p><b>Unit 2, Module P:</b> 102 <b>Unit 4, Module P:</b> 15, 23, 31, 39, 47 <b>Unit 5, Module P:</b> 94, 102, 110</p>	<p><i>ReadyGEN</i> Module A and Module B focus on English Language Arts reading, writing, speaking and listening skills.</p>

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<p><b>Acentuación</b></p>		
<p>RF.K.3f (ES) Conocen y aplican la fonética y las destrezas de análisis de palabras. Identifican las letras que representan a las vocales (Aa, Ee, Ii, Oo, Uu, incluyendo el uso de la ye (y) como equivalente a la i).</p>	<p><b>Unit 1, Module P:</b> 63, 64 <b>Unit 2, Module P:</b> 149 <b>Unit 3, Module P:</b> 235 <b>Unit 4, Module P:</b> 63 <b>Unit 6, Module P:</b> 235</p>	<p><i>ReadyGEN</i> Module A and Module B focus on English Language Arts reading, writing, speaking and listening skills.</p>
<p>RF.K.3g (ES) Conocen y aplican la fonética y las destrezas de análisis de palabras. Reconocen el uso del acento ortográfico para distinguir la pronunciación entre palabras que se escriben iguales (papa-papá, paso-pasó).</p>	<p><b>Unit 4, Module P:</b> 63 <b>Unit 5, Module P:</b> 149 <b>Unit 6, Module P:</b> 235</p>	<p><i>ReadyGEN</i> Module A and Module B focus on English Language Arts reading, writing, speaking and listening skills.</p>

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<p>RF.K.3h (ES) Conocen y aplican la fonética y las destrezas de análisis de palabras. Reconocen que el acento escrito (acento ortográfico) es una marca sobre una vocal que indica la pronunciación de la palabra de acuerdo con la sílaba que recibe el énfasis al pronunciar la palabra.</p>	<p><b>Unit 1, Module P:</b> 63 <b>Unit 2, Module P:</b> 149 <b>Unit 3, Module P:</b> 235 <b>Unit 4, Module P:</b> 63 <b>Unit 5, Module P:</b> 149 <b>Unit 6, Module P:</b> 235</p>	<p><i>ReadyGEN</i> Module A and Module B focus on English Language Arts reading, writing, speaking and listening skills.</p>

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<p><b>Fluidez Fluency</b></p>		
<p>RF.K.4 Leen textos para lectores principiantes, con propósito y comprensión.  Read emergent-reader texts with purpose and understanding.</p>	<p><b>Unit 1, Module P:</b> 12, 20, 28, 33, 36, 41, 44, 49, 52, 57, 60, 65, 68 <b>Unit 2, Module P:</b> 98, 106, 111, 114, 122, 127, 130, 135, 138, 143, 146, 151, 154 <b>Unit 3, Module P:</b> 184, 192, 197, 200, 205, 208, 213, 224, 229, 232, 240 <b>Unit 4, Module P:</b> 9, 12, 17, 20, 25, 28, 33, 36, 41, 44, 49, 52, 57, 60, 65, 68 <b>Unit 5, Module P:</b> 98, 106, 111, 114, 119, 122, 127, 130, 135, 138, 143, 146, 151 <b>Unit 6, Module P:</b> 192, 197, 200, 205, 213, 216, 221, 224, 229, 232, 237, 240</p>	<p><b>Unit 1, Module B:</b> 177, 217, 247, 277, FS15, FS17, FS19, FS21, FS23, FS25 <b>Unit 2, Module A:</b> FS3, FS5, FS7, FS9, FS11, FS13 <b>Unit 3, Module B:</b> FS15, FS17, FS19, FS21, FS23, FS25 <b>Unit 4, Module A:</b> FS3, FS5, FS7, FS9, FS11, FS13 <b>Unit 5, Module A:</b> FS3, FS5, FS7, FS9, FS11, FS13 <b>Unit 6, Module A:</b> FS3, FS5, FS7, FS9, FS11, FS13</p>

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<p><b>ESCRITURA WRITING</b></p>		
<p><b>Tipos de textos y sus propósitos Text Types and Purposes</b></p>		
<p>W.K.1 Usan una combinación de dibujo, dictado y escritura para redactar propuestas de opinión en las que le dicen a un lector cuál es el tema o el nombre del libro sobre el que están escribiendo y expresan su opinión o preferencia sobre el tema o el libro (por ejemplo: <i>Mi libro favorito es . . .</i>).</p> <p>Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>).</p>	<p><b>Unit 5, Module P:</b> 100, 108, 116, 124, 132, 140, 146, 148, 156 <b>Unit 6, Module P:</b> 186, 194, 202, 210, 218, 226, 234, 242</p>	<p><b>Unit 5, Module A:</b> 18-20, 28-30, 38-40, 48-50, 58-60, 68-70, 78-80, 98-100, 108-110, 118-120, 128-130, 138-140 <b>Unit 6, Module A:</b> 18-20, 28-30, 38-40, 48-50, 58-60, 68-70, 78-80, 118-120, 128-130, 138-140</p>

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<p>W.K.2 Usan una combinación de dibujo, dictado y escritura para redactar textos informativos y explicativos en los cuales dicen sobre qué están escribiendo y ofrecen algo de información acerca del tema.</p> <p>Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p><b>Unit 1, Module P:</b> 14, 22, 30, 38, 46, 54, 62, 70 <b>Unit 3, Module P:</b> 186, 202, 210, 218, 226, 234, 242</p>	<p><b>Unit 1, Module B:</b> 168-170, 178-180, 188-190, 198-200, 208-210, 218-220, 228-230, 238-240, 248-250, 258-260, 268-270, 278-280 <b>Unit 3, Module B:</b> 168-170, 178-180, 188-190, 198-200, 208-210, 218-220, 228-230, 238-240, 248-250, 258-260, 268-270, 278-280</p>
<p>W.K.3 Usan una combinación de dibujo, dictado y escritura para narrar un acontecimiento único o varios acontecimientos vagamente enlazados. Hablan de dichos acontecimientos en el orden en que ocurrieron y proporcionan una reacción a lo sucedido.</p> <p>Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p><b>Unit 2, Module P:</b> 100, 108, 116, 124, 132, 140, 148, 156 <b>Unit 4, Module P:</b> 14, 22, 30, 38, 46, 54, 62, 70</p>	<p><b>Unit 2, Module A:</b> 18-20, 28-30, 38-40, 48-50, 58-60, 68-70, 78-80, 98-100, 108-110, 118-120, 128-130, 138-140 <b>Unit 4, Module A:</b> 18-20, 28-30, 38-40, 48-50, 58-60, 68-70, 78-80, 98-100, 108-110, 118-120, 128-130, 138-140</p>

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<p><b>Producción y redacción de la escritura Production and Distribution of Writing</b></p>		
<p>W.K.4 (Se inicia en el 3<sup>er</sup> grado)  (Begins in grade 3)</p>	<p>Not applicable according to the Common Core State Standards for Spanish Language Arts</p>	<p>Not applicable according to the Common Core State Standards for English Language Arts</p>
<p>W.K.5 Con la orientación y el apoyo de adultos, responden a las preguntas y sugerencias de sus compañeros y añaden detalles para mejorar la escritura según sea necesario.  With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p><b>Unit 1, Module P:</b> 14, 46, 62 <b>Unit 2, Module P:</b> 116, 124, 132, 140, 148 <b>Unit 3, Module P:</b> 210 <b>Unit 4, Module P:</b> 22, 46, 62 <b>Unit 5, Module P:</b> 148, 156 <b>Unit 6, Module P:</b> 202, 218</p>	<p><b>Unit 1, Module B:</b> 248-250 <b>Unit 2, Module A:</b> 88-90, 118-120 <b>Unit 4, Module A:</b> 68-70, 108-110, 118-120 <b>Unit 5, Module A:</b> 48-50 <b>Unit 6, Module A:</b> 58-60, 108-110</p>

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<p>W.K.6 Con la orientación y el apoyo de adultos, exploran una variedad de herramientas digitales para producir y publicar escritos, incluso en colaboración con sus compañeros.</p> <p>With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p><b>Unit 1, Module P:</b> 73, 76 <b>Unit 2, Module P:</b> 159, 162 <b>Unit 3, Module P:</b> 245, 248 <b>Unit 4, Module P:</b> 73, 76 <b>Unit 5, Module P:</b> 159, 162 <b>Unit 6, Module P:</b> 245, 248</p>	<p><b>Unit 1, Module B:</b> 170, 180, 210, 230, 240, 270 <b>Unit 2, Module A:</b> 30, 60, 90, 100, 120, 130 <b>Unit 3, Module B:</b> 170, 210, 230, 250, 270 <b>Unit 4, Module A:</b> 50, 80, 100, 120 <b>Unit 5, Module A:</b> 40, 50, 60, 70, 90, 100, 130, 140 <b>Unit 6, Module A:</b> 20, 50, 70, 90, 100, 140</p>
<p align="center"><b>Investigación para la formación y presentación de conocimientos Research to Build and Present Knowledge</b></p>		
<p>W.K.7 Participan en proyectos compartidos de investigación y escritura (por ejemplo: exploran una serie de libros de un autor favorito y expresan su opinión sobre ellos).</p> <p>Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>	<p><b>Unit 1, Module P:</b> 14, 22, 46, 70 <b>Unit 2, Module P:</b> 108 <b>Unit 3, Module P:</b> 245 <b>Unit 5, Module P:</b> 100</p>	<p><b>Unit 1, Module B:</b> 198-200, 208-210, 218-220, 238-240, 248-250, 258-260, 268-270, 278-280 <b>Unit 2, Module A:</b> 18-20, 38-40, 128-130, 138-140 <b>Unit 3, Module B:</b> 178-180, 198-200, 258-260 <b>Unit 4, Module A:</b> 38-40, 98-100 <b>Unit 5, Module A:</b> 88-90, 98-100, 128-130</p>



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<p>W.K.8 Con la orientación y el apoyo de adultos, recuerdan información de experiencias o recopilan información de diversas fuentes que se les ofrece para contestar una pregunta.</p> <p>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p><b>Unit 1, Module P:</b> 54, 70 <b>Unit 2, Module P:</b> 148 <b>Unit 3, Module P:</b> 218, 234, 242 <b>Unit 5, Module P:</b> 100, 108, 159 <b>Unit 6, Module P:</b> 245</p>	<p><b>Unit 1, Module B:</b> 278-280 <b>Unit 2, Module A:</b> 68-70 <b>Unit 3, Module B:</b> 198-200 <b>Unit 5, Module A:</b> 88-90 <b>Unit 6, Module A:</b> 38-40</p>
<p>W.K.9 (Se inicia en el 4to grado).  (Begins in grade 4)</p>	<p>Not applicable according to the Common Core State Standards for Spanish Language Arts</p>	<p>Not applicable according to the Common Core State Standards for English Language Arts</p>
<p><b>Nivel de escritura y redacción Range of Writing</b></p>		
<p>W.K.10 (Se inicia en el 3<sup>er</sup> grado)  (Begins in grade 3)</p>	<p>Not applicable according to the Common Core State Standards for Spanish Language Arts</p>	<p>Not applicable according to the Common Core State Standards for English Language Arts</p>

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<p><b>AUDICIÓN Y EXPRESIÓN ORAL SPEAKING AND LISTENING</b></p>		
<p><b>Comprensión y colaboración Comprehension and Collaboration</b></p>		
<p>SL.K.1a Participan en conversaciones colaborativas con diversos compañeros y adultos en grupos pequeños y grandes sobre <i>temas y textos apropiados al kindergarten</i>. Siguen las reglas acordadas para participar en conversaciones (por ejemplo: escuchar a los demás y esperar su turno para hablar sobre los temas y textos que se están tratando).  Participate in collaborative conversations with diverse partners <i>about kindergarten topics and texts</i> with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>	<p><b>Unit 1, Module P:</b> 11, 19, 27, 35, 43, 51, 59, 67 <b>Unit 2, Module P:</b> 97, 105, 113, 121, 129, 137, 145, 153 <b>Unit 3, Module P:</b> 183, 191, 199, 207, 215, 223, 231, 239 <b>Unit 4, Module P:</b> 11, 19, 27, 35, 43, 51, 59, 67 <b>Unit 5, Module P:</b> 97, 105, 113, 121, 129, 137, 145, 153 <b>Unit 6, Module P:</b> 183, 191, 199, 207, 215, 223, 231, 239</p>	<p><b>Unit 1, Module B:</b> 233, 263 <b>Unit 2, Module A:</b> 13, 23, 43, 113 <b>Unit 3, Module B:</b> 173-174 <b>Unit 4, Module A:</b> 13-15, 23-24, 43, 113 <b>Unit 5, Module A:</b> 33, 43, 63, 74, 83, 104, 113, 123 <b>Unit 6, Module A:</b> 24, 43, 63, 74, 84, 94, 113, 124</p>

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<p>SL.K.1b Participan en conversaciones colaborativas con diversos compañeros y adultos en grupos pequeños y grandes sobre temas y textos apropiados al kindergarten. Continúan una conversación a través de múltiples intercambios.</p> <p>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. Continue a conversation through multiple exchanges.</p>	<p><b>Unit 1, Module P:</b> 11, 19, 27, 35, 43, 51, 59, 67 <b>Unit 2, Module P:</b> 97, 105, 113, 121, 129, 137, 145, 153 <b>Unit 3, Module P:</b> 183, 191, 199, 207, 215, 223, 231, 239 <b>Unit 4, Module P:</b> 11, 19, 27, 35, 43, 51, 59, 67 <b>Unit 5, Module P:</b> 97, 105, 113, 121, 129, 137, 145, 153 <b>Unit 6, Module P:</b> 183, 191, 199, 207, 215, 223, 231, 239</p>	<p><b>Unit 1, Module B:</b> 163, 203, 213, 243, 273 <b>Unit 2, Module A:</b> 33, 53, 83, 103, 123 <b>Unit 3, Module B:</b> 183, 263 <b>Unit 4, Module A:</b> 33, 63, 74, 83, 103, 123, 133 <b>Unit 5, Module A:</b> 83, 103, 123 <b>Unit 6, Module A:</b> 13, 23, 33, 53, 73, 83, 103, 123</p>
<p>SL.K.2 Confirman la comprensión de un texto leído en voz alta o la información presentada oralmente o a través de otros medios de comunicación, al hacer y contestar preguntas sobre detalles clave y solicitar aclaraciones si algo no se entiende.</p> <p>Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>	<p><b>Unit 1, Module P:</b> 10, 18, 26, 34, 42, 50, 58, 66 <b>Unit 2, Module P:</b> 96, 104, 112, 120, 128, 136, 144, 152 <b>Unit 3, Module P:</b> 182, 190, 198, 206, 214, 222, 230, 238 <b>Unit 4, Module P:</b> 10, 18, 26, 34, 42, 50, 58, 66 <b>Unit 5, Module P:</b> 96, 104, 112, 120, 128, 136, 144, 152 <b>Unit 6, Module P:</b> 182, 190, 198, 206, 214, 222, 230, 238</p>	<p><b>Unit 1, Module B:</b> 223 <b>Unit 3, Module B:</b> 183, 203, 213, 223, 253 <b>Unit 4, Module A:</b> 54, 63-65 <b>Unit 5, Module A:</b> 44, 53, 63, 73, 93 <b>Unit 6, Module A:</b> 44, 94</p>

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<p>SL.K.3 Hacen y contestan preguntas con el fin de solicitar ayuda, obtener información o aclarar algo que no se entiende.</p> <p>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p><b>Unit 1, Module P:</b> 8, 9, 10, 16, 17, 18, 24, 34, 35, 37, 40, 41, 43, 45, 46, 50, 53, 56, 58, 66, 69</p> <p><b>Unit 2, Module P:</b> 94, 96, 99, 102, 104, 107, 110, 111, 112, 115, 118, 120, 123, 126, 128, 134, 136, 142, 147, 151, 152</p> <p><b>Unit 3, Module P:</b> 182, 184, 188, 189, 190, 196, 197, 221, 223, 224, 225, 228, 229, 230, 233, 236, 237, 238</p> <p><b>Unit 4, Module P:</b> 8, 10, 13, 16, 17, 18, 24, 25, 26, 27, 29, 32, 34, 35, 37, 40, 42, 48, 58, 66</p> <p><b>Unit 5, Module P:</b> 94, 95, 96, 99, 102, 103, 104, 110, 111, 112, 113, 115, 118, 119, 120, 126, 127, 128, 131, 134, 135, 136</p> <p><b>Unit 6, Module P:</b> 181, 182, 189, 190, 192, 196, 197, 198, 204, 205, 206, 212, 213, 217, 220, 221, 222, 223, 228, 230, 236</p>	<p><b>Unit 1, Module B:</b> 247, 253</p> <p><b>Unit 3, Module B:</b> 183, 196, 203, 213-214, 223-224, 246-247, 253-254</p> <p><b>Unit 4, Module A:</b> 63-64</p> <p><b>Unit 5, Module A:</b> 43-44, 53, 63, 73</p> <p><b>Unit 6, Module A:</b> 37, 44, 94, 96-97, 124, 126-127, 134, 136-137</p>

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<p><b>Presentación de conocimientos y de ideas Production of Knowledge and Ideas</b></p>		
<p>SL.K.4 Describen a personas, lugares, cosas y acontecimientos que les son familiares y, con sugerencias y apoyo, ofrecen detalles adicionales.</p> <p>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p><b>Unit 1, Module P:</b> 8, 34, 56, 58, 61 <b>Unit 2, Module P:</b> 94, 98, 99, 114, 123, 128, 134, 144, 146 <b>Unit 3, Module P:</b> 200, 207, 228 <b>Unit 4, Module P:</b> 10, 21, 26, 28, 29, 32, 34, 37, 56, 58, 65 <b>Unit 5, Module P:</b> 118, 120, 134, 135, 136, 139 <b>Unit 6, Module P:</b> 184, 216, 224, 228, 230</p>	<p><b>Unit 1, Module B:</b> 163, 178-180, 228-230, 268-270 <b>Unit 2, Module A:</b> 18-20, 88-90, 118-120 <b>Unit 3, Module B:</b> 173, 176 <b>Unit 4, Module A:</b> 58-60, 104, 106-107 <b>Unit 5, Module A:</b> 13, 23, 27, 72, 96, 104, 106 <b>Unit 6, Module A:</b> 14, 16-17, 24, 26-27, 34, 36-37</p>
<p>SL.K.5 Añaden dibujos y otros medios visuales a las descripciones según deseen para ofrecer detalles adicionales.</p> <p>Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p><b>Unit 1, Module P:</b> 13, 16, 29, 44, 61 <b>Unit 2, Module P:</b> 99, 102, 123, 126, 147, 154 <b>Unit 3, Module P:</b> 203, 241 <b>Unit 4, Module P:</b> 15, 21, 23, 51, 53 <b>Unit 5, Module P:</b> 139, 155 <b>Unit 6, Module P:</b> 183</p>	<p><b>Unit 2, Module A:</b> 18-20, 28-30, 108-110, 118-120 <b>Unit 3, Module B:</b> 188-190, 198-200 <b>Unit 4, Module A:</b> 100, 110, 120, 128-130 <b>Unit 5, Module A:</b> 78-80, 118-120, 128-130 <b>Unit 6, Module A:</b> 18-20, 118-110</p>

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<p>SL.K.6 Hablan en forma audible y expresan sus pensamientos, sentimientos e ideas con claridad.</p> <p>Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p><b>Unit 1, Module P:</b> 13, 36, 46, 60</p> <p><b>Unit 2, Module P:</b> 114, 138</p> <p><b>Unit 3, Module P:</b> 192, 202, 210, 216, 218</p> <p><b>Unit 4, Module P:</b> 21, 22, 29, 60</p> <p><b>Unit 5, Module P:</b> 106, 146</p> <p><b>Unit 6, Module P:</b> 182, 183, 185, 208</p>	<p><b>Unit 1, Module B:</b> 148, 190, 210, 220, 227, 230, 260, 288</p> <p><b>Unit 2, Module A:</b> 25, 40, 84, 148</p> <p><b>Unit 3, Module B:</b> 166, 195, 288</p> <p><b>Unit 4, Module A:</b> 25, 115</p> <p><b>Unit 5, Module A:</b> 45, 82, 115</p> <p><b>Unit 6, Module A:</b> 65, 82, 95</p>

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<p><b>LENGUAJE LANGUAGE</b></p>		
<p><b>Normas y convenciones del español Conventions of Standard English</b></p>		
<p>L.K.1a Demuestran dominio de las normativas de la gramática del español y su uso al escribir y al hablar. Escriben con letra de molde la mayoría de las letras mayúsculas y minúsculas.</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.</p>	<p><b>Unit 1, Module P:</b> 14, 15, 22, 23, 30, 31, 39, 47</p> <p><b>Unit 2, Module P:</b> 101, 117, 125, 133</p> <p><b>Unit 3, Module P:</b> 187, 195, 203, 211, 219</p> <p><b>Unit 4, Module P:</b> 15, 23, 31, 39, 47</p> <p><b>Unit 5, Module P:</b> 101, 109, 117, 125, 141</p> <p><b>Unit 6, Module P:</b> 187, 195, 203, 211, 219</p>	<p><b>Unit 1, Module B:</b> FS14, FS16, FS17, FS20, FS24</p> <p><b>Unit 3, Module B:</b> 181, 231, 281</p> <p><b>Unit 4, Module A:</b> 31, 81, 131</p> <p><b>Unit 5, Module A:</b> 31, 81, 141</p> <p><b>Unit 6, Module A:</b> 31, 81, 131</p>

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<p>L.K.1b Demuestran dominio de las normativas de la gramática del español y su uso al escribir y al hablar. Usan sustantivos y verbos que se utilizan con frecuencia incluyendo los verbos ser y estar, empleando la concordancia correcta.</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring nouns and verbs.</p>	<p><b>Unit 1, Module P:</b> 55, 71 <b>Unit 2, Module P:</b> 109, 125, 141 <b>Unit 3, Module P:</b> 203, 211 <b>Unit 4, Module P:</b> 31, 39 <b>Unit 5, Module P:</b> 125, 133, 141 <b>Unit 6, Module P:</b> 219, 227</p>	<p><b>Unit 1, Module B:</b> 170-171, 180-181, 190-191, 200-201, 230-231 <b>Unit 2, Module A:</b> 20-21, 30-31, 60-61, 180-181, 120-121 <b>Unit 4, Module A:</b> 40-41, 50-51, 60-61, 90-91, 100-101, 110-111</p>
<p>L.K.1c Demuestran dominio de las normativas de la gramática del español y su uso al escribir y al hablar. Forman el plural de sustantivos regulares al añadir /s/ o /es/ (ejemplo: <i>perro, perros; mantel, manteles; rey, reyes</i>).</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p>	<p><b>Unit 1, Module P:</b> 81 <b>Unit 3, Module P:</b> 243 <b>Unit 6, Module P:</b> 219, 250</p>	<p><b>Unit 1, Module B:</b> 180-181, 190-191, 200-201, 210-211, 220-221, 230-231 <b>Unit 3, Module B:</b> 250-251</p>



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<p>L.K.1d Demuestran dominio de las normativas de la gramática del español y su uso al escribir y al hablar. Comprenden y utilizan las palabras que denotan interrogación (ejemplo: <i>quién, qué, dónde, cuándo, cómo y por qué</i>).</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p>	<p><b>Unit 1, Module P:</b> 54 <b>Unit 2, Module P:</b> 157 <b>Unit 5, Module P:</b> 101, 125, 133</p>	<p><b>Unit 1, Module B:</b> 240-241, 250-251 <b>Unit 2, Module A:</b> 100-101 <b>Unit 3, Module B:</b> 168-170 <b>Unit 5, Module A:</b> 40-41, 50-51</p>
<p>L.K.1e Demuestran dominio de las normativas de la gramática del español y su uso al escribir y al hablar. Emplean las preposiciones de uso frecuente (ejemplo: <i>con, en, de, por, para</i>).</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p>	<p><b>Unit 1, Module P:</b> 8, 24, 34, 42, 58, 84 <b>Unit 2, Module P:</b> 108, 128, 170 <b>Unit 3, Module P:</b> 179, 180, 227, 236, 256 <b>Unit 4, Module P:</b> 24, 42, 79 <b>Unit 5, Module P:</b> 170 <b>Unit 6, Module P:</b> 214, 230, 243, 256</p>	<p><b>Unit 3, Module B:</b> 190-191, 200-201, 210-211 <b>Unit 5, Module A:</b> 113</p>

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<p>L.K.1f Demuestran dominio de las normativas de la gramática del español y su uso al escribir y al hablar. Producen y elaboran oraciones completas en actividades compartidas de lenguaje.</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce and expand complete sentences in shared language activities.</p>	<p><b>Unit 1, Module P:</b> 47 <b>Unit 2, Module P:</b> 100, 101, 116, 117, 132, 133, 140 <b>Unit 3, Module P:</b> 186, 187, 242 <b>Unit 4, Module P:</b> 23, 46, 47, 54, 71 <b>Unit 5, Module P:</b> 108, 117, 187 <b>Unit 6, Module P:</b> 186, 195, 202, 203, 211</p>	<p><b>Unit 1, Module B:</b> 260-261 <b>Unit 2, Module A:</b> 50-51, 70-71, 110-111, 120-121 <b>Unit 3, Module B:</b> 180-181, 240-241, 250-251, 260-261 <b>Unit 5, Module A:</b> 90-91, 100-101, 110-111, 120-121 <b>Unit 6, Module A:</b> 40-41, 90-91, 100-101</p>
<p>L.K.1g (ES) Demuestran dominio de las normativas de la gramática del español y su uso al escribir y al hablar. Utilizan los artículos determinados e indeterminados notando la concordancia de género y número con el sustantivo (ejemplo: el perro, los libros, la mesa, las sillas, un niño, unos niños, una niña, unas niñas).</p>	<p><b>Unit 1, Module P:</b> 80 <b>Unit 3, Module P:</b> 243, 253</p> <p>For related content, please see: <b>Unit 1, Module P:</b> 24 <b>Unit 3, Module P:</b> 211, 219</p>	<p><i>ReadyGEN</i> Module A and Module B focus on English Language Arts reading, writing, speaking and listening skills.</p>

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<p>L.K.2a Demuestran al escribir dominio de las normativas del español para el uso de las letras mayúsculas, signos de puntuación y ortografía. Emplean la mayúscula en la primera letra de una palabra al inicio de una oración.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize the first word in a sentence and the pronoun I.</p>	<p><b>Unit 1, Module P:</b> 47 <b>Unit 2, Module P:</b> 100, 101, 116, 117, 132, 133, 140 <b>Unit 3, Module P:</b> 186, 187, 242 <b>Unit 4, Module P:</b> 23, 46, 47, 54, 71 <b>Unit 5, Module P:</b> 108, 117, 187 <b>Unit 6, Module P:</b> 186, 195, 202, 203, 211</p>	<p><b>Unit 4, Module A:</b> 30-31, 140-141 <b>Unit 5, Module A:</b> 60-61, 90-91, 100-101, 110-111, 120-121 <b>Unit 6, Module A:</b> 140-141</p>
<p>L.K.2b Demuestran al escribir dominio de las normativas del español para el uso de las letras mayúsculas, signos de puntuación y ortografía. Reconocen y nombran la puntuación final.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Recognize and name end punctuation.</p>	<p><b>Unit 1, Module P:</b> 47 <b>Unit 2, Module P:</b> 100, 101, 116, 117, 132, 133, 140 <b>Unit 3, Module P:</b> 186, 187, 242 <b>Unit 4, Module P:</b> 23, 46, 47, 54, 71 <b>Unit 5, Module P:</b> 108, 117, 187 <b>Unit 6, Module P:</b> 186, 195, 202, 203, 211</p>	<p><b>Unit 2, Module A:</b> 80-81, 130-131 <b>Unit 3, Module B:</b> 168-170 <b>Unit 4, Module A:</b> 30-31, 80-81, 130-131 <b>Unit 5, Module A:</b> 90-91, 100-101, 110-111, 120-121 <b>Unit 6, Module A:</b> 50-51, 60-61, 110-111</p>

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<p>L.K.2c Demuestran al escribir dominio de las normativas del español para el uso de las letras mayúsculas, signos de puntuación y ortografía. Escriben una letra correspondiente para la mayoría de los sonidos consonánticos y vocálicos.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p>	<p><b>Unit 1, Module P:</b> 14, 15, 22, 23, 30, 31, 39, 47 <b>Unit 3, Module P:</b> 194, 203 <b>Unit 4, Module P:</b> 22 <b>Unit 5, Module P:</b> 116 <b>Unit 6, Module P:</b> 186, 194, 195, 202, 210, 218</p>	<p><b>Unit 1, Module B:</b> 270-271, 280-281 <b>Unit 3, Module B:</b> 220-221 <b>Unit 4, Module A:</b> 20-21, 70-71, 120-121 <b>Unit 5, Module A:</b> 20-21, 70-71, FS2, FS4, FS6, FS8, FS10, FS12 <b>Unit 6, Module A:</b> 20-21, 70-71</p>
<p>L.K.2d Demuestran al escribir dominio de las normativas del español para el uso de las letras mayúsculas, signos de puntuación y ortografía. Deletrean fonéticamente palabras sencillas, usando el conocimiento de la relación entre fonemas y grafemas.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p><b>Unit 3, Module P:</b> 219 <b>Unit 4, Module P:</b> 15 <b>Unit 5, Module P:</b> 157 <b>Unit 6, Module P:</b> 186, 194, 202, 210, 218</p>	<p><b>Unit 1, Module B:</b> 271, 283 <b>Unit 2, Module A:</b> 41, 91, 141, FS4, FS3, FS5, FS6 <b>Unit 3, Module B:</b> 170-171, 220-221, 270-272 <b>Unit 4, Module A:</b> 70-71, 120-121, FS4, FS8, FS9, FS10, FS12, FS13 <b>Unit 5, Module A:</b> 70-71, 130-131, FS12, FS13 <b>Unit 6, Module A:</b> 70-71, 120-121</p>

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<p><b>Acentuación</b></p>		
<p>L.K.2e (ES) Demuestran al escribir dominio de las normativas del español para el uso de las letras mayúsculas, signos de puntuación y ortografía.</p> <p>Reconocen el acento escrito (acento ortográfico) en palabras sencillas y ya conocidas (mamá, papá, José).</p>	<p><b>Unit 1, Module P:</b> 63</p> <p><b>Unit 2, Module P:</b> 149</p> <p><b>Unit 3, Module P:</b> 235</p> <p><b>Unit 4, Module P:</b> 63</p> <p><b>Unit 5, Module P:</b> 101, 109, 117, 125, 133, 149</p> <p><b>Unit 6, Module P:</b> 187, 195, 203, 211, 219, 235</p>	<p><i>ReadyGEN</i> Module A and Module B focus on English Language Arts reading, writing, speaking and listening skills.</p>
<p><b>Conocimiento del lenguaje Knowledge of Language</b></p>		
<p>L.K.3 (Se inicia en el 2do grado)</p> <p>(Begins in grade 2)</p>	<p>Not applicable according to the Common Core State Standards for Spanish Language Arts</p>	<p>Not applicable according to the Common Core State Standards for English Language Arts</p>

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<p><b>Adquisición y uso de vocabulario Vocabulary Acquisition and Use</b></p>		
<p>L.K.4a Determinan o aclaran el significado de palabras y frases desconocidas y de palabras de significados múltiples, en base a la lectura y el contenido académico de kindergarten. Identifican y aplican correctamente nuevos significados relacionados a palabras ya conocidas (ejemplo: saber que el <i>zapatero</i> es la persona que vende o arregla <i>zapatos</i>).</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).</p>	<p><b>Unit 2, Module P:</b> 113, 115 <b>Unit 3, Module P:</b> 139 <b>Unit 5, Module P:</b> 105</p>	<p><b>Unit 3, Module B:</b> 183, 223 <b>Unit 5, Module A:</b> 23, 44, 46-47, 73, 93</p>

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<p>L.K.4b Determinan o aclaran el significado de palabras y frases desconocidas y de palabras de significados múltiples, en base a la lectura y el contenido académico de kindergarten. Usan las inflexiones y los afijos de uso más frecuente (ejemplo: <i>re- bi-, -ita -ito, -ota -ote</i>) como clave para el significado de una palabra desconocida.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.</p>	<p><b>Unit 2, Module P:</b> 105, 109, 137, 139 <b>Unit 3, Module P:</b> 231, 233 <b>Unit 4, Module P:</b> 78 <b>Unit 5, Module P:</b> 120, 141, 164, 165, 166 <b>Unit 6, Module P:</b> 198</p>	<p><b>Unit 2, Module A:</b> 44, 46-47</p>

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<p>L.K.5a Con la orientación y el apoyo de adultos, exploran las relaciones y matices en los significados de las palabras. Clasifican objetos comunes en categorías (ejemplo: formas, alimentos) para obtener un sentido de los conceptos que representan las categorías.</p> <p>With guidance and support from adults, explore word relationships and nuances in word meanings. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	<p><b>Unit 3, Module P:</b> 204 <b>Unit 4, Module P:</b> 21, 78, 81 <b>Unit 5, Module P:</b> 97, 128 <b>Unit 6, Module P:</b> 227, 245</p>	<p><b>Unit 1, Module B:</b> 184, 187 <b>Unit 3, Module B:</b> 187-188 <b>Unit 4, Module A:</b> 56-57 <b>Unit 5, Module A:</b> 74, 76-77 <b>Unit 6, Module A:</b> 64, 66-67</p>



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<p>L.K.5b Con la orientación y el apoyo de adultos, exploran las relaciones y matices en los significados de las palabras. Demuestran comprensión de los verbos y los adjetivos de uso más frecuente, al relacionarlos con sus opuestos (antónimos) (ejemplo: salir-entrar; perder-ganar; alto-bajo; grande-pequeño).</p> <p>With guidance and support from adults, explore word relationships and nuances in word meanings. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>	<p><b>Unit 3, Module P:</b> 188</p>	<p><b>Unit 2, Module A:</b> 24, 26-27 <b>Unit 3, Module B:</b> 214-217, 228-230</p>

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<p>L.K.5c Con la orientación y el apoyo de adultos, exploran las relaciones y matices en los significados de las palabras. Identifican las conexiones en la vida real entre las palabras y sus usos (ejemplo: el describir actividades divertidas en la escuela o en el parque que son <i>coloridos</i>).</p> <p>With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</p>	<p><b>Unit 1, Module P:</b> 7, 8, 32, 40, 48, 56 <b>Unit 2, Module P:</b> 94, 102, 118, 126 <b>Unit 3, Module P:</b> 180, 188, 199, 200 <b>Unit 4, Module P:</b> 8, 16, 24, 48 <b>Unit 5, Module P:</b> 102, 110, 126 <b>Unit 6, Module P:</b> 180, 196, 204, 212</p>	<p><b>Unit 1, Module B:</b> 194-195, 196-197 <b>Unit 4, Module A:</b> 74, 76-77 <b>Unit 6, Module A:</b> 112, 114, 116-117</p>

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<p>L.K.5d Con la orientación y el apoyo de adultos, exploran las relaciones y matices en los significados de las palabras. Distinguen los matices de significado entre verbos que describen la misma acción general (ejemplo: <i>gatear, caminar, marchar, correr</i>) actuando sus significados.</p> <p>With guidance and support from adults, explore word relationships and nuances in word meanings. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p>	<p><b>Unit 2, Module P:</b> 129, 131 <b>Unit 3, Module P:</b> 250 <b>Unit 4, Module P:</b> 24</p>	<p><b>Unit 3, Module B:</b> 254, 256-257 <b>Unit 6, Module A:</b> 52, 54, 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 align="center"><b>Common Core State Standards for Spanish Language Arts and English Language Arts</b></p>	<p align="center"><b><i>ReadyGEN</i> Biliteracy Pathway Modules (Module P)</b>  (all page references correspond to the <i>ReadyGEN</i> Biliteracy Pathway Teacher’s Guides)</p>	<p align="center"><b><i>ReadyGEN</i> Paired English Modules (Module A or B)</b>  (all page references correspond to the <i>ReadyGEN</i> Teacher’s Guides)</p>
<p>L.K.6 Usan las palabras y las frases que han aprendido a través de conversaciones, al leer y al escuchar cuando se les lee, o al responder a los textos.</p> <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p><b>Unit 1, Module P:</b> 11, 19, 27, 35, 43, 51, 59, 67</p> <p><b>Unit 2, Module P:</b> 97, 105, 113, 121, 129, 137, 145, 153</p> <p><b>Unit 3, Module P:</b> 183, 191, 199, 207, 215, 223, 231, 239</p> <p><b>Unit 4, Module P:</b> 11, 19, 27, 35, 43, 51, 59, 67</p> <p><b>Unit 5, Module P:</b> 97, 105, 113, 121, 129, 137, 145, 153</p> <p><b>Unit 6, Module P:</b> 183, 191, 199, 207, 215, 223, 231, 239</p>	<p><b>Unit 1, Module B:</b> 174, 194, 214, 234, 254, 274</p> <p><b>Unit 2, Module A:</b> 24, 64, 84, 104, 124</p> <p><b>Unit 3, Module B:</b> 184, 194, 214, 234, 254, 274</p> <p><b>Unit 4, Module A:</b> 14, 34, 44, 64, 104, 124</p> <p><b>Unit 5, Module A:</b> 24, 54, 64, 84, 94, 114, 124, 134</p> <p><b>Unit 6, Module A:</b> 34, 64, 84, 104, 124</p>