



Correlation to the Common Core State Standards (CCSS)

Levels - 1A, 1B, 1, 2 and 3

	rds for Literature
Key Ideas and Details	
1. Read closely to determine what the text says explicitly and to make logical inferences from it;	• 1A SB: pp. 24, 114, 133, 140, 150, 198, 223, 249
cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1B SB : pp. 61, 86, 132, 167, 174, 177, 193, 207, 215, 223, 241, 249
2. Determine central ideas or themes of a text and analyze their development; summarize key	1A SB : pp. 37, 80, 119, 132, 133, 137, 150, 198, 233
supporting details and ideas.	1B SB : pp. 46, 65, 69, 132, 153, 179, 213, 215, 223, 241, 244
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	 1A SB: pp. 46, 81, 157, 222, 223, 257 1B SB: pp. 57, 86, 137, 193, 249
Craft and Structure	
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	 1A SB: pp. 64, 80, 124, 132, 141, 257 1B SB: pp. 86, 137, 193, 249
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.	 1A SB: pp. 37, 80, 119, 132, 133, 233 1B SB: pp. 47, 107, 161, 193, 215, 249
6. Assess how point of view or purpose shapes the content and style of a text.	 1A SB: pp. 47, 64, 95, 132, 227, 257 1B SB: pp. 86, 137, 193, 249
Integration of Knowledge and Ideas	
7. Integrate and evaluate content presented in diverse formats and media, including visually	• 1A SB : pp. 47, 64, 99, 132, 167, 178, 226, 245, 257
and quantitatively, as well as in words. 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	• 1B SB : pp. 86, 137, 193, 249 N/A
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	■ 1A SB: pp. 64, 99, 132, 141, 167, 257 ■ 1B SB: 86, 137, 142, 193, 249
Range of Reading and Level of Text Complexity	
10. Read and comprehend complex literary and informational texts independently and proficiently.	 1A SB: pp. 32, 36, 46, 54, 64, 65, 73, 77, 78, 80, 90, 104, 114, 115, 124, 133, 134, 141, 150, 154, 164, 165, 172, 182, 195, 196, 208, 212, 213, 215, 222, 240, 252-255, 256 1B SB: pp. 43, 47, 55, 57, 61, 65, 67, 69, 73, 77, 79, 80-81, 86, 87, 95, 99, 103,113, 117, 121, 132, 136, 159, 161, 163, 167, 170, 173, 174, 177, 179, 181, 188-191, 192, 193, 204, 211, 212,
	215, 248, 249

Writing Standards				
Text Types and Purposes				
1. Write arguments to support claims in an	1A SB : pp. 73, 112, 193, 251			
analysis of substantive topics or texts using	■ 1B SB: pp. 71, 129, 174, 243			
valid reasoning and relevant and sufficient				
evidence.				
2. Write informative/explanatory texts to	1A SB : pp. 73, 112, 193, 251			
examine and convey complex ideas and	■ 1B SB : pp. 71, 129, 174, 243			
information clearly and accurately through the effective selection, organization, and analysis				
of content.				
Write narratives to develop real or imagined	1A SB : pp. 51, 128, 178, 226			
experiences or events using effective	1B SB: pp. 58, 114, 170, 204			
technique, well-chosen details, and well-	15 051 pp. 00, 111, 170, 201			
structured event sequences.				
Production and Distribution of Writing				
4. Produce clear and coherent writing in which	1A SB : pp. 87, 147, 163, 238			
the development, organization, and style are	• 1B SB : pp. 71, 131, 193, 249			
appropriate to task, purpose, and audience.				
5. Develop and strengthen writing as needed	1A SB : pp. 79, 141, 197, 255			
by planning, revising, editing, rewriting, or	1B SB : pp. 87, 142, 191, 254			
trying a new approach.				
6. Use technology, including the Internet, to	• 1A SB: 73, 107, 175, 219			
produce and publish writing and to interact and collaborate with others.	1B SB : pp. 43, 115, 142, 191, 198,			
Research to Build and Present Knowledge	199, 215			
7. Conduct short as well as more sustained	1A SB : pp. 79, 141, 197, 255			
research projects based on focused questions,	• 1B SB: pp. 87, 141, 191, 254			
demonstrating understanding of the subject	15 65. pp. 67, 142, 161, 264			
under investigation.				
8. Gather relevant information from multiple	1A SB : pp. 86-87, 146-147, 262-263			
print and digital sources, assess the credibility	1B SB: pp. 86-87, 198-199, 254-255			
and accuracy of each source, and integrate the				
information while avoiding plagiarism.				
Draw evidence from literary or informational	1A SB : 64, 132, 141, 257			
texts to support analysis, reflection, and	1B SB : 86, 137, 193, 249			
research.				
Range of Writing	- 44 CD: pp. 70 444 407 055			
10. Write routinely over extended time frames (time for research, reflection, and revision) and	• 1A SB: pp. 79, 141, 197, 255 • 1B SB: pp. 87, 142, 191, 254			
shorter time frames (a single sitting or a day or	- ΙΟ 30. μμ. οτ, 142, 191, 204			
two) for a range of tasks, purposes, and				
audiences.				
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Speaking and Listening Standards				
Comprehension and Collaboration				
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	■ 1A SB: 34, 34, 44, 47, 52, 57, 63, 67, 71, 86-87, 96, 99, 102, 107, 109, 117, 121, 124, 127, 129, 135, 152, 156, 162, 168, 169, 175, 183, 184, 191, 204-205, 210, 213, 219, 221, 233, 241, 243, 245, 246, 262-263			
	• 1B SB : 3, 5, 9, 11, 13, 15, 17, 18, 19, 23, 27, 29, 31, 38, 39, 43, 47, 51, 52, 55, 57, 58, 59, 62, 63, 65, 66, 72, 73, 86-87, 96, 97, 100, 105, 109, 110, 113, 115, 117, 118, 121, 123, 124, 126, 127, 128, 129, 133, 142-143, 150, 152, 155, 157, 161, 163, 180, 181, 182, 185, 198-199,			
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	 1A SB: 37, 45, 86-87, 99, 105, 112, 121, 126, 127, 128, 155, 159, 165, 177-173, 183, 219, 221, 229, 235, 243, 248, 251, 262-263 1B SB: 3, 4, 11, 12, 15, 22, 25, 26, 36, 41, 43, 44, 47, 48, 49, 50, 56, 57, 59, 61, 62, 65, 69, 70, 72, 77, 86-87, 95, 97, 99, 107, 108, 113, 114, 119, 121, 123, 125, 126, 129, 133, 142-143, 148, 151, 154, 159, 161, 162, 169, 171, 174, 177, 178, 198-199 			
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	■ 1A SB: 86-87, 146-147, 204-205, 262- 263 ■ 1B SB: 86-87, 142-143, 187, 198-199 ■ 1B TE: 190, 198			
Presentation of Knowledge and Ideas				
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	 1A SB: pp. 39, 53, 71, 75, 86-87, 117, 146-147, 162, 170, 180, 187, 189, 191, 193, 204-205, 229, 262-263 1B SB: pp. 25, 38, 43, 51, 61, 63, 67, 70, 71, 72, 73, 75, 77, 86-87, 92, 108, 109, 119, 123, 127, 125, 142-143, 155, 164, 165, 175, 198-199 1B TE: pp. 90, 92, 95, 96, 109, 110, 118 			
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	 1A SB: 79, 86-87, 146-147, 187, 189, 204-205, 237, 262-263 1B SB: 86-87, 125, 127, 142-143, 164, 198-199 1B TE: 122, 128, 133, 137, 157, 192 			
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	N/A			

Language	Standards
Conventions of Standard English	
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	 The specific elements of the language system vary by language as some have different writing systems and others have complex grammatical structures.
	"Research demonstrates that as students come to understand how language works through their learning of a second or third language, their understanding of and attention to language conventions and functions expands and has an impact on applications in their first language. Through learning a second or third language, students also acquire vocabulary that will unlock the meaning of related cognates in their first language, expanding their first language vocabulary." ACTFL
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	• 1A SB : pp. 49, 51, 53, 55, 59, 63, 67, 69, 70, 72, 73, 75, 87, 97, 112, 122, 128, 130, 139, 141, 147, 159, 161, 162, 193, 217, 220, 238, 251, 253, 255, 263
	1B SB : pp. 13, 23, 41, 44, 45, 51, 52, 53, 61, 62, 67, 101, 108, 128, 129, 131, 156, 161, 169, 173, 174, 175, 177, 179, 183, 184, 187, 191, 193, 199, 209, 213, 221, 230, 231, 247, 255
	NOTE:
	 The specific elements of the language system vary by language as some have different writing systems and others have complex grammatical structures.
	"Research demonstrates that as students come to understand how language works through their learning of a second or third language, their understanding of and attention to language conventions and functions expands and has an impact on applications in their first language. Through learning a second or third language, students also acquire vocabulary that will unlock the meaning of related cognates in their first language, expanding their first language vocabulary." ACTFL

Knowledge of Language

- 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- 1A SB: pp. 49, 51, 53, 55, 59, 63, 67, 69, 70, 72, 73, 75, 87, 97, 112, 122, 128, 130, 139, 141, 147, 159, 161, 162, 193, 217, 220, 238, 251, 253, 255, 263
- 1B SB: pp. 13, 23, 41, 44, 45, 51, 52, 53, 61, 62, 67, 101, 108, 128, 129, 131, 156, 161, 169, 173, 174, 175, 177, 179, 183, 184, 187, 191, 193, 199, 209, 213, 221, 230, 231, 247, 255

NOTE:

- The specific elements of the language system vary by language as some have different writing systems and others have complex grammatical structures.
- "Research demonstrates that as students come to understand how language works through their learning of a second or third language, their understanding of and attention to language conventions and functions expands and has an impact on applications in their first language. Through learning a second or third language, students also acquire vocabulary that will unlock the meaning of related cognates in their first language, expanding their first language vocabulary." ACTFL

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NOTE:

- The specific elements of the language system vary by language as some have different writing systems and others have complex grammatical structures.
- "Research demonstrates that as students come to understand how language works through their learning of a second or third language, their understanding of and attention to language conventions and functions expands and has an impact on applications in their first language. Through learning a second or third language, students also acquire vocabulary that will unlock the meaning of related cognates in their first language, expanding their first language vocabulary." ACTFL

5. Demonstrate understanding of figurative

NOTE:

 The specific elements of the language system vary by language as some have different writing systems and others have complex grammatical structures. "Research demonstrates that as students come to understand how language works through their learning of a second or third language, their understanding of and attention to language conventions and functions expands and has an impact on applications in their first language. Through learning a second or third language, students also acquire vocabulary that will unlock the meaning of related cognates in their first language, expanding their first language vocabulary." ACTFL
NOTE: The specific elements of the language system vary by language as some have different writing systems and others have complex grammatical structures.

"Research demonstrates that as

of related cognates in their first language, expanding their first language vocabulary." ACTFL

students come to understand how language works through their learning of a second or third language, their understanding of and attention to language conventions and functions expands and has an impact on applications in their first language. Through learning a second or third language, students also acquire vocabulary that will unlock the meaning

knowledge when considering a word or phrase

important to comprehension or expression.

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Standards	Page references			
Rea	ding			
Novice students: Key Ideas and Details				
 Identify main ideas in developmentally appropriate oral/visual narratives based on familiar themes and highly predictable contexts with visual or graphic support. Interpret informational texts with strong visual support such as graphs and charts. 				
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	SE pp.: 47, 52, 56, 62, 64, 67, 72, 73, 79, 130, 131, 136, 137, 142, 155, 177, 178, 191, 192, 209, 219, 221, 222, 223, 237, 247, 249, 267, 268, 273, 281, 287, 289, 293, 270, 279, 305, 314, 317, 320, 321, 323, 329, 330, 333, 334, 339, 340, 342, 343, 350, 351, 354, 359, 361, 371, 373, 378, 379, 381, 383, 387, 396, 397, 401, 421, 425, 427, 429, 433, 435, 437, 438, 441, 443, 445, 447, 450, 451, 453, 455, 459, 465			
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	SE pp.: 33, 41, 42, 47, 62, 64, 68, 69, 73, 76, 78, 79, 92, 97, 101, 102, 103, 110, 113, 121, 125, 129, 130, 136, 142, 184, 191, 192, 193, 249, 259, 262, 263, 267, 269, 270, 273, 276, 278, 279, 280, 281, 283, 285, 288, 290, 297, 301, 303, 308, 316, 349, 355, 357, 367, 368, 370, 373, 376, 378, 384, 387, 393, 396, 403, 405, 411, 413, 421, 425, 435, 433, 438, 440, 441, 445, 451, 452, 456, 459, 465,			
3 . Analyze how and why individuals, events, and ideas develop and interact over the course of a text.				
Intermediate students	: Key Ideas and Details			
 Determine the main themes and significant details on primarily familiar topics from authentic multimedia and print sources, both informational text and narratives with easily discerned storylines. When presented with an inference based on an authentic text, identify if the inference is logical or illogical by citing specific textual evidence to support conclusions drawn from the text 				
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	(Differentiated Instruction) TE pp.: 32, 36, 72, 78, 46, 54, 56, 64, 74, 78, 84, 88, 92, 102, 112, 122, 130, 132, 134, 136, 142, 146			
 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. 	(Differentiated Instruction) TE pp.: 32, 36, 72, 78, 46, 54, 56, 64, 74, 78, 84, 88, 92, 102, 112, 122, 130, 132, 134, 136, 142, 146			



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Alignment to the Common Core State Standards

Ad	va	nc	ed Si	tud	ent	ts: K	Сеу	Ide	as an	d De	tails
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- → Analyze the main ideas and significant details of discussions, lectures, and presentations on current or past events from the target culture or other content areas.
- → Interpret the principal elements of technical, informational and narrative literary texts on topics of current and historical importance to the target culture.
- **1.** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Differentiated Instruction) TE pp.: 32, 36, 72, 78, 46, 54, 56, 64, 74, 78, 84, 88, 92, 102, 112, 122, 130, 132, 134, 136, 142, 146

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

(Differentiated Instruction) TE pp.: 32, 36, 72, 78, 46, 54, 56, 64, 74, 78, 84, 88, 92, 102, 112, 122, 130, 132, 134, 136, 142, 146

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Novice students: Craft and Structure

- → Identify people and objects in their environment or from other school subjects based on oral and written description.
- → Recognize that cognates and previously learned structures enhance comprehension of spoken and written language.
- → Identify and appreciate differences in cultural perspectives within a defined range of topics (defined by the curriculum).
- **4.** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

SE pp.: 34, 38, 48, 56, 62, 64, 66, 79, 90, 104, 114, 124, 148, 152,152, 170, 180, 192, 204, 208, 210, 212, 226, 236, 264, 260, 272, 280, 290, 314, 318, 326, 334, 344, 368, 372, 380, 388, 398, 426, 434, 442, 452

- **5.** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- **SE pp.:** 33, 41, 42, 47, 62, 64, 68, 69, 76, 79, 103, 113, 193, 249, 259, 270, 301, 303, 316, 349,355, 357, 367, 370, 387, 396, 405, 411, 421, 435, 433, 441, 451
- **6.** Assess how point of view or purpose shapes the content and style of a text.

Intermediate students: Craft and Structure

- → Determine meaning by using vocabulary knowledge, background knowledge, and possibly some contextual clues.
- → Understand the relationship among languages based on their awareness of cognates, idioms, and parallel structures.
- → Identify and appreciate differences in cultural perspectives in a broader range of topics and begin to appreciate such differences not only in topic areas presented in the curriculum; they do not judge non-American cultural practices according to American conventions, but begin to appreciate the values and perspectives of the target culture from within its own cultural system.
- **4.** Interpret words and phrases as they are used in a text, including determining technical,

Differentiated Instruction) TE pp.: 32, 36, 72, 78, 46, 54, 56, 64, 74, 78, 84, 88, 92, 102, 112,



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connotative, and figurative meanings, and	122, 130, 132, 134, 136, 142, 146			
analyze how specific word choices shape				
meaning or tone.				
5. Analyze the structure of texts, including how	Differentiated Instruction) TE pp.: 32, 36, 72,			
specific sentences, paragraphs, and larger	78, 46, 54, 56, 64, 74, 78, 84, 88, 92, 102, 112,			
portions of the text (e.g., a section, chapter,	122, 130, 132, 134, 136, 142, 146			
scene, or stanza) relate to each other and the				
whole.				
6. Assess how point of view or purpose shapes	Differentiated Instruction) TE pp.: 32, 36, 72,			
the content and style of a text.	78, 46, 54, 56, 64, 74, 78, 84, 88, 92, 102, 112,			
the content and style of a text.	122, 130, 132, 134, 136, 142, 146			
A discussed attributes				
	Craft and Structure			
Interpret the cultural nuances of meaning in a	authentic written and spoken technical,			
informational and literary texts.				
Analyze the relationship between word order				
which cultures organize information and view th	e world.			
Identify and appreciate cultural differences in	a broad range of topic areas, well beyond what			
has formally been presented in the curriculum, a	appreciating target culture perspectives and			
practices from within the target culture's own sy				
4. Interpret words and phrases as they are	Differentiated Instruction) TE pp.: 32, 36, 72,			
used in a text, including determining technical,	78, 46, 54, 56, 64, 74, 78, 84, 88, 92, 102, 112,			
connotative, and figurative meanings, and	122, 130, 132, 134, 136, 142, 146			
analyze how specific word choices shape	122, 130, 132, 13 1, 130, 1 12, 110			
meaning or tone.				
5. Analyze the structure of texts, including how	Differentiated Instruction) TE pp.: 32, 36, 72,			
specific sentences, paragraphs, and larger	78, 46, 54, 56, 64, 74, 78, 84, 88, 92, 102, 112,			
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portions of the text (e.g., a section, chapter,	122, 130, 132, 134, 136, 142, 146			
scene, or stanza) relate to each other and the				
whole.	D'''			
6. Assess how point of view or purpose shapes	Differentiated Instruction) TE pp.: 32, 36, 72,			
the content and style of a text.	78, 46, 54, 56, 64, 74, 78, 84, 88, 92, 102, 112,			
	122, 130, 132, 134, 136, 142, 146			
Novice students: Integration of Knowledge and Ideas				
Use content knowledge learned in other subj	ect areas to comprehend spoken and written			
messages in authentic texts, on familiar topics in highly predictable contexts, and with text				
features that support meaning visually or graphi	cally, such as illustrations, captions, section			
headers, graphs, or charts.				
7. Integrate and evaluate content presented in	SE pp.: 45, 52, 53, 57, 63, 71, 75, 84, 101, 111,			
diverse formats and media, including visually	115, 121, 129, 131, 135, 158, 166, 173, 176,			
and quantitatively, as well as in words.	183, 185, 187, 189, 223, 245, 261, 262, 285,			
and quantitativery, as well as in words.	287, 294, 295, 296, 297, 299, 327, 330, 332,			
	341, 345, 346, 348, 351, 375, 385, 400, 407,			
	442, 455			
9 Delineate and qualitate the average at and				
8. Delineate and evaluate the argument and	SE pp.: 45, 52, 53, 57, 63, 71, 75, 84, 101, 111,			
specific claims in a text, including the validity	115, 121, 129, 131, 135, 158, 166, 173, 176,			
of the reasoning as well as the relevance and	183, 185, 187, 189, 223, 245, 261, 262, 285,			



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sufficiency of the evidence	287, 294, 295, 296, 297, 299, 327, 330, 332,			
	341, 345, 346, 348, 351, 375, 385, 400, 407,			
	442, 455			
9. Analyze how two or more texts address				
similar themes or topics in order to build				
knowledge or to compare the approaches the				
authors take				
Intermediate students: Integr	ation of Knowledge and Ideas			
Integrate and evaluate multiple sources of in	formation including idiomatic phrases in order			
to collaborate or problem solve.				
7. Integrate and evaluate content presented in	Differentiated Instruction) TE pp.: 32, 36, 72,			
diverse formats and media, including visually	78, 46, 54, 56, 64, 74, 78, 84, 88, 92, 102, 112,			
and quantitatively, as well as in words.	122, 130, 132, 134, 136, 142, 146			
8. Delineate and evaluate the argument and	Differentiated Instruction) TE pp.: 32, 36, 72,			
specific claims in a text, including the validity	78, 46, 54, 56, 64, 74, 78, 84, 88, 92, 102, 112,			
of the reasoning as well as the relevance and	122, 130, 132, 134, 136, 142, 146			
sufficiency of the evidence				
9. Analyze how two or more texts address				
similar themes or topics in order to build				
knowledge or to compare the approaches the				
authors take				
Advanced students: Integra	tion of Knowledge and Ideas			
→ Analyze how cultural perspectives influence texts on similar themes or topics.				
Analyze the origins of idioms as reflections of	culture, citing examples from the technical,			
informational and literary texts from the target	culture and the student's own culture.			
Identify the threads of the text's argument w	ith supporting details.			
7. Integrate and evaluate content presented in	(Differentiated Instruction) TE pp.: 32, 36, 72,			
diverse formats and media, including visually	78, 46, 54, 56, 64, 74, 78, 84, 88, 92, 102, 112,			
and quantitatively, as well as in words.	122, 130, 132, 134, 136, 142, 146			
8. Delineate and evaluate the argument and	(Differentiated Instruction) TE pp.: 32, 36, 72,			
specific claims in a text, including the validity	78, 46, 54, 56, 64, 74, 78, 84, 88, 92, 102, 112,			
of the reasoning as well as the relevance and	122, 130, 132, 134, 136, 142, 146			
sufficiency of the evidence				
9. Analyze how two or more texts address				
similar themes or topics in order to build				
knowledge or to compare the approaches the				
authors take				
	ading and Level of Text Complexity			
Comprehend the principal message contained				
posters or advertisements, in familiar contexts a				
visually or graphically.				
10. Read and comprehend complex literary	SE pp.: 32, 36, 46, 47, 54, 55, 64, 65, 72, 73,			
• • • • • • • • • • • • • • • • • • • •	pp.: 32, 30, 10, 17, 34, 33, 04, 03, 72, 73,			
and informational texts independently and	74, 76, 78, 88, 92, 93, 102, 112, 113, 122, 123			
and informational texts independently and	74, 76, 78, 88, 92, 93, 102, 112, 113, 122, 123, 132, 134, 136, 137, 146, 150, 151, 160, 161			
and informational texts independently and proficiently.	74, 76, 78, 88, 92, 93, 102, 112, 113, 122, 123, 132, 134, 136, 137, 146, 150, 151, 160, 161, 168, 169, 178, 179, 181, 188, 192, 202, 206,			



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	207, 209, 211, 213, 216, 219, 224, 225, 227,	
	229, 234, 235, 245, 246, 248, 258, 262, 263,	
	265, 267, 270, 271, 273, 275, 278, 279, 281,	
	283, 288, 289, 291, 293, 298, 300, 302, 312,	
	316, 317, 321, 324, 325, 329, 332, 333, 335,	
	337, 339, 342, 347, 351, 352, 354, 356, 366,	
	371, 373, 378, 378, 381, 383, 386, 387, 389,	
	393, 396, 397, 399, 401, 405, 406, 408, 410,	
	420, 424, 425, 427, 429, 431, 432, 435, 437,	
	440, 441, 443, 445, 447, 450, 451, 453, 455,	
	460, 462, 464	
Intermediate students: Range of Reading and Level of Text Complexity		
→ Interpret the message in increasingly complex texts by using background knowledge and		
comprehension strategies (e.g., through redunda	ancy, restatement and paraphrasing).	
10. Read and comprehend complex literary	Differentiated Instruction) TE pp.: 32, 36, 72,	
and informational texts independently and	78, 46, 54, 56, 64, 74, 78, 84, 88, 92, 102, 112,	
proficiently.	122, 130, 132, 134, 136, 142, 146	
Advanced students: Range of Reading and Level of Text Complexity		
Interpret the meaning of technical, informational and literary texts by using background		
knowledge and contextual clues.		
10. Read and comprehend complex literary	Differentiated Instruction) TE pp.: 32, 36, 72,	
and informational texts independently and	78, 46, 54, 56, 64, 74, 78, 84, 88, 92, 102, 112,	
proficiently.	122, 130, 132, 134, 136, 142, 146	
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Alignment to the Common Core State Standards

Writing

Novice students: Text Types and Purposes

- → Use simple sentences on very familiar topics to write:
 - explanations of products and/or practices of their own culture to peers in the target culture.
- short notes, messages and brief reports about themselves, people and things in their environment.
 - illustrated stories about activities or events in their environment.
 - charts created to identify pros and cons of an argument

charts created to lacintify pros and cons or a	1 al Ballielle
1. Write arguments to support claims in an	SE pp.: 44, 53, 63, 71, 73, 75 99, 109, 115, 119,
analysis of substantive topics or texts using	120, 126, 128, 131, 137, 155, 167, 171, 245,
valid reasoning and relevant and sufficient	285, 293, 297, 314, 319, 321, 322, 324, 327,
evidence	328, 329, 330, 333, 335, 340, 343, 344, 345,
	347, 350, 357, 393, 395, 404, 421, 425, 433,
	441, 454, 456, 457, 465
2. Write informative/explanatory texts to	SE pp.: 37, 51, 62, 67, 71, 99, 103, 124, 120,
examine and convey complex ideas and	121, 129, 215, 222, 245, 269, 285, 323, 331,
information clearly and accurately through the	353, 377, 381, 382, 383, 431, 465
effective selection, organization, and analysis	
of content	
3. Write narratives to develop real or imagined	SE pp.: 49, 52, 63, 157, 158, 209, 229, 237,
experiences or events using effective	242, 316, 325, 333, 331, 350, 357, 375, 376,
technique, well-chosen details, and well-	397, 380, 381, 383, 385, 387, 389, 391, 392,
structured event sequences	395, 398, 401, 402, 403, 404, 405, 407, 411,
	428, 439, 446, 448, 443

Intermediate students: Text Types and Purposes

- → Use strings (a series) of sentences on familiar and some unfamiliar topics to write:
- explanations and comparisons of products and/or practices of their own culture to peers in the target culture.
- stories or reports about personal experiences, or other school subjects to share with classmates and/or members of the target cultures.
 - summaries of plot and characters from selected pieces of age-appropriate literature.
 - descriptive texts
 - state an opinion

1. Write arguments to support claims in an	(Differentiated Instruction) TE pp.: 78, 84,
analysis of substantive topics or texts using	136, 142, 192, 198, 248, 254, 302, 308, 356,
valid reasoning and relevant and sufficient	362, 410, 416, 464, 470
evidence	
2. Write informative/explanatory texts to	(Differentiated Instruction) TE pp.: 78, 84,
examine and convey complex ideas and	136, 142, 192, 198, 248, 254, 302, 308, 356,
information clearly and accurately through the	362, 410, 416, 464, 470
effective selection, organization, and analysis	
of content	
3. Write narratives to develop real or imagined	(Differentiated Instruction) TE pp.: 78, 84,
experiences or events using effective	136, 142, 192, 198, 248, 254, 302, 308, 356,
technique, well-chosen details, and well-	362, 410, 416, 464, 470



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structured event sequences	
·	ovt Tunos and Durnosos
	ext Types and Purposes
Use paragraph length discourse with cohesive frames to write.	e devices to narrate and describe across time
frames to write:	o from a variety of courses and genres
analyses of expressive products of the cultur	e from a variety of sources and genres.
original pieces and narratives.	
detailed texts on a broad variety of concrete	
1. Write arguments to support claims in an	(Differentiated Instruction) TE pp.: 78, 84,
analysis of substantive topics or texts using	136, 142, 192, 198, 248, 254, 302, 308, 356,
valid reasoning and relevant and sufficient	362, 410, 416, 464, 470
evidence	
2. Write informative/explanatory texts to	(Differentiated Instruction) TE pp.: 78, 84,
examine and convey complex ideas and	136, 142, 192, 198, 248, 254, 302, 308, 356,
information clearly and accurately through the	362, 410, 416, 464, 470
effective selection, organization, and analysis	
of content	
3. Write narratives to develop real or imagined	(Differentiated Instruction) TE pp.: 78, 84,
experiences or events using effective	136, 142, 192, 198, 248, 254, 302, 308, 356,
technique, well-chosen details, and well-	362, 410, 416, 464, 470
structured event sequences	
Novice students: Production	and Distribution of Writing
Produce written and spoken messages such a	s short notes, messages, stories or reports
about people and things in their environment us	sing a variety of media, including print and digital
tools.	
Make corrections and edit work when receivi	ng feedback from teacher or peer.
4. Produce clear and coherent writing in which	SE pp.: 37, 38, 39, 44, 46, 48, 49, 52, 53, 51,
the development, organization, and style are	62, 63, 64, 67, 71, 73, 75, 93, 103, 113, 123,
appropriate to task, purpose, and audience	151, 161, 169, 179, 207, 217, 225, 235, 263,
	271, 279, 289, 317, 325, 333, 343, 371, 379,
	387, 397, 425, 433, 441, 451
5. Develop and strengthen writing as needed	SE pp.: 37, 38, 39, 44, 46, 48, 49, 52, 53, 51,
by planning, revising, editing, rewriting, or	62, 63, 64, 67, 71, 73, 75, 93, 103, 113, 123,
trying a new approach	151, 161, 169, 179, 207, 217, 225, 235, 263,
	271, 279, 289, 317, 325, 333, 343, 371, 379,
	387, 397, 425, 433, 441, 451
6. Use technology, including the Internet, to	SE pp.: 39, 84, 142, 198, 254, 308, 362, 416,
produce and publish writing and to interact	470
and collaborate with others	
	tion and Distribution of Writing
→ Produce written and spoken messages such a	
on topics related to personal interest or study	s reports, articles, sammanes or original stories
· · · · · · · · · · · · · · · · · · ·	he ability to self-edit
 Show an increasing awareness of errors and the ability to self-edit. Use a variety of media, including print and digital tools. 	
4. Produce clear and coherent writing in which	(Differentiated Instruction) TE pp.: 78, 84,
The Froduce clear and conferent writing in which	(Dirici entrated histraction) 1E pp.: /0, 04,
the development, organization, and style are	136, 142, 192, 198, 248, 254, 302, 308, 356,



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appropriate to task, purpose, and audience	362, 410, 416, 464, 470
5. Develop and strengthen writing as needed	(Differentiated Instruction) TE pp.: 78, 84,
by planning, revising, editing, rewriting, or	136, 142, 192, 198, 248, 254, 302, 308, 356,
trying a new approach	362, 410, 416, 464, 470
6. Use technology, including the Internet, to	(Differentiated Instruction) TE pp.: 78, 84,
produce and publish writing and to interact	136, 142, 192, 198, 248, 254, 302, 308, 356,
and collaborate with others	362, 410, 416, 464, 470
	on and Distribution of Writing
→ Produce detailed texts on a broad variety of o	
 Produce analyses of expressive products of the culture from a variety of sources and genres; 	
explain target culture texts to monolingual Engli	•
cultural nuance and cultural perspective.	on speakers, with appropriate interpretation of
→ Produce original pieces and narratives.	
 Demonstrate conscious efforts at self-editing 	
 Use a variety of media, including print and dig 	
4. Produce clear and coherent writing in which	(Differentiated Instruction) TE pp.: 78, 84,
the development, organization, and style are	136, 142, 192, 198, 248, 254, 302, 308, 356,
appropriate to task, purpose, and audience	362, 410, 416, 464, 470
appropriate to task, purpose, and addience	302, 410, 410, 404, 470
5. Develop and strengthen writing as needed	(Differentiated Instruction) TE pp.: 78, 84,
by planning, revising, editing, rewriting, or	136, 142, 192, 198, 248, 254, 302, 308, 356,
trying a new approach	362, 410, 416, 464, 470
-	
6. Use technology, including the Internet, to	(Differentiated Instruction) TE pp.: 78, 84,
produce and publish writing and to interact	136, 142, 192, 198, 248, 254, 302, 308, 356,
and collaborate with others	362, 410, 416, 464, 470
Novice Students: Research to	Build and Present Knowledge
→ Explain a local or global practice, product, or	issue.
→ Utilize one or two credible sources, skimming	and scanning websites, to create surveys or
complete graphic organizers	
Identify key details to support an opinion	
7. Conduct short as well as more sustained	SE pp.: 84, 142, 157, 162, 193, 198, 209, 237,
research projects based on focused questions,	241, 245, 254,268, 273, 297, 308, 322, 347,
demonstrating understanding of the subject	349, 357, 362, 416, 470
under investigation	
8. Gather relevant information from multiple	SE pp.: 84, 142, 157, 162, 193, 198, 245, 254,
print and digital sources, assess the credibility	269, 285, 308, 322, 347, 349, 357, 362, 416,
and accuracy of each source, and integrate the	470
information while avoiding plagiarism	
9. Draw evidence from literary or	
informational texts to support analysis,	
reflection, and research	



High School 1

Alignment to the Common Core State Standards

- → Explore local and global issues to prepare summaries, or short reports utilizing digital tools
- → Utilize a few sources and occasionally reference these sources accurately. Evaluate credibility and accuracy of the source.
- → Investigate cultural perspectives through individual or collaborative research on products and practices
- 7. Conduct short as well as more sustained (Differentiated Instruction) TE pp.: 78, 84, research projects based on focused questions, 136, 142, 192, 198, 248, 254, 302, 308, 356, demonstrating understanding of the subject 362, 410, 416, 464, 470 under investigation (Differentiated Instruction) TE pp.: 78, 84, **8.** Gather relevant information from multiple 136, 142, 192, 198, 248, 254, 302, 308, 356, print and digital sources, assess the credibility and accuracy of each source, and integrate the 362, 410, 416, 464, 470 information while avoiding plagiarism 9. Draw evidence from literary or (Differentiated Instruction) TE pp.: 78, 84, 136, 142, 192, 198, 248, 254, 302, 308, 356, informational texts to support analysis, reflection, and research 362, 410, 416, 464, 470

Advanced students: Research to Build and Present Knowledge

- → Summarize texts intended for native speakers to support analysis, reflection and research related to global issues while integrating cross-cultural perspectives.
- → Utilize a variety of sources and reference these sources accurately, including international and domestic sources in the target language (e.g., heritage/immigrant community newspapers, radio and TV broadcasts, or websites).
- → Use information from a variety of sources in the target language, including sources produced by writers in the target culture for target culture readers and listeners as well as sources produced by writers in the base culture (e.g., émigré community, for émigré readers and listeners) in order to create one's own argument, drawing appropriately on research for evidence
- → Acquire the skills to cite sources appropriately both for target culture expectations and for US cultural expectations.
- → Identify and weigh relevant evidence to address globally significant researchable questions.
- → Look for balance of perspectives across cultures and evaluate the reliability of different sources of target culture information
- 7. Conduct short as well as more sustained (Differentiated Instruction) TE pp.: 78, 84, research projects based on focused questions, 136, 142, 192, 198, 248, 254, 302, 308, 356, demonstrating understanding of the subject 362, 410, 416, 464, 470 under investigation **8.** Gather relevant information from multiple (Differentiated Instruction) TE pp.: 78, 84, print and digital sources, assess the credibility 136, 142, 192, 198, 248, 254, 302, 308, 356, 362, 410, 416, 464, 470 and accuracy of each source, and integrate the information while avoiding plagiarism 9. Draw evidence from literary or (Differentiated Instruction) TE pp.: 78, 84, informational texts to support analysis, 136, 142, 192, 198, 248, 254, 302, 308, 356, reflection, and research 362, 410, 416, 464, 470

Novice students: Range of Writing



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Alignment to the Common Core State Standards

- → Write using a limited range of vocabulary on previously studied topics.
- → Write a response to video or text prompts.
- Research, organize and present a topic given an outline, template, or graphic source.

10. 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 tasks, purposes, and audiences

SE pp.: 37, 44, 49, 51, 52, 53, 62, 63, 67, 71, 73, 75, 99, 103, 109, 115, 119, 120, 121, 124, 126, 128, 129, 131, 137, 155, 157, 158, 167, 171, 209,215, 222, 229, 237, 242, 245, 269, 285, 293, 297, 314, 316, 319, 321, 322, 323, 324, 325, 327, 328, 329, 330, 331, 333, 335, 340, 343, 344, 345, 347, 350, 353, 357, 375, 376, 377, 380, 381, 382, 383, 385, 387, 389, 391, 392, 393, 395, 397, 398, 401, 402, 403, 404, 405, 407, 411, 421, 425, 428, 431, 433, 439, 441, 443, 446, 448, 454, 456, 457, 465

Intermediate students: Range of Writing

- → Write demonstrating a command of an expanding number of words and phrases and of a limited number of idiomatic expressions and culturally appropriate vocabulary. Begin to use outside sources to expand their vocabulary.
- → Write emails, texts or other short messages.
- → Work collaboratively to communicate successfully messages or research contemporary issues.
- Develop creative products.

10. 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 tasks, purposes, and audiences

(Differentiated Instruction) TE pp.: 78, 84, 136, 142, 192, 198, 248, 254, 302, 308, 356, 362, 410, 416, 464, 470

Advanced students: Range of Writing

- → Write demonstrating control of an extensive vocabulary, including a number of idiomatic and culturally authentic expressions. Expand vocabulary by using outside sources. Use more specialized and precise terms.
- → Use complex syntax and paragraph structure, and show coherence and cohesion of writing.
- → Present information, concepts or ideas of global significance.
- Develop creative products.

10. 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 tasks, purposes, and audiences

(Differentiated Instruction) TE pp.: 78, 84, 136, 142, 192, 198, 248, 254, 302, 308, 356, 362, 410, 416, 464, 470



High School 1

Alignment to the Common Core State Standards

Speaking and Listening

Novice students: Comprehension and Collaboration

- → During highly predictable interactions on very familiar topics, communicate by using basic statements. Communication often requires support from others to maintain the conversation and obtain comprehensibility. Demonstrate limited awareness of and imitate some culturally appropriate behaviors.
- → Share likes and dislikes in conversation with others.
- → Give and follow simple instructions to participate in meaningful activities within and across cultures.
- → Ask and answer questions about topics, such as family, school events, and celebrations in person or via letters, e-mail, and multimedia.
- → Collaborate to solve simple real life problems.
- → Interpret visual or auditory cues of the target language, such as gestures or intonation.

Interpret visual or auditory cues of the target	language, such as gestures or intonation.
1. Prepare for and participate effectively in a	SE pp.: 34, 39, 49, 51, 52, 53, 57, 62, 65, 67,
range of conversations and collaborations with	69, 71, 72, 73, 75, 94, 99, 100, 101, 104, 105,
diverse partners, building on others' ideas and	107, 109, 111, 114, 115, 117, 119, 125, 127,
expressing their own clearly and persuasively	128, 133, 134, 125, 127, 133, 136, 148, 152,
	158, 179, 180, 164, 165, 166, 167, 169, 171,
	176, 180, 183, 185, 204, 207, 210, 211, 215,
	223, 227, 229, 231, 233, 235, 237, 239, 240,
	254, 262, 263, 265, 267, 269, 271, 275, 276,
	279, 281, 282, 283, 286, 287, 289, 290, 296,
	297, 305, 308, 318, 319, 322, 323, 326, 327,
	329, 330, 331, 335, 337, 339, 340, 343, 345,
	346, 348, 349, 351, 362, 370, 372, 373, 375,
	377, 381, 383, 390, 393, 400, 401, 402, 405,
	427, 430, 431, 433, 436, 438, 439, 441, 442,
	443, 444, 448, 449, 453, 456, 459
2. Integrate and evaluate information	SE pp.: 34, 39, 49, 51, 52, 53, 57, 62, 65, 67,
presented in diverse media and formats,	69, 71, 72, 73, 75, 94, 99, 100, 101, 104, 105,
including visually, quantitatively, and orally	107, 109, 111, 114, 115, 117, 119, 125, 127,
	128, 133, 134, 125, 127, 133, 136, 148, 152,
	158, 179, 180, 164, 165, 166, 167, 169, 171,
	176, 180, 183, 185, 204, 207, 210, 211, 215,
	223, 227, 229, 231, 233, 235, 237, 239, 240,
	254, 262, 263, 265, 267, 269, 271, 275, 276,
	279, 281, 282, 283, 286, 287, 289, 290, 296,
	297, 305, 308, 318, 319, 322, 323, 326, 327,
	329, 330, 331, 335, 337, 339, 340, 343, 345,
	346, 348, 349, 351, 362, 370, 372, 373, 375,
	377, 381, 383, 390, 393, 400, 401, 402, 405,
	427, 430, 431, 433, 436, 438, 439, 441, 442,
	443, 444, 448, 449, 453, 456, 459
3. Evaluate a speaker's point of view,	
reasoning, and use of evidence and rhetoric	



High School 1

Alignment to the Common Core State Standards

Intermediate students: Comprehension and Collaboration

- → During conversations on familiar topics, express one's own thoughts, using sentences and strings of sentences. Use increasingly culturally appropriate behaviors during interactions.
- → Compare, contrast, and express preferences, opinions, and perspectives on events, experiences, and other familiar subjects.
- → Give and follow directions, ask for clarification as needed to participate in interactions within and across cultures.
- → Not only answer, but also ask questions; not only respond, but also initiate communication.
- → Exchange information about personally meaningful events and experiences and cross-disciplinary themes.
- → Collaborate to propose solutions to common real life problems.

1. Prepare for and participate effectively in a	(Differentiated Instruction) TE pp.: 76, 84,
range of conversations and collaborations with	134, 142, 190, 198, 246, 254, 300, 308, 354,
diverse partners, building on others' ideas and	362, 408, 418, 462, 470
expressing their own clearly and persuasively	
2. Integrate and evaluate information	(Differentiated Instruction) TE pp.: 76, 84,
presented in diverse media and formats,	134, 142, 190, 198, 246, 254, 300, 308, 354,
including visually, quantitatively, and orally	362, 408, 418, 462, 470
3. Evaluate a speaker's point of view,	
reasoning, and use of evidence and rhetoric	

Advanced students: Comprehension and Collaboration

- → During conversations and discussions on a range of topics, narrate and describe in connected discourse.
- → Respect cultural behaviors during interactions.
- → Exchange, support, and discuss opinions and individual perspectives on global issues or historical themes
- → Respect cultural norms during cross-cultural interactions.
- Share analyses and personal reactions to informational and straightforward literary texts.
- → Develop and propose solutions to issues and concrete problems that are common to communities near and far.

1. Prepare for and participate effectively in a	(Differentiated Instruction) TE pp.: 76, 84,
range of conversations and collaborations with	134, 142, 190, 198, 246, 254, 300, 308, 354,
diverse partners, building on others' ideas and	362, 408, 418, 462, 470
expressing their own clearly and persuasively	
2. Integrate and evaluate information	(Differentiated Instruction) TE pp.: 76, 84,
presented in diverse media and formats,	134, 142, 190, 198, 246, 254, 300, 308, 354,
including visually, quantitatively, and orally	362, 408, 418, 462, 470
3. Evaluate a speaker's point of view,	
reasoning, and use of evidence and rhetoric	

Novice students: Presentation of Knowledge and Ideas

- → Communicate one's message when presenting rehearsed material on familiar topics.
- → Present with a variety of media, including digital media or visual displays, short oral messages or reports about familiar people, places, things or events, in their community.
- → Develop a simple presentation on familiar topics keeping audience, context, and purpose in mind.

4. Present information, findings, and	SE pp.: 45, 52, 53, 57, 63, 71, 75, 84, 101, 111,



High School 1

Alignment to the Common Core State Standards

Intermediate students: Presentation of Knowledge and Ideas	
appropriate	
command of formal English when indicated or	
communicative tasks, demonstrating	
6. Adapt speech to a variety of contexts and	
and enhance understanding of presentations	384, 395, 416, 439, 470
visual displays of data to express information	285, 291, 269, 299, 308, 314, 331, 341, 349,
5. Make strategic use of digital media and	SE pp.: 73, 84, 165, 183, 185, 231, 267, 275,
	442, 455
appropriate to task, purpose, and audience	341, 345, 346, 348, 351, 375, 385, 400, 407,
organization, development, and style are	287, 294, 295, 296, 297, 299, 327, 330, 332,
follow the line of reasoning and the	183, 185, 187, 189, 223, 245, 261, 262, 285,
supporting evidence such that listeners can	115, 121, 129, 131, 135, 158, 166, 173, 176,

- Express one's own thoughts with sufficient accuracy that sympathetic listeners understand most of what is presented.
- → Prepare messages and reports using digital media and visual displays on topics of interest to others in communities near and far.
- → Develop a presentation on an academic or cultural topic keeping audience, context, and purpose in mind.

4. Present information, findings, and	(Differentiated Instruction) TE pp.: 76, 84,
supporting evidence such that listeners can	134, 142, 190, 198, 246, 254, 300, 308, 354,
follow the line of reasoning and the	362, 408, 418, 462, 470
organization, development, and style are	
appropriate to task, purpose, and audience	
5. Make strategic use of digital media and	(Differentiated Instruction) TE pp.: 76, 84,
visual displays of data to express information	134, 142, 190, 198, 246, 254, 300, 308, 354,
and enhance understanding of presentations	362, 408, 418, 462, 470
6. Adapt speech to a variety of contexts and	
communicative tasks, demonstrating	
command of formal English when indicated or	
appropriate	

Advanced students: Presentation of Knowledge and Ideas

- → Report, narrate, and describe with a high degree of facility when making oral presentations on familiar and well-researched topics.
- Express one's own thoughts with sufficient accuracy that all target culture listeners understand.
- → Present a synthesis of research on a current event from the perspective of both U.S. and target cultures using digital media and visual displays.
- → Develop an extended presentation on an academic, cultural, or career topic keeping audience, context, purpose in mind.

4. Present information, findings, and	(Differentiated Instruction) TE pp.: 76, 84,
supporting evidence such that listeners can	134, 142, 190, 198, 246, 254, 300, 308, 354,
follow the line of reasoning and the	362, 408, 418, 462, 470
organization, development, and style are	
appropriate to task, purpose, and audience	
5. Make strategic use of digital media and	(Differentiated Instruction) TE pp.: 76, 84,



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visual displays of data to express information	134, 142, 190, 198, 246, 254, 300, 308, 354,
and enhance understanding of presentations	362, 408, 418, 462, 470
6. Adapt speech to a variety of contexts and	
communicative tasks, demonstrating	
command of formal English when indicated or	
appropriate	



High School 1

Alignment to the Common Core State Standards

Language

This section reflects the "weave element" known as **Language System** of the National Standards for Learning Languages. It comprises the level at which the students are able to communicate with a certain degree of accuracy. The specific elements of the language system vary by language as some have different writing systems and others have complex grammatical structures. Each proficiency range has accuracy expectations that depend upon the learner's need to manipulate language. For example, a novice learner may have accurate utterances because the material is mostly memorized but when the learner begins to create with language, the level of accuracy may decrease.

The goal area of **Comparisons** also specifically addresses the **Language** strand of the *Common Core State Standards*. Research demonstrates that as students come to understand how language works through their learning of a second or third language, their understanding of and attention to language conventions and functions expands and has an impact on applications in their first language. Through learning a second or third language, students also acquire vocabulary that will unlock the meaning of related cognates in their first language, expanding their first language vocabulary.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

The goal area of **Comparisons** also specifically addresses the **Language** strand of the *Common Core State Standards*. Research demonstrates that as students come to understand how language works through their learning of a second or third language, their understanding of and attention to language conventions and functions expands and has an impact on applications in their first language. Through learning a second or third language, students also acquire vocabulary that will unlock the meaning of related cognates in their first language, expanding their first language vocabulary. ACTFL

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

The goal area of **Comparisons** also specifically addresses the **Language** strand of the *Common Core State Standards*. Research demonstrates that as students come to understand how language works through their learning of a second or third language, their understanding of and attention to language conventions and functions expands and has an impact on applications in their first language. Through learning a second or third language, students also acquire vocabulary that will unlock the meaning of related cognates in their first language, expanding their first language vocabulary. ACTFL

Knowledge of Language



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3. Apply knowledge of language to understand	SE pp.: 40, 42, 46, 58, 60, 68, 96, 98, 106, 108,
how language functions in different contexts,	116, 118, 126, 154, 156, 162, 164, 172, 174,
to make effective choices for meaning or style,	182, 220, 228, 230, 238, 266, 274, 282, 284,
and to comprehend more fully when reading	292,320, 328, 336, 338, 346, 347, 382, 390,
or listening	392, 400, 428, 436, 444, 446, 454
Vocabulary Acq	uisition and Use
4. Determine or clarify the meaning of	SE pp.: 38, 48, 56, 66, 104, 114, 124, 152,152,
unknown and multiple-meaning words and	170, 180, 208, 210, 212, 226, 236, 264, 272,
phrases by using context clues, analyzing	280, 290, 318, 326, 334, 344, 372, 380, 388,
meaningful word parts, and consulting general	398, 426, 434, 442, 452
and specialized reference materials, as	
appropriate	
5. Demonstrate understanding of figurative	SE pp.: 38, 48, 56, 66, 104, 114, 124, 152,152,
language, word relationships, and nuances in	170, 180, 208, 210, 212, 226, 236, 264, 272,
word meanings	280, 290, 318, 326, 334, 344, 372, 380, 388,
	398, 426, 434, 442, 452
6. Acquire and use accurately a range of	SE pp.: 38, 48, 56, 66, 104, 114, 124, 152,152,
general academic and domain-specific words	170, 180, 208, 210, 212, 226, 236, 264, 272,
and phrases sufficient for reading, writing,	280, 290, 318, 326, 334, 344, 372, 380, 388,
speaking, and listening at the college and	398, 426, 434, 442, 452
career readiness level; demonstrate	
independence in gathering vocabulary	
knowledge when encountering an unknown	
term important to comprehension or	
expression	



High School 2

Alignment to the Common Core State Standards	
Standards	Page references
Rea	ding
Novice students: Ke	ey Ideas and Details
→Identify main ideas in developmentally appropriate themes and highly predictable contexts with visus Interpret informational texts with strong visus	priate oral/visual narratives based on familiar ual or graphic support.
 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Determine central ideas or themes of a text 	(Differentiated instruction) TE pp.: 66, 70, 72, 78, 118, 122, 124, 130, 170, 174, 176, 182, 222, 226, 228, 234, 274, 278, 280, 286, 326, 330, 332, 338, 378, 382, 384, 390, 430, 434, 436, 442 (Differentiated instruction) TE pp.: 66, 70, 72, 73, 448, 432, 430, 430, 434, 436, 442
and analyze their development; summarize the key supporting details and ideas.	78, 118, 122, 124, 130, 170, 174, 176, 182, 222, 226, 228, 234, 274, 278, 280, 286, 326, 330, 332, 338, 378, 382, 384, 390, 430, 434, 436, 442
3 . Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
Intermediate students	: Key Ideas and Details
multimedia and print sources, both informations storylines. When presented with an inference based on a logical or illogical by citing specific textual evider. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	sin authentic text, identify if the inference is nee to support conclusions drawn from the text SE pp.: 2, 8, 30, 34, 35, 37, 43, 45, 47, 50, 51, 53, 55, 58, 59, 66, 68, 70, 72, 73, 82, 83, 86, 87, 89, 91, 92, 95, 97, 102, 103, 105, 107, 110, 111, 113, 116, 118, 119, 120, 121, 122, 123, 124, 125, 134, 135, 136, 139, 141, 149, 155, 157, 159, 163, 165, 191, 193, 195, 199, 201, 207, 209, 211, 215, 217, 219, 239, 243, 248, 251, 264, 272, 295, 296, 300, 302, 307, 308, 311, 316, 317, 319, 321, 323, 324, 330, 333
 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Analyze how and why individuals, events, 	SE pp.: 13, 30, 35, 40, 42, 45, 47, 49, 51, 57, 58, 59, 66, 68, 70, 72, 73, 86, 94, 70, 122, 172, 174, 176, 224, 226, 228, 243, 245, 248, 251, 255, 259, 261, 263, 264, 269, 272, 278, 280, 295, 300, 311, 319, 321, 328, 330, 380, 382, 384, 432, 434, 436
and ideas develop and interact over the course of a text.	



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Alignment to the Common Core State Standards

Advanced Students: Key Ideas and Details

- → Analyze the main ideas and significant details of discussions, lectures, and presentations on current or past events from the target culture or other content areas.
- →Interpret the principal elements of technical, informational and narrative literary texts on topics of current and historical importance to the target culture.
- **1.** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

(Differentiated instruction) TE pp.: 66, 70, 72, 78, 118, 122, 124, 130, 170, 174, 176, 182, 222, 226, 228, 234, 274, 278, 280, 286, 326, 330, 332, 338, 378, 382, 384, 390, 430, 434, 436, 442

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

(Differentiated instruction) TE pp.: 66, 70, 72, 78, 118, 122, 124, 130, 170, 174, 176, 182, 222, 226, 228, 234, 274, 278, 280, 286, 326, 330, 332, 338, 378, 382, 384, 390, 430, 434, 436, 442

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Novice students: Craft and Structure

- →Identify people and objects in their environment or from other school subjects based on oral and written description.
- → Recognize that cognates and previously learned structures enhance comprehension of spoken and written language.
- → Identify and appreciate differences in cultural perspectives within a defined range of topics (defined by the curriculum).
- **4.** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

(Differentiated instruction) TE pp.: 45, 52, 60, 66, 70, 72, 78, 84, 96, 104, 107, 116, 118, 121, 122, 124, 130, 170, 174, 176, 182, 222, 226, 228, 234, 274, 278, 280, 286, 326, 330, 332, 338, 378, 382, 384, 390, 430, 434, 436, 442

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

(Differentiated instruction) TE pp.: 66, 70, 72, 78, 118, 122, 124, 130, 170, 174, 176, 182, 222, 226, 228, 234, 274, 278, 280, 286, 326, 330, 332, 338, 378, 382, 384, 390, 430, 434, 436, 442

6. Assess how point of view or purpose shapes the content and style of a text.

Intermediate students: Craft and Structure

- → Determine meaning by using vocabulary knowledge, background knowledge, and possibly some contextual clues.
- → Understand the relationship among languages based on their awareness of cognates, idioms, and parallel structures.
- → Identify and appreciate differences in cultural perspectives in a broader range of topics and begin to appreciate such differences not only in topic areas presented in the curriculum; they do not judge non-American cultural practices according to American conventions, but begin to appreciate the values and perspectives of the target culture from within its own cultural system.

4. Interpret words and phrases as they are | **SE pp.:** 36, 44, 52, 60, 74, 88, 96, 104, 112,



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used in a text, including determining technical,	126, 140, 148, 156, 164, 178, 192, 200, 208,
connotative, and figurative meanings, and	216, 230, 244, 252, 260, 268, 282, 296, 304,
analyze how specific word choices shape	312, 320, 334, 348, 356, 364, 372, 386, 400,
meaning or tone.	408, 416, 424, 438
5. Analyze the structure of texts, including how	SE pp.: 35, 37, 40, 42, 43, 45, 47, 49, 50, 51,
specific sentences, paragraphs, and larger	53, 55, 58, 59, 61, 66, 67, 87, 89, 91, 95, 97,
portions of the text (e.g., a section, chapter,	102, 103, 105, 111, 113, 115, 119, 139, 141,
scene, or stanza) relate to each other and the	147, 149, 155, 157, 159, 163, 191, 193, 195,
whole.	199, 201, 207, 209, 211, 215, 217, 219, 247,
Whole.	253, 267, 271, 274, 275, 347, 349, 351, 355,
	357, 359, 360, 365, 367, 368, 371, 373, 379,
	383, 399, 401, 403, 404, 409, 411, 412, 415,
	419, 420, 423, 425, 428, 429, 431, 433
6. Assess how point of view or purpose shapes	713, 720, 723, 723, 720, 723, 731, 733
the content and style of a text.	
·	Coult and Characterine
	Craft and Structure
→Interpret the cultural nuances of meaning in a	utnentic written and spoken technical,
informational and literary texts.	
→ Analyze the relationship between word order	•
which cultures organize information and view th	
→ Identify and appreciate cultural differences in	
has formally been presented in the curriculum, a	
practices from within the target culture's own sy	
4. Interpret words and phrases as they are	(Differentiated instruction) TE pp.: 66, 70, 72,
used in a text, including determining technical,	78, 118, 122, 124, 130, 170, 174, 176, 182,
connotative, and figurative meanings, and	222, 226, 228, 234, 274, 278, 280, 286, 326,
analyze how specific word choices shape	330, 332, 338, 378, 382, 384, 390, 430, 434,
meaning or tone.	436, 442
5. Analyze the structure of texts, including how	(Differentiated instruction) TE pp.: 66, 70, 72,
specific sentences, paragraphs, and larger	78, 118, 122, 124, 130, 170, 174, 176, 182,
portions of the text (e.g., a section, chapter,	222, 226, 228, 234, 274, 278, 280, 286, 326,
scene, or stanza) relate to each other and the	330, 332, 338, 378, 382, 384, 390, 430, 434,
whole.	436, 442
6. Assess how point of view or purpose shapes	
the content and style of a text.	
Novice students: Integration of Knowledge and Ideas	
→Use content knowledge learned in other subject areas to comprehend spoken and written	
messages in authentic texts, on familiar topics in highly predictable contexts, and with text	
features that support meaning visually or graphi	cally, such as illustrations, captions, section
headers, graphs, or charts.	
7. Integrate and evaluate content presented in	(Differentiated instruction) TE pp.: 66, 70, 72,
diverse formats and media, including visually	78, 118, 122, 124, 130, 170, 174, 176, 182,
and quantitatively, as well as in words.	222, 226, 228, 234, 274, 278, 280, 286, 326,
. "	330, 332, 338, 378, 382, 384, 390, 430, 434,
	436, 442
8. Delineate and evaluate the argument and	(Differentiated instruction) TE pp.: 66, 70, 72,
	70 110 133 134 130 170 174 176 103



78, 118, 122, 124, 130, 170, 174, 176, 182,

specific claims in a text, including the validity

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of the reasoning as well as the relevance and sufficiency of the evidence	222, 226, 228, 234, 274, 278, 280, 286, 326, 330, 332, 338, 378, 382, 384, 390, 430, 434, 436, 442
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take	
Intermediate students: Integr	ation of Knowledge and Ideas
→Integrate and evaluate multiple sources of infecollaborate or problem solve.	ormation including idiomatic phrases in order to
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	SE pp.: 36, 44, 52, 60, 66, 70, 74, 78, 88, 96, 104, 112, 118, 122, 126, 130, 140, 148, 156, 164, 174, 178, 182, 192, 200, 208, 216, 222, 226, 230, 234, 244, 252, 260, 268, 274, 278, 282, 286, 296, 304, 312, 320, 330, 334, 338, 326, 348, 356, 364, 372, 378, 382, 386, 390, 400, 408, 416, 424, 430, 434, 438, 442
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence	SE pp.: 66, 70, 78, 118, 122, 130, 182, 170, 174, 222, 226, 234, 274, 278, 286, 330, 338, 326, 378, 382, 390, 430, 434, 442
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take	
Advanced students: Integrate	tion of Knowledge and Ideas
 → Analyze how cultural perspectives influence texts on similar themes or topics. → Analyze the origins of idioms as reflections of culture, citing examples from the technical, informational and literary texts from the target culture and the student's own culture. → Identify the threads of the text's argument with supporting details. 	
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	(Differentiated instruction) TE pp.: 66, 70, 72, 78, 118, 122, 124, 130, 170, 174, 176, 182, 222, 226, 228, 234, 274, 278, 280, 286, 326, 330, 332, 338, 378, 382, 384, 390, 430, 434, 436, 442
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence	(Differentiated instruction) TE pp.: 66, 70, 72, 78, 118, 122, 124, 130, 170, 174, 176, 182, 222, 226, 228, 234, 274, 278, 280, 286, 326, 330, 332, 338, 378, 382, 384, 390, 430, 434, 436, 442
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take	



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Novice students: Range of Reading and Level of Text Complexity

- → Comprehend the principal message contained in various media such as illustrated texts, posters or advertisements, in familiar contexts and with text features that support meaning visually or graphically.
- **10.** Read and comprehend complex literary and informational texts independently and proficiently.

(Differentiated instruction) TE pp.: 66, 70, 72, 78, 118, 122, 124, 130, 170, 174, 176, 182, 222, 226, 228, 234, 274, 278, 280, 286, 326, 330, 332, 338, 378, 382, 384, 390, 430, 434, 436, 442

Intermediate students: Range of Reading and Level of Text Complexity

- →Interpret the message in increasingly complex texts by using background knowledge and comprehension strategies (e.g., through redundancy, restatement and paraphrasing).
- **10.** Read and comprehend complex literary and informational texts independently and proficiently.

SE pp.: 35, 37, 43, 45, 51, 53, 55, 59, 61, 67, 70-71, 72, 78, 87, 89, 91, 94, 95, 102–103, 105, 110–111, 113, 119, 120–121, 123–125, 138–139, 141, 146–147, 154–155, 157, 159, 162–163, 165, 172, 174–176, 182–183, 190–191, 199, 200–201, 206–207, 209, 214, 216, 224–228, 243, 245, 247, 251, 253, 255, 257, 258–259, 266, 267, 273, 275, 278–279, 280, 281, 286–287, 290, 291, 294, 295, 297, 299, 301, 303, 305, 310, 311, 315, 319, 321, 330–331, 332, 333, 338, 339, 342, 347, 349, 351, 355, 357, 359, 361, 363, 365, 367, 370, 373, 379, 380, 382–383, 384–385, 394, 399, 403, 407, 409, 411, 419, 415, 423, 425, 427, 432–433, 434–435, 436–437, 442–443

Advanced students: Range of Reading and Level of Text Complexity

- →Interpret the meaning of technical, informational and literary texts by using background knowledge and contextual clues.
- **10.** Read and comprehend complex literary and informational texts independently and proficiently.

(Differentiated instruction) TE pp.: 66, 70, 72, 78, 118, 122, 124, 130, 170, 174, 176, 182, 222, 226, 228, 234, 274, 278, 280, 286, 326, 330, 332, 338, 378, 382, 384, 390, 430, 434, 436, 442



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Writing

Novice students: Text Types and Purposes

- → Use simple sentences on very familiar topics to write:
 - explanations of products and/or practices of their own culture to peers in the target culture.
- short notes, messages and brief reports about themselves, people and things in their environment.
 - illustrated stories about activities or events in their environment.
- charts created to identify pros and cons of an argument

, 1	0
1. Write arguments to support claims in an	(Differentiated instruction) TE pp.: 66, 70, 72,
analysis of substantive topics or texts using	78, 118, 122, 124, 130, 170, 174, 176, 182,
valid reasoning and relevant and sufficient	222, 226, 228, 234, 274, 278, 280, 286, 326,
evidence	330, 332, 338, 378, 382, 384, 390, 430, 434,
	436, 442
2. Write informative/explanatory texts to	(Differentiated instruction) TE pp.: 66, 70, 72,
examine and convey complex ideas and	78, 118, 122, 124, 130, 170, 174, 176, 182,
information clearly and accurately through the	222, 226, 228, 234, 274, 278, 280, 286, 326,
effective selection, organization, and analysis	330, 332, 338, 378, 382, 384, 390, 430, 434,
of content	436, 442
3. Write narratives to develop real or imagined	(Differentiated instruction) TE pp.: 66, 70, 72,
experiences or events using effective	78, 118, 122, 124, 130, 170, 174, 176, 182,
technique, well-chosen details, and well-	222, 226, 228, 234, 274, 278, 280, 286, 326,
structured event sequences	330, 332, 338, 378, 382, 384, 390, 430, 434,
	436, 442

Intermediate students: Text Types and Purposes

- → Use strings (a series) of sentences on familiar and some unfamiliar topics to write:
- explanations and comparisons of products and/or practices of their own culture to peers in the target culture.
- stories or reports about personal experiences, or other school subjects to share with classmates and/or members of the target cultures.
 - summaries of plot and characters from selected pieces of age-appropriate literature.
 - descriptive texts
 - state an opinion

1. Write arguments to support claims in an	SE pp.: 143, 299, 301, 322, 323, 327, 344, 349,
analysis of substantive topics or texts using	354, 358, 365, 366, 367, 368, 399, 401, 403,
valid reasoning and relevant and sufficient	409, 411, 417, 419, 420, 423
evidence	
2. Write informative/explanatory texts to	SE pp.: 69, 78, 193, 196, 197, 204, 211, 234,
examine and convey complex ideas and	253, 257, 265, 271, 272, 273, 274, 366, 402,
information clearly and accurately through the	415, 418, 425, 426
effective selection, organization, and analysis	
of content	
3. Write narratives to develop real or imagined	SE pp.: 100, 101, 113, 117, 118, 119, 136, 139,
experiences or events using effective	143, 144, 149, 152, 153, 168, 169, 171, 173,
technique, well-chosen details, and well-	267, 271, 299, 301, 315, 319, 321, 322, 323,
structured event sequences	361, 365, 368, 378, 382, 383, 385, 390-391,
	398, 401, 413, 421, 423, 429, 433



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Advanced students: Text Types and Purposes

- → Use paragraph length discourse with cohesive devices to narrate and describe across time frames to write:
 - analyses of expressive products of the culture from a variety of sources and genres.
 - original pieces and narratives.
 - detailed texts on a broad variety of concrete social and professional topics.

1. Write arguments to support claims in an	(Differentiated instruction) TE pp.: 66, 70, 72,
analysis of substantive topics or texts using	78, 118, 122, 124, 130, 170, 174, 176, 182,
valid reasoning and relevant and sufficient	222, 226, 228, 234, 274, 278, 280, 286, 326,
evidence	330, 332, 338, 378, 382, 384, 390, 430, 434,
	436, 442
2. Write informative/explanatory texts to	(Differentiated instruction) TE pp.: 66, 70, 72,
examine and convey complex ideas and	78, 118, 122, 124, 130, 170, 174, 176, 182,
information clearly and accurately through the	222, 226, 228, 234, 274, 278, 280, 286, 326,
effective selection, organization, and analysis	330, 332, 338, 378, 382, 384, 390, 430, 434,
of content	436, 442
3. Write narratives to develop real or imagined	(Differentiated instruction) TE pp.: 66, 70, 72,
experiences or events using effective	78, 118, 122, 124, 130, 170, 174, 176, 182,
technique, well-chosen details, and well-	222, 226, 228, 234, 274, 278, 280, 286, 326,
structured event sequences	330, 332, 338, 378, 382, 384, 390, 430, 434,
	436, 442

Novice students: Production and Distribution of Writing

- → Produce written and spoken messages such as short notes, messages, stories or reports about people and things in their environment using a variety of media, including print and digital tools. Make corrections and edit work when receiving feedback from teacher or peer.
- **4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

(Differentiated instruction) TE pp.: 66, 70, 72, 78, 118, 122, 124, 130, 170, 174, 176, 182, 222, 226, 228, 234, 274, 278, 280, 286, 326, 330, 332, 338, 378, 382, 384, 390, 430, 434, 436, 442

- **5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
- (Differentiated instruction) TE pp.: 66, 70, 72, 78, 118, 122, 124, 130, 170, 174, 176, 182, 222, 226, 228, 234, 274, 278, 280, 286, 326, 330, 332, 338, 378, 382, 384, 390, 430, 434, 436, 442
- **6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others

(Differentiated instruction) TE pp.: 66, 70, 72, 78, 118, 122, 124, 130, 170, 174, 176, 182, 222, 226, 228, 234, 274, 278, 280, 286, 326, 330, 332, 338, 378, 382, 384, 390, 430, 434, 436, 442

Intermediate students: Production and Distribution of Writing

- → Produce written and spoken messages such as reports, articles, summaries or original stories on topics related to personal interest or study
- Show an increasing awareness of errors and the ability to self-edit.

Use a variety of media, including print and digital tools.

4. Produce clear and coherent writing in which the development, organization, and style are **SE pp.:** 59, 61, 64, 69, 78, 93, 125, 136, 139, 143, 144, 152, 168, 301, 315, 319, 321, 327,



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appropriate to task, purpose, and audience	359, 365, 367, 368, 373, 378, 382, 383, 385,
	399, 401, 402, 403, 409, 411, 415, 417, 418,
	419, 420, 423, 425, 426, 430, 433
5. Develop and strengthen writing as needed	SE pp.: 59, 61, 64, 69, 78, 93, 125, 136, 139,
by planning, revising, editing, rewriting, or	143, 144, 152, 168, 301, 315, 319, 321, 327,
trying a new approach	359, 365, 367, 368, 373, 378, 382, 383, 385,
. •	399, 401, 402, 403, 409, 411, 415, 417, 418,
	419, 420, 423, 425, 426, 430, 433
6. Use technology, including the Internet, to	SE pp.: 66, 70, 78, 118, 122, 130, 182, 170,
produce and publish writing and to interact	174, 222, 226, 234, 274, 278, 286, 330, 338,
and collaborate with others	326, 378, 382, 390, 430, 434, 442
Advanced students: Production	on and Distribution of Writing
→ Produce detailed texts on a broad variety of co	
→ Produce analyses of expressive products of th	·
explain target culture texts to monolingual Engli	· · · · · · · · · · · · · · · · · · ·
	sir speakers, with appropriate interpretation of
cultural nuance and cultural perspective.	
→ Produce original pieces and narratives.	
→ Demonstrate conscious efforts at self-editing.	
→Use a variety of media, including print and dig	
4. Produce clear and coherent writing in which	(Differentiated instruction) TE pp.: 66, 70, 72,
the development, organization, and style are	78, 118, 122, 124, 130, 170, 174, 176, 182,
appropriate to task, purpose, and audience	222, 226, 228, 234, 274, 278, 280, 286, 326,
	330, 332, 338, 378, 382, 384, 390, 430, 434,
	436, 442
5. Develop and strengthen writing as needed	(Differentiated instruction) TE pp.: 66, 70, 72,
by planning, revising, editing, rewriting, or	78, 118, 122, 124, 130, 170, 174, 176, 182,
trying a new approach	222, 226, 228, 234, 274, 278, 280, 286, 326,
	330, 332, 338, 378, 382, 384, 390, 430, 434,
	436, 442
6. Use technology, including the Internet, to	(Differentiated instruction) TE pp.: 66, 70, 72,
produce and publish writing and to interact	78, 118, 122, 124, 130, 170, 174, 176, 182,
and collaborate with others	222, 226, 228, 234, 274, 278, 280, 286, 326,
	330, 332, 338, 378, 382, 384, 390, 430, 434,
	436, 442
Novice Students: Research to Build and Present Knowledge	
→ Explain a local or global practice, product, or is	
→ Utilize one or two credible sources, skimming and scanning websites, to create surveys or	
complete graphic organizers	
→Identify key details to support an opinion	
ruentily key details to support all opililoli	

- 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation 330, 332, 338, 37436, 442
- **8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the

(Differentiated instruction) TE pp.: 66, 70, 72, 78, 118, 122, 124, 130, 170, 174, 176, 182, 222, 226, 228, 234, 274, 278, 280, 286, 326, 330, 332, 338, 378, 382, 384, 390, 430, 434, 436, 442

(Differentiated instruction) TE pp.: 66, 70, 72, 78, 118, 122, 124, 130, 170, 174, 176, 182, 222, 226, 228, 234, 274, 278, 280, 286, 326,



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· · · · · · · · · · · · · · · · · · ·	on Core State Standards	
information while avoiding plagiarism	330, 332, 338, 378, 382, 384, 390, 430, 434,	
memoral and a second programs	436, 442	
9. Draw evidence from literary or	(Differentiated instruction) TE pp.: 66, 70, 72,	
informational texts to support analysis,	78, 118, 122, 124, 130, 170, 174, 176, 182,	
reflection, and research	222, 226, 228, 234, 274, 278, 280, 286, 326,	
,	330, 332, 338, 378, 382, 384, 390, 430, 434,	
	436, 442	
Intermediate students: Research	to Build and Present Knowledge	
→Explore local and global issues to prepare sum	maries, or short reports utilizing digital tools	
Utilize a few sources and occasionally reference	these sources accurately. Evaluate credibility	
and accuracy of the source.		
→Investigate cultural perspectives through indiv	vidual or collaborative research on products and	
practices		
7. Conduct short as well as more sustained	SE pp.: 56, 61, 63, 64, 65, 67, 85, 93, 95, 100,	
research projects based on focused questions,	103, 105, 111, 119, 210, 211, 219, 220, 287,	
demonstrating understanding of the subject	338, 347, 351, 367, 375, 378, 379, 403, 420,	
under investigation	421, 437	
8. Gather relevant information from multiple	SE pp.: 66, 70, 78, 118, 122, 130, 182, 170,	
print and digital sources, assess the credibility	174, 222, 226, 234, 274, 278, 286, 330, 338,	
and accuracy of each source, and integrate the	326, 378, 382, 390, 430, 434, 442	
information while avoiding plagiarism		
9 . Draw evidence from literary or		
informational texts to support analysis,		
reflection, and research		
	o Build and Present Knowledge	
 → Summarize texts intended for native speakers to support analysis, reflection and research related to global issues while integrating cross-cultural perspectives. → Utilize a variety of sources and reference these sources accurately, including international and domestic sources in the target language (e.g., heritage/immigrant community newspapers, radio and TV broadcasts, or websites). → Use information from a variety of sources in the target language, including sources produced 		
by writers in the target culture for target culture	readers and listeners as well as sources	
produced by writers in the base culture (e.g., émigré community, for émigré readers and		
listeners) in order to create one's own argument, drawing appropriately on research for		
evidence		
→ Acquire the skills to cite sources appropriately both for target culture expectations and for US		
cultural expectations.		
→ Identify and weigh relevant evidence to address globally significant researchable questions.		
Look for balance of perspectives across cultures and evaluate the reliability of different sources		
of target culture information		
7. Conduct short as well as more sustained	(Differentiated instruction) TE pp.: 66, 70, 72,	
research projects based on focused questions,	78, 118, 122, 124, 130, 170, 174, 176, 182,	
demonstrating understanding of the subject	222, 226, 228, 234, 274, 278, 280, 286, 326,	
under investigation	330, 332, 338, 378, 382, 384, 390, 430, 434,	



8. Gather relevant information from multiple

print and digital sources, assess the credibility

436, 442

(Differentiated instruction) TE pp.: 66, 70, 72, 78, 118, 122, 124, 130, 170, 174, 176, 182,

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and accuracy of each source, and integrate the	222, 226, 228, 234, 274, 278, 280, 286, 326,
information while avoiding plagiarism	330, 332, 338, 378, 382, 384, 390, 430, 434,
	436, 442
9. Draw evidence from literary or	(Differentiated instruction) TE pp.: 66, 70, 72,
informational texts to support analysis,	78, 118, 122, 124, 130, 170, 174, 176, 182,
reflection, and research	222, 226, 228, 234, 274, 278, 280, 286, 326,
	330, 332, 338, 378, 382, 384, 390, 430, 434,
	436, 442

Novice students: Range of Writing

- → Write using a limited range of vocabulary on previously studied topics.
- → Write a response to video or text prompts.
- → Research, organize and present a topic given an outline, template, or graphic source.
- **10.** 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 tasks, purposes, and audiences

(Differentiated instruction) TE pp.: 66, 70, 72, 78, 118, 122, 124, 130, 170, 174, 176, 182, 222, 226, 228, 234, 274, 278, 280, 286, 326, 330, 332, 338, 378, 382, 384, 390, 430, 434, 436, 442

Intermediate students: Range of Writing

- → Write demonstrating a command of an expanding number of words and phrases and of a limited number of idiomatic expressions and culturally appropriate vocabulary. Begin to use outside sources to expand their vocabulary.
- → Write emails, texts or other short messages.

Work collaboratively to communicate successfully messages or research contemporary issues.

→ Develop creative products.

10. 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 tasks, purposes, and audiences

SE pp.: 59, 61, 64, 69, 78, 93, 118, 125, 136, 139, 143, 144, 152, 168, 170, 221, 274, 299, 301, 315, 319, 321, 322, 323, 326, 327, 344, 349, 354, 358, 359, 365, 366, 367, 368, 373, 378, 382, 383, 385, 399, 401, 402, 403, 409, 411, 415, 417, 418, 419, 420, 423, 425, 426, 430, 433

Advanced students: Range of Writing

- → Write demonstrating control of an extensive vocabulary, including a number of idiomatic and culturally authentic expressions. Expand vocabulary by using outside sources. Use more specialized and precise terms.
- → Use complex syntax and paragraph structure, and show coherence and cohesion of writing.
- → Present information, concepts or ideas of global significance.
- → Develop creative products.

10. 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 tasks, purposes, and audiences

(Differentiated instruction) TE pp.: 66, 70, 72, 78, 118, 122, 124, 130, 170, 174, 176, 182, 222, 226, 228, 234, 274, 278, 280, 286, 326, 330, 332, 338, 378, 382, 384, 390, 430, 434, 436, 442



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Speaking and Listening

Novice students: Comprehension and Collaboration

- → During highly predictable interactions on very familiar topics, communicate by using basic statements. Communication often requires support from others to maintain the conversation and obtain comprehensibility. Demonstrate limited awareness of and imitate some culturally-appropriate behaviors.
- → Share likes and dislikes in conversation with others.
- → Give and follow simple instructions to participate in meaningful activities within and across cultures.
- → Ask and answer questions about topics, such as family, school events, and celebrations in person or via letters, e-mail, and multimedia.
- → Collaborate to solve simple real life problems.
- →Interpret visual or auditory cues of the target language, such as gestures or intonation.

Finite pret visual or additory edes of the target language, such as gestures of internation.	
1. Prepare for and participate effectively in a	(Differentiated instruction) TE pp.: 66, 70, 72,
range of conversations and collaborations with	78, 118, 122, 124, 130, 170, 174, 176, 182,
diverse partners, building on others' ideas and	222, 226, 228, 234, 274, 278, 280, 286, 326,
expressing their own clearly and persuasively	330, 332, 338, 378, 382, 384, 390, 430, 434,
	436, 442
2. Integrate and evaluate information	(Differentiated instruction) TE pp.: 66, 70, 72,
presented in diverse media and formats,	78, 118, 122, 124, 130, 170, 174, 176, 182,
including visually, quantitatively, and orally	222, 226, 228, 234, 274, 278, 280, 286, 326,
	330, 332, 338, 378, 382, 384, 390, 430, 434,
	436, 442
3. Evaluate a speaker's point of view,	
reasoning, and use of evidence and rhetoric	

Intermediate students: Comprehension and Collaboration

- → During conversations on familiar topics, express one's own thoughts, using sentences and strings of sentences. Use increasingly culturally appropriate behaviors during interactions.
- → Compare, contrast, and express preferences, opinions, and perspectives on events, experiences, and other familiar subjects.
- → Give and follow directions, ask for clarification as needed to participate in interactions within and across cultures.
- →Not only answer, but also ask questions; not only respond, but also initiate communication.
- → Exchange information about personally meaningful events and experiences and cross-disciplinary themes.
- → Collaborate to propose solutions to common real life problems.

1. Prepare for and participate effectively in a	SE pp.: 39, 43, 47, 64, 85, 89, 91, 93, 95, 97,
range of conversations and collaborations with	98, 99, 100, 105, 108, 119, 123, 137, 141, 143,
diverse partners, building on others' ideas and	145, 159, 165, 168, 170, 171, 191, 193, 195,
expressing their own clearly and persuasively	196, 199, 201, 204, 209, 210, 211, 217, 219,
	220, 222, 223, 225, 241, 268, 271, 292, 293,
	297, 301, 305, 307, 309, 315, 317, 319, 321,
	326, 329, 347, 349, 357, 359, 371, 373, 375,
	376, 378, 379, 397, 403, 407, 408, 411, 417,
	420, 421, 425, 427, 430, 437
2. Integrate and evaluate information	SE pp.: 39, 43, 47, 64, 85, 89, 91, 93, 95, 97,



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Alignment to the Common Core State Standards		
presented in diverse media and formats,	98, 99, 100, 105, 108, 119, 123, 137, 141, 143,	
including visually, quantitatively, and orally	145, 159, 165, 168, 170, 171, 191, 193, 195,	
	196, 199, 201, 204, 209, 210, 211, 217, 219,	
	220, 222, 223, 225, 241, 268, 271, 292, 293,	
	297, 301, 305, 307, 309, 315, 317, 319, 321,	
	326, 329, 347, 349, 357, 359, 371, 373, 375,	
	376, 378, 379, 397, 403, 407, 408, 411, 417,	
	420, 421, 425, 427, 430, 437	
3. Evaluate a speaker's point of view,		
reasoning, and use of evidence and rhetoric		
-	ehension and Collaboration	
→ During conversations and discussions on a ran	-	
discourse. Respect cultural behaviors during inte		
→Exchange, support, and discuss opinions and i	ndividual perspectives on global issues or	
historical themes		
→ Respect cultural norms during cross-cultural in		
→ Share analyses and personal reactions to infor	,	
→ Develop and propose solutions to issues and o	concrete problems that are common to	
communities near and far.	1516	
1. Prepare for and participate effectively in a	(Differentiated instruction) TE pp.: 66, 70, 72,	
range of conversations and collaborations with	78, 118, 122, 124, 130, 170, 174, 176, 182,	
diverse partners, building on others' ideas and	222, 226, 228, 234, 274, 278, 280, 286, 326,	
expressing their own clearly and persuasively	330, 332, 338, 378, 382, 384, 390, 430, 434, 436, 442	
2. Integrate and evaluate information	(Differentiated instruction) TE pp.: 66, 70, 72,	
presented in diverse media and formats,	78, 118, 122, 124, 130, 170, 174, 176, 182,	
including visually, quantitatively, and orally	222, 226, 228, 234, 274, 278, 280, 286, 326,	
merading visually, quantitatively, and evally	330, 332, 338, 378, 382, 384, 390, 430, 434,	
	436, 442	
3. Evaluate a speaker's point of view,	(Differentiated instruction) TE pp.: 66, 70, 72,	
reasoning, and use of evidence and rhetoric	78, 118, 122, 124, 130, 170, 174, 176, 182,	
	222, 226, 228, 234, 274, 278, 280, 286, 326,	
	330, 332, 338, 378, 382, 384, 390, 430, 434,	
	436, 442	
Novice students: Presentat	ion of Knowledge and Ideas	
→ Communicate one's message when presenting rehearsed material on familiar topics.		
→ Present with a variety of media, including digita	I media or visual displays, short oral messages or	
reports about familiar people, places, things or events, in their community.		
→ Develop a simple presentation on familiar topics		
4. Present information, findings, and supporting	(Differentiated instruction) TE pp.: 66, 70, 72,	
evidence such that listeners can follow the line	78, 118, 122, 124, 130, 170, 174, 176, 182, 222,	



of reasoning and the organization, development,

and style are appropriate to task, purpose, and

5. Make strategic use of digital media and visual

displays of data to express information and

enhance understanding of presentations

audience

226, 228, 234, 274, 278, 280, 286, 326, 330, 332,

338, 378, 382, 384, 390, 430, 434, 436, 442

(Differentiated instruction) TE pp.: 66, 70, 72,

78, 118, 122, 124, 130, 170, 174, 176, 182, 222,

226, 228, 234, 274, 278, 280, 286, 326, 330, 332,

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Alignment to the Comm	on Core State Standards
	338, 378, 382, 384, 390, 430, 434, 436, 442
6. Adapt speech to a variety of contexts and	(Differentiated instruction) TE pp.: 66, 70, 72,
communicative tasks, demonstrating command	78, 118, 122, 124, 130, 170, 174, 176, 182, 222,
of formal English when indicated or appropriate	226, 228, 234, 274, 278, 280, 286, 326, 330, 332,
	338, 378, 382, 384, 390, 430, 434, 436, 442
Intermediate students: Presen	tation of Knowledge and Ideas
→Express one's own thoughts with sufficient accura-	cy that sympathetic listeners understand most of
what is presented.	
→ Prepare messages and reports using digital media	and visual displays on topics of interest to others in
communities near and far.	
→ Develop a presentation on an academic or cultural	topic keeping audience, context, and purpose in
mind.	07 44 50 50 50 64 65 67 74 70 04
4. Present information, findings, and supporting	SE pp.: 37, 41, 52, 53, 56, 64, 65, 67, 74, 78, 84,
evidence such that listeners can follow the line	93, 100, 101, 105, 117, 119, 149, 171, 210, 213,
of reasoning and the organization, development,	221, 225, 234, 235, 243, 247, 253, 257, 264, 271,
and style are appropriate to task, purpose, and	275, 286, 287, 338, 339, 351, 353, 355, 363, 365,
audience	367, 369, 371, 377, 378, 396, 405, 409, 430
5. Make strategic use of digital media and visual	SE pp.: 66, 70, 72, 78, 118, 122, 124, 130, 170,
displays of data to express information and	174, 176, 182, 222, 226, 228, 234, 274, 278, 280,
enhance understanding of presentations	286, 326, 330, 332, 338, 378, 382, 384, 390, 430,
C. Adada a sadda a sadda a Carada da sadd	434, 436, 442
6. Adapt speech to a variety of contexts and	SE pp.: 66, 70, 72, 78, 118, 122, 124, 130, 170,
communicative tasks, demonstrating command	174, 176, 182, 222, 226, 228, 234, 274, 278, 280,
of formal English when indicated or appropriate	286, 326, 330, 332, 338, 378, 382, 384, 390, 430,
Advanced students, Presents	434, 436, 442
	ation of Knowledge and Ideas
→ Report, narrate, and describe with a high degree	e of facility when making oral presentations on
familiar and well researched topics.	racy that all target culture listeners understand
→ Express one's own thoughts with sufficient accu→ Present a synthesis of research on a current eve	
cultures using digital media and visual displays.	int from the perspective of both 0.5. and target
 Develop an extended presentation on an acade 	mic cultural or caroor tonic kooning audience
context, purpose in mind.	inc, cultural, or career topic keeping addience,
4. Present information, findings, and supporting	(Differentiated instruction) TE pp.: 66, 70, 72,
evidence such that listeners can follow the line	78, 118, 122, 124, 130, 170, 174, 176, 182, 222,
of reasoning and the organization, development,	226, 228, 234, 274, 278, 280, 286, 326, 330, 332,
and style are appropriate to task, purpose, and	338, 378, 382, 384, 390, 430, 434, 436, 442
audience	330, 370, 302, 304, 330, 430, 434, 430, 442
5. Make strategic use of digital media and visual	(Differentiated instruction) TE pp.: 66, 70, 72,
displays of data to express information and	78, 118, 122, 124, 130, 170, 174, 176, 182, 222,
enhance understanding of presentations	226, 228, 234, 274, 278, 280, 286, 326, 330, 332,
emance understanding of presentations	338, 378, 382, 384, 390, 430, 434, 436, 442
6. Adapt speech to a variety of contexts and	(Differentiated instruction) TE pp.: 66, 70, 72,
communicative tasks, demonstrating command	78, 118, 122, 124, 130, 170, 174, 176, 182, 222,
of formal English when indicated or appropriate	226, 228, 234, 274, 278, 280, 286, 326, 330, 332,
or formal English which indicated of appropriate	220, 220, 234, 214, 210, 200, 200, 320, 332,



338, 378, 382, 384, 390, 430, 434, 436, 442

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Alignment to the Common Core State Standards

Language

This section reflects the "weave element" known as **Language System** of the National Standards for Learning Languages. It comprises the level at which the students are able to communicate with a certain degree of accuracy. The specific elements of the language system vary by language as some have different writing systems and others have complex grammatical structures. Each proficiency range has accuracy expectations that depend upon the learner's need to manipulate language. For example, a novice learner may have accurate utterances because the material is mostly memorized but when the learner begins to create with language, the level of accuracy may decrease.

The goal area of **Comparisons** also specifically addresses the **Language** strand of the *Common Core State Standards*. Research demonstrates that as students come to understand how language works through their learning of a second or third language, their understanding of and attention to language conventions and functions expands and has an impact on applications in their first language. Through learning a second or third language, students also acquire vocabulary that will unlock the meaning of related cognates in their first language, expanding their first language vocabulary. ACTFL

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

The goal area of **Comparisons** also specifically addresses the **Language** strand of the *Common Core State Standards*. Research demonstrates that as students come to understand how language works through their learning of a second or third language, their understanding of and attention to language conventions and functions expands and has an impact on applications in their first language. Through learning a second or third language, students also acquire vocabulary that will unlock the meaning of related cognates in their first language, expanding their first language vocabulary. ACTFL

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

The goal area of **Comparisons** also specifically addresses the **Language** strand of the *Common Core State Standards*. Research demonstrates that as students come to understand how language works through their learning of a second or third language, their understanding of and attention to language conventions and functions expands and has an impact on applications in their first language. Through learning a second or third language, students also acquire vocabulary that will unlock the meaning of related cognates in their first language, expanding their first language vocabulary. ACTFL

Knowledge of Language



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3. Apply knowledge of language to understand	SE pp. : 10, 12, 16, 18, 22, 24, 38, 46, 54, 90,
how language functions in different contexts,	98, 106, 114, 142, 150, 158, 166, 194, 210,
to make effective choices for meaning or style,	218, 246, 254, 262, 270, 298, 306, 322, 350,
and to comprehend more fully when reading	358, 366, 402, 410, 418
or listening	
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of	SE pp. : 6, 7, 36, 44, 52, 60, 96, 104, 112, 140,
unknown and multiple-meaning words and	148, 156, 164, 192, 202, 208, 216, 244, 252,
phrases by using context clues, analyzing	260, 268, 296, 304, 312, 314, 320, 348, 356,
meaningful word parts, and consulting general	364, 372, 374, 400, 408, 416, 424, 426
and specialized reference materials, as	
appropriate	
5. Demonstrate understanding of figurative	SE pp. : 6, 7, 36, 44, 52, 60, 96, 104, 112, 140,
language, word relationships, and nuances in	148, 156, 164, 192, 202, 208, 216, 244, 252,
word meanings	260, 268, 296, 304, 312, 314, 320, 348, 356,
	364, 372, 374, 400, 408, 416, 424, 426
6. Acquire and use accurately a range of	SE pp. : 6, 7, 36, 44, 52, 60, 96, 104, 112, 140,
general academic and domain-specific words	148, 156, 164, 192, 202, 208, 216, 244, 252,
and phrases sufficient for reading, writing,	260, 268, 296, 304, 312, 314, 320, 348, 356,
speaking, and listening at the college and	364, 372, 374, 400, 408, 416, 424, 426
career readiness level; demonstrate	
independence in gathering vocabulary	
knowledge when encountering an unknown	
term important to comprehension or	
expression	



High School 3

Standards	Page references		
Rea			
	Novice students: Key Ideas and Details		
→ Identify main ideas in developmentally appropriate oral/visual narratives based on familiar themes and highly predictable contexts with visual or graphic support. → Interpret informational texts with strong visual support such as graphs and charts.			
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	(Differentiated Instruction) TE pp.: 30, 38, 42, 50, 52, 54, 68, 72, 80, 92, 96, 104, 122, 126, 134, 138, 146, 158, 164, 188, 192, 200, 204, 212, 218, 234, 242, 254, 248, 266, 288, 296, 300, 308, 320, 326, 342, 350, 354, 362, 366, 374, 380, 396, 404, 416, 420, 428, 434		
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	(Differentiated Instruction) TE pp.: 30, 38, 42, 50, 52, 54, 68, 72, 80, 92, 96, 104, 122, 126, 134, 138, 146, 158, 164, 188, 192, 200, 204, 212, 218, 234, 242, 254, 248, 266, 288, 296, 300, 308, 320, 326, 342, 350, 354, 362, 366, 374, 380, 396, 404, 416, 420, 428, 434		
3 . Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
Intermediate students			
 Determine the main themes and significant details on primarily familiar topics from authentic multimedia and print sources, both informational text and narratives with easily discerned storylines. When presented with an inference based on an authentic text, identify if the inference is 			
logical or illogical by citing specific textual evidence to support conclusions drawn from the text			
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	(Differentiated Instruction) TE pp.: 30, 38, 42, 50, 52, 54, 68, 72, 80, 92, 96, 104, 122, 126, 134, 138, 146, 158, 164, 188, 192, 200, 204, 212, 218, 234, 242, 254, 248, 266, 288, 296, 300, 308, 320, 326, 342, 350, 354, 362, 366, 374, 380, 396, 404, 416, 420, 428, 434		
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	(Differentiated Instruction) TE pp.: 30, 38, 42, 50, 52, 54, 68, 72, 80, 92, 96, 104, 122, 126, 134, 138, 146, 158, 164, 188, 192, 200, 204, 212, 218, 234, 242, 254, 248, 266, 288, 296, 300, 308, 320, 326, 342, 350, 354, 362, 366, 374, 380, 396, 404, 416, 420, 428, 434		
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
Advanced Students: I			

- → Analyze the main ideas and significant details of discussions, lectures, and presentations on current or past events from the target culture or other content areas.
- →Interpret the principal elements of technical, informational and narrative literary texts on topics of current and historical importance to the target culture.



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Alignment to the Common Core State Standards

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	SE pp.: 73, 77, 87, 91, 92, 97, 99, 123, 126, 127, 129, 136, 139, 141, 143, 145, 147, 151, 153, 155, 157, 181, 183, 187, 193, 197, 199, 201, 202, 205, 211, 213, 231, 255, 257, 265, 267, 268, 269, 289, 291, 293, 298, 301, 303, 307, 319, 339, 363, 366, 375, 378, 343, 345, 347, 352, 355, 357, 361, 363, 366, 367, 369, 373, 378, 379, 393, 396, 397, 398, 405, 407,
 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. 	409, 417, 420, 421, 422 SE pp.: 73, 75, 77, 81, 85, 91, 99, 101, 105, 123, 136, 147, 231, 235, 243, 245, 246, 257, 258, 259, 269, 285, 290, 297, 293, 307, 322, 322, 349, 361, 399, 403, 406, 409, 411, 435

Novice students: Craft and Structure

- → Identify people and objects in their environment or from other school subjects based on oral and written description.
- → Recognize that cognates and previously learned structures enhance comprehension of spoken and written language.
- → Identify and appreciate differences in cultural perspectives within a defined range of topics (defined by the curriculum).

4. Interpret words and phrases as they are	Differentiated Instruction TE pp.: 16, 17, 20,
used in a text, including determining technical,	32, 44, 70, 71, 74, 86, 98, 122, 123, 114, 128,
connotative, and figurative meanings, and	140, 152, 168, 178, 182, 194, 206, 222, 232,
analyze how specific word choices shape	233, 236, 248, 260, 276, 286, 287, 290, 302,
meaning or tone.	314, 330, 340, 341, 344, 356, 368, 384, 394,
	395, 398, 410, 422, 438
5. Analyze the structure of texts, including how	(Differentiated Instruction) TE pp.: 30, 38, 42,
specific sentences, paragraphs, and larger	50, 52, 54, 68, 72, 80, 92, 96, 104, 122, 126,
portions of the text (e.g., a section, chapter,	134, 138, 146, 158, 164, 188, 192, 200, 204,
portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the	134, 138, 146, 158, 164, 188, 192, 200, 204, 212, 218, 234, 242, 254, 248, 266, 288, 296,
scene, or stanza) relate to each other and the	212, 218, 234, 242, 254, 248, 266, 288, 296,
scene, or stanza) relate to each other and the	212, 218, 234, 242, 254, 248, 266, 288, 296, 300, 308, 320, 326, 342, 350, 354, 362, 366,

Intermediate students: Craft and Structure

- → Determine meaning by using vocabulary knowledge, background knowledge, and possibly some contextual clues.
- → Understand the relationship among languages based on their awareness of cognates, idioms, and parallel structures.
- → Identify and appreciate differences in cultural perspectives in a broader range of topics and begin to appreciate such differences not only in topic areas presented in the curriculum; they do not judge non-American cultural practices according to American conventions, but begin to appreciate the values and perspectives of the target culture from within its own cultural system.



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Alignment to the Common Core State Standards

4. Interpret words and phrases as they are	SE PP.: 16, 17, 20, 32, 44, 70, 71, 74, 86, 98,
used in a text, including determining technical,	122, 123, 114, 128, 140, 152, 168, 178, 182,
connotative, and figurative meanings, and	194, 206, 222, 232, 233, 236, 248, 260, 276,
analyze how specific word choices shape	286, 287, 290, 302, 314, 330, 340, 341, 344,
meaning or tone.	356, 368, 384, 394, 395, 398, 410, 422, 438
5. Analyze the structure of texts, including how	(Differentiated Instruction) TE pp.: 30, 38, 42,
specific sentences, paragraphs, and larger	50, 52, 54, 68, 72, 80, 92, 96, 104, 122, 126,
portions of the text (e.g., a section, chapter,	134, 138, 146, 158, 164, 188, 192, 200, 204,
scene, or stanza) relate to each other and the	212, 218, 234, 242, 254, 248, 266, 288, 296,
whole.	300, 308, 320, 326, 342, 350, 354, 362, 366,
	374, 380, 396, 404, 416, 420, 428, 434
6. Assess how point of view or purpose shapes	
the content and style of a text.	

Advanced students: Craft and Structure

- → Interpret the cultural nuances of meaning in authentic written and spoken technical, informational and literary texts.
- → Analyze the relationship between word order and meaning and how this reflects the ways in which cultures organize information and view the world.
- → Identify and appreciate cultural differences in a broad range of topic areas, well beyond what has formally been presented in the curriculum, appreciating target culture perspectives and practices from within the target culture's own system.
- **4.** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

SE pp.: 16, 17, 20, 32, 44, 70, 74, 86, 98, 114, 122, 129, 133, 139, 141, 143, 151, 153, 157, 168, 178, 181, 183, 193, 197, 205, 211, 219, 222, 232, 236, 248, 260, 276, 286, 289, 291, 301, 307, 315, 317, 330, 339, 340, 342, 344, 351, 353, 354, 355, 365, 367, 377, 384, 398, 407, 413, 422, 431, 438, 394

- **5.** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- **SE pp.:** 177, 181, 189, 191, 193, 203, 204, 205, 215, 235, 237, 239, 247, 249, 253, 271
- **6.** Assess how point of view or purpose shapes the content and style of a text.

Novice students: Integration of Knowledge and Ideas

- → Use content knowledge learned in other subject areas to comprehend spoken and written messages in authentic texts, on familiar topics in highly predictable contexts, and with text features that support meaning visually or graphically, such as illustrations, captions, section headers, graphs, or charts.
- 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

(Differentiated Instruction) TE pp.: 19, 21, 23, 31, 33, 35, 43, 45, 49, 73, 77, 83, 95, 96, 97, 106, 241, 243, 244, 247, 248, 253, 255, 256, 259, 260, 268, 271, 289, 295, 301, 303, 313, 315, 317, 343, 345, 347, 355, 362, 367, 373, 397, 399, 403, 409, 411, 415, 421, 423, 425



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(Differentiated Instruction) TE pp.: 19, 21, 23,	
31, 33, 35, 43, 45, 49, 73, 77, 83, 95, 96, 97,	
106, 241, 243, 244, 247, 248, 253, 255, 256,	
259, 260, 268, 271, 289, 295, 301, 303, 313,	
315, 317, 343, 345, 347, 355, 362, 367, 373,	
397, 399, 403, 409, 411, 415, 421, 423, 425	
ation of Knowledge and Ideas	
ormation including idiomatic phrases in order to	
(Differentiated Instruction) TE pp.: 19, 21, 23,	
31, 33, 35, 43, 45, 49, 73, 77, 83, 95, 96, 97,	
106, 241, 243, 244, 247, 248, 253, 255, 256,	
259, 260, 268, 271, 289, 295, 301, 303, 313,	
315, 317, 343, 345, 347, 355, 362, 367, 373,	
397, 399, 403, 409, 411, 415, 421, 423, 425	
(Differentiated Instruction) TE pp.: 19, 21, 23,	
31, 33, 35, 43, 45, 49, 73, 77, 83, 95, 96, 97,	
106, 241, 243, 244, 247, 248, 253, 255, 256,	
259, 260, 268, 271, 289, 295, 301, 303, 313,	
315, 317, 343, 345, 347, 355, 362, 367, 373,	
397, 399, 403, 409, 411, 415, 421, 423, 425	
tion of Knowledge and Ideas	
→Analyze how cultural perspectives influence texts on similar themes or topics.	
culture, citing examples from the technical,	
culture and the student's own culture.	
th supporting details.	
SE pp.: 19, 21, 23, 31, 33, 35, 43, 45, 49, 73,	
77, 83, 95, 96, 97, 106, 241, 243, 244, 247,	
248, 253, 255, 256, 259, 260, 268, 271, 289,	
295, 301, 303, 313, 315, 317, 343, 345, 347,	
355, 362, 367, 373, 397, 399, 403, 409, 411,	
415, 421, 423, 425	
SE pp.: 19, 21, 23, 31, 33, 35, 43, 45, 49, 73,	
77, 83, 95, 96, 97, 106, 241, 243, 244, 247,	
77, 83, 33, 30, 37, 100, 241, 243, 244, 247,	
248, 253, 255, 256, 259, 260, 268, 271, 289,	
248, 253, 255, 256, 259, 260, 268, 271, 289,	



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9. Analyze how two or more texts address	
similar themes or topics in order to build	
knowledge or to compare the approaches the	
authors take	
Novice students: Range of Reading and Level of Text Complexity	
→ Comprehend the principal message contained in various media such as illustrated texts,	
posters or advertisements, in familiar contexts and with text features that support meaning	
visually or graphically.	
10. Read and comprehend complex literary	(Differentiated Instruction) TE pp.: 23, 26, 30,
and informational texts independently and	38, 42, 43, 44, 50, 52, 56, 68, 72, 73, 80, 84, 92,
proficiently.	104, 110, 136, 146, 158, 164, 188, 200, 212,
	219, 242, 254, 266, 272, 296, 308, 320, 326,
	350, 362, 374, 380, 404, 416, 428, 434
Intermediate students: Range of Re	eading and Level of Text Complexity
→Interpret the message in increasingly complex	texts by using background knowledge and
comprehension strategies (e.g., through redunda	ancy, restatement and paraphrasing).
10. Read and comprehend complex literary	(Differentiated Instruction) TE pp.: 23, 26, 30,
and informational texts independently and	38, 42, 43, 44, 50, 52, 56, 68, 72, 73, 80, 84, 92,
proficiently.	104, 110, 136, 146, 158, 164, 188, 200, 212,
	219, 242, 254, 266, 272, 296, 308, 320, 326,
	350, 362, 374, 380, 404, 416, 428, 434
Advanced students: Range of Rea	ding and Level of Text Complexity
→ Interpret the meaning of technical, informational and literary texts by using background	
knowledge and contextual clues.	
10. Read and comprehend complex literary	SE pp.: 23, 26, 30, 38, 42, 43, 44, 50, 52, 56,
and informational texts independently and	68, 72, 73, 80, 84, 92, 104, 110, 136, 146, 158,
proficiently.	164, 188, 200, 212, 219, 242, 254, 266, 272,
	296, 308, 320, 326, 350, 362, 374, 380, 404,
	416, 428, 434



High School 3

Alignment to the Common Core State Standards

Writing

Novice students: Text Types and Purposes

- → Use simple sentences on very familiar topics to write:
- · explanations of products and/or practices of their own culture to peers in the target culture.
- \cdot short notes, messages and brief reports about themselves, people and things in their environment.
- · illustrated stories about activities or events in their environment.
- · charts created to identify pros and cons of an argument

Charts created to identify pros and cons or all a	ingument
1. Write arguments to support claims in an	(Differentiated Instruction) TE pp.: 29, 37, 40,
analysis of substantive topics or texts using	52, 54, 55, 75, 83, 86, 96, 107, 108, 183, 185,
valid reasoning and relevant and sufficient	191, 195, 198, 199, 209, 220, 245, 295, 309,
evidence	303, 305, 310, 315, 323, 324, 325, 341, 347,
	349, 351, 352, 353, 361, 363, 365, 367, 369,
	371, 375, 377, 394, 401, 407, 418, 419, 427,
	430, 431
2. Write informative/explanatory texts to	(Differentiated Instruction) TE pp.: 52, 54, 86,
examine and convey complex ideas and	96, 107, 108, 183, 185, 191, 198, 199, 209,
information clearly and accurately through the	220, 347, 351, 352, 361, 363, 365, 367, 401,
effective selection, organization, and analysis	427, 430, 431
of content	
3. Write narratives to develop real or imagined	(Differentiated Instruction) TE pp.: 28, 29, 37,
experiences or events using effective	40, 55, 75, 83, 195, 199, 203, 216, 245, 295,
technique, well-chosen details, and well-	309, 303, 305, 310, 315, 323, 324, 325, 341,
structured event sequences	349, 353, 369, 371, 375, 377, 394, 407, 418,
	419

Intermediate students: Text Types and Purposes

- → Use strings (a series) of sentences on familiar and some unfamiliar topics to write:
- explanations and comparisons of products and/or practices of their own culture to peers in the target culture.
- \cdot stories or reports about personal experiences, or other school subjects to share with classmates and/or members of the target cultures.
- · summaries of plot and characters from selected pieces of age-appropriate literature.
- descriptive texts
- · state an opinion

•	
1. Write arguments to support claims in an	(Differentiated Instruction) TE pp.: 29, 37, 40,
analysis of substantive topics or texts using	52, 54, 55, 75, 83, 86, 96, 107, 108, 183, 185,
valid reasoning and relevant and sufficient	191, 195, 198, 199, 209, 220, 245, 295, 309,
evidence	303, 305, 310, 315, 323, 324, 325, 341, 347,
	349, 351, 352, 353, 361, 363, 365, 367, 369,
	371, 375, 377, 394, 401, 407, 418, 419, 427,
	430, 431
2. Write informative/explanatory texts to	(Differentiated Instruction) TE pp.: 52, 54, 86,
examine and convey complex ideas and	96, 107, 108, 183, 185, 191, 198, 199, 209,
information clearly and accurately through the	220, 347, 351, 352, 361, 363, 365, 367, 401,
effective selection, organization, and analysis	427, 430, 431



High School 3

of content	
3. Write narratives to develop real or imagined	(Differentiated Instruction) TE pp.: 29, 37, 40,
experiences or events using effective	55, 75, 83, 195, 199, 203, 216, 245, 295, 309,
technique, well-chosen details, and well-	303, 305, 310, 315, 323, 324, 325, 341, 349,
structured event sequences	353, 369, 371, 375, 377, 394, 407, 418, 419
Advanced students: Te	ext Types and Purposes
→ Use paragraph length discourse with cohesive	devices to narrate and describe across time
frames to write:	
· analyses of expressive products of the culture from a variety of sources and genres.	
original pieces and narratives.	
· detailed texts on a broad variety of concrete social and professional topics.	
1. Write arguments to support claims in an	SE pp.: 29, 37, 40, 52, 54, 55, 75, 83, 86, 96,
analysis of substantive topics or texts using	107, 108, 183, 185, 191, 195, 198, 199, 209,
valid reasoning and relevant and sufficient	220, 245, 295, 309, 303, 305, 310, 315, 323,
evidence	324, 325, 341, 347, 349, 351, 352, 353, 361,
	363, 365, 367, 369, 371, 375, 377, 394, 401,
	407, 418, 419, 427, 430, 431
2. Write informative/explanatory texts to	SE pp.: 52, 54, 86, 96, 107, 108, 183, 185, 191,
examine and convey complex ideas and	198, 199, 209, 220, 347, 351, 352, 361, 363,
information clearly and accurately through the	365, 367, 401, 427, 430, 431
effective selection, organization, and analysis	
of content	
3. Write narratives to develop real or imagined	SE pp.: 29, 37, 40, 55, 75, 83, 195, 199, 203,
experiences or events using effective	216, 245, 295, 309, 303, 305, 310, 315, 323,
technique, well-chosen details, and well-	324, 325, 341, 349, 353, 369, 371, 375, 377,
structured event sequences	394, 407, 418, 419
Novice students: Production	and Distribution of Writing
	s short notes, messages, stories or reports about
people and things in their environment using a variety of media, including print and digital tools.	
Make corrections and edit work when receiving	•
4. Produce clear and coherent writing in which	(Differentiated Instruction) TE pp.: 126, 148,
the development, organization, and style are	158, 162, 166, 190, 214, 216, 220, 226, 254,
appropriate to task, purpose, and audience	270, 280, 294, 315, 320, 328, 357, 360, 378,
	382, 428, 432, 436, 442
5. Develop and strengthen writing as needed	(Differentiated Instruction) TE pp.: 126, 148,
by planning, revising, editing, rewriting, or	158, 162, 166, 190, 214, 216, 220, 226, 254,
trying a new approach	270, 280, 294, 315, 320, 328, 357, 360, 378,
C. Handankan I am Sankadan tha Internation	382, 428, 432, 436, 442
6. Use technology, including the Internet, to	(Differentiated Instruction) TE pp.: 126, 148,
produce and publish writing and to interact and collaborate with others	158, 162, 166, 190, 214, 216, 220, 226, 254,
and conductate with others	270, 280, 294, 315, 320, 328, 357, 360, 378, 382, 428, 432, 436, 442
	302, 420, 432, 430, 442
Intermediate students: Product	tion and Distribution of Writing
Intermediate students: Production and Distribution of Writing	



High School 3

→ Produce written and spoken messages such as	reports, articles, summaries or original stories
on topics related to personal interest or study	
Show an increasing awareness of errors and the	•
Use a variety of media, including print and digita	l tools.
4. Produce clear and coherent writing in which	(Differentiated Instruction) TE pp.: 43, 51, 53,
the development, organization, and style are	55, 126, 148, 158, 162, 166, 190, 214, 216,
appropriate to task, purpose, and audience	220, 226, 254, 270, 280, 294, 315, 320, 328,
	357, 360, 378, 382, 428, 432, 436, 442
5. Develop and strengthen writing as needed	(Differentiated Instruction) TE pp.: 43, 51, 53,
by planning, revising, editing, rewriting, or	55, 126, 148, 158, 162, 166, 190, 214, 216,
trying a new approach	220, 226, 254, 270, 280, 294, 315, 320, 328,
	357, 360, 378, 382, 428, 432, 436, 442
6. Use technology, including the Internet, to	(Differentiated Instruction) TE pp.: 43, 51, 53,
produce and publish writing and to interact	55, 126, 148, 158, 162, 166, 190, 214, 216,
and collaborate with others	220, 226, 254, 270, 280, 294, 315, 320, 328,
	357, 360, 378, 382, 428, 432, 436, 442
Advanced students: Production	on and Distribution of Writing
→ Produce detailed texts on a broad variety of co	oncrete social and professional topics.
→ Produce analyses of expressive products of the	e culture from a variety of sources and genres;
explain target culture texts to monolingual English	sh speakers, with appropriate interpretation of
cultural nuance and cultural perspective.	
→ Produce original pieces and narratives.	
→ Demonstrate conscious efforts at self-editing.	
→ Use a variety of media, including print and digital tools.	
4. Produce clear and coherent writing in which	SE pp.: 54, 58, 59, 104, 105, 108, 109, 112,
the development, organization, and style are	113, 118, 125, 127, 135, 141, 144, 145, 147,
appropriate to task, purpose, and audience	148, 149, 159, 162, 163, 166, 167, 183, 185,
	191, 195, 214, 216, 217, 220, 226, 245, 255,
	257, 270, 274, 280, 295, 303, 315, 321, 328,
	351, 361, 367, 378, 379, 381, 382, 399, 417,
	429, 432, 436, 442
5. Develop and strengthen writing as needed	SE pp.: 54, 58, 59, 104, 105, 108, 109, 112,
by planning, revising, editing, rewriting, or	113, 118, 127, 135, 147, 149, 159, 162, 166,
trying a new approach	167, 183, 191, 214, 217, 220, 226, 245, 255,
	270, 274, 280, 295, 303, 315, 321, 328, 351,
	361, 367, 378, 379, 381, 382, 399, 417, 429,
	432, 436, 442
6. Use technology, including the Internet, to	SE pp.: 54, 58, 59, 104, 105, 108, 109, 112,
produce and publish writing and to interact	113, 118, 127, 135, 147, 149, 159, 162, 166,
and collaborate with others	167, 183, 191, 214, 217, 220, 226, 245, 255,
	270, 274, 280, 295, 303, 315, 321, 328, 351,
	361, 367, 378, 379, 381, 382, 399, 417, 429,
	432, 436, 442
Novice Students: Research to Build and Present Knowledge	



High School 3

Alignment to the Common Core State Standards

→ Explain a local or global practice, product, or issue. → Utilize one or two credible sources, skimming and scanning websites, to create surveys or complete graphic organizers → Identify key details to support an opinion (Differentiated Instruction) TE pp.: 44, 118, **7.** Conduct short as well as more sustained research projects based on focused questions, 243, 272, 280, 339, 374, 392 demonstrating understanding of the subject under investigation **8.** Gather relevant information from multiple (Differentiated Instruction) TE pp.: 44, 118, print and digital sources, assess the credibility 243, 272, 280, 339, 374, 392 and accuracy of each source, and integrate the information while avoiding plagiarism 9. Draw evidence from literary or

Intermediate students: Research to Build and Present Knowledge

→ Explore local and global issues to prepare summaries, or short reports utilizing digital tools Utilize a few sources and occasionally reference these sources accurately. Evaluate credibility and accuracy of the source.

informational texts to support analysis,

reflection, and research

- → Investigate cultural perspectives through individual or collaborative research on products and practices
- 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation

 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism

 9. Draw evidence from literary or informational texts to support analysis, reflection, and research

 (Differentiated Instruction) TE pp.: 44, 118, 243, 272, 280, 339, 374, 392

 (Differentiated Instruction) TE pp.: 44, 118, 243, 272, 280, 339, 374, 392

Advanced students: Research to Build and Present Knowledge

- → Summarize texts intended for native speakers to support analysis, reflection and research related to global issues while integrating cross-cultural perspectives.
- → Utilize a variety of sources and reference these sources accurately, including international and domestic sources in the target language (e.g., heritage/immigrant community newspapers, radio and TV broadcasts, or websites).
- → Use information from a variety of sources in the target language, including sources produced by writers in the target culture for target culture readers and listeners as well as sources produced by writers in the base culture (e.g., émigré community, for émigré readers and listeners) in order to create one's own argument, drawing appropriately on research for evidence
- → Acquire the skills to cite sources appropriately both for target culture expectations and for US cultural expectations.
- → Identify and weigh relevant evidence to address globally significant researchable questions.



High School 3

Alignment to the Common Core State Standards

Look for balance of perspectives across cultures	and evaluate the reliability of different sources
of target culture information	and evaluate the reliability of different sources
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation	SE pp.: 44, 73, 85, 111, 118, 139, 243, 272, 280, 339, 375, 392, 393
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism 9. Draw evidence from literary or informational texts to support analysis, reflection, and research	SE pp.: 19, 21, 23, 31, 35, 43, 45, 49, 73, 75, 91, 97, 99, 101, 127, 133, 139, 141, 151, 181, 183, 193, 197, 205, 211, 235, 237, 239, 247, 253, 259, 261, 265, 289, 295, 291, 301, 303, 307, 313, 315, 317, 343, 345, 347, 355, 361, 367, 373, 369, 397, 399, 403, 409, 411, 415, 421, 423, 425 SE pp.: 19, 21, 23, 31, 33, 35, 43, 45, 49, 73, 77, 83, 95, 96, 97, 106, 241, 243, 244, 247, 248, 253, 255, 256, 259, 260, 268, 271, 289,
	295, 301, 303, 313, 315, 317, 343, 345, 347, 355, 362, 367, 373, 397, 399, 403, 409, 411, 415, 421, 423, 425
Novice students:	Range of Writing
 Write using a limited range of vocabulary on previously studied topics. Write a response to video or text prompts. Research, organize and present a topic given an outline, template, or graphic source. 	
10. 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 tasks, purposes, and audiences	(Differentiated Instruction) TE pp.: 54, 58, 59, 104, 105, 108, 109, 112, 113, 118, 127, 135, 147, 149, 159, 162, 166, 167, 183, 191, 214, 217, 220, 226, 245, 255, 270, 274, 280, 295, 303, 315, 321, 328, 351, 361, 367, 378, 379, 381, 382, 399, 417, 429, 432, 436, 442
Intermediate studen	nts: Range of Writing
 → Write demonstrating a command of an expanding number of words and phrases and of a limited number of idiomatic expressions and culturally appropriate vocabulary. Begin to use outside sources to expand their vocabulary. → Write emails, texts or other short messages. Work collaboratively to communicate successfully messages or research contemporary issues. → Develop creative products. 	
10. 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 tasks, purposes, and audiences	(Differentiated Instruction) TE pp.: 54, 58, 59, 104, 105, 108, 109, 112, 113, 118, 127, 135, 147, 149, 159, 162, 166, 167, 183, 191, 214, 217, 220, 226, 245, 255, 270, 274, 280, 295, 303, 315, 321, 328, 351, 361, 367, 378, 379, 381, 382, 399, 417, 429, 432, 436, 442



Advanced students: Range of Writing

High School 3

Alignment to the Common Core State Standards

- → Write demonstrating control of an extensive vocabulary, including a number of idiomatic and culturally authentic expressions. Expand vocabulary by using outside sources. Use more specialized and precise terms.
- → Use complex syntax and paragraph structure, and show coherence and cohesion of writing.
- → Present information, concepts or ideas of global significance.
- → Develop creative products.

10. 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 tasks, purposes, and audiences

SE pp.: 54, 58, 59, 104, 105, 108, 109, 112, 113, 118, 127, 135, 147, 149, 159, 162, 166, 167, 183, 191, 214, 217, 220, 226, 245, 255, 270, 274, 280, 295, 303, 315, 321, 328, 351, 361, 367, 378, 379, 381, 382, 399, 417, 429, 432, 436, 442



High School 3

Alignment to the Common Core State Standards

Speaking and Listening

Novice students: Comprehension and Collaboration

- → During highly predictable interactions on very familiar topics, communicate by using basic statements. Communication often requires support from others to maintain the conversation and obtain comprehensibility. Demonstrate limited awareness of and imitate some culturally-appropriate behaviors.
- → Share likes and dislikes in conversation with others.
- → Give and follow simple instructions to participate in meaningful activities within and across cultures.
- → Ask and answer questions about topics, such as family, school events, and celebrations in person or via letters, e-mail, and multimedia.
- → Collaborate to solve simple real life problems.
- → Interpret visual or auditory cues of the target language, such as gestures or intonation.

1. Prepare for and participate effectively in a	(Differentiated Instruction) TE pp.: 21, 23, 54,
range of conversations and collaborations with	71, 101, 107, 108, 135, 143, 153, 162, 179,
diverse partners, building on others' ideas and	189, 193, 209, 215, 349, 357, 359
expressing their own clearly and persuasively	
2. Integrate and evaluate information	(Differentiated Instruction) TE pp.: 64, 118,
presented in diverse media and formats,	172, 226, 280, 334, 388, 442
including visually, quantitatively, and orally	
3. Evaluate a speaker's point of view,	
reasoning, and use of evidence and rhetoric	

Intermediate students: Comprehension and Collaboration

- → During conversations on familiar topics, express one's own thoughts, using sentences and strings of sentences. Use increasingly culturally appropriate behaviors during interactions.
- → Compare, contrast, and express preferences, opinions, and perspectives on events, experiences, and other familiar subjects.
- → Give and follow directions, ask for clarification as needed to participate in interactions within and across cultures.
- → Not only answer, but also ask questions; not only respond, but also initiate communication.
- → Exchange information about personally meaningful events and experiences and cross-disciplinary themes.
- → Collaborate to propose solutions to common real life problems.

· · ·		
1. Prepare for and participate effectively in a	(Differentiated Instruction) TE pp.: 21, 23, 54,	
range of conversations and collaborations with	71, 101, 107, 108, 135, 143, 153, 162, 179,	
diverse partners, building on others' ideas and	189, 193, 209, 215, 349, 357, 359	
expressing their own clearly and persuasively		
2. Integrate and evaluate information	(Differentiated Instruction) TE pp.: 64, 118,	
presented in diverse media and formats,	172, 226, 280, 334, 388, 442	
including visually, quantitatively, and orally		
3. Evaluate a speaker's point of view,		
reasoning, and use of evidence and rhetoric		
Advanced students. Communication and Callabaration		

Advanced students: Comprehension and Collaboration



High School 3

Alignment to the Common Core State Standards

- → During conversations and discussions on a range of topics, narrate and describe in connected discourse. Respect cultural behaviors during interactions.
- → Exchange, support, and discuss opinions and individual perspectives on global issues or historical themes
- → Respect cultural norms during cross-cultural interactions.
- → Share analyses and personal reactions to informational and straightforward literary texts.
- → Develop and propose solutions to issues and concrete problems that are common to communities near and far.
- 1. Prepare for and participate effectively in a **SE pp.:** 19, 25, 29, 40, 49, 52, 54, 57, 82, 89, range of conversations and collaborations with 95, 103, 107, 111, 136, 147, 159, 149, 159, diverse partners, building on others' ideas and 161, 187, 191, 195, 201, 214, 215, 216, 245, expressing their own clearly and persuasively 256, 269, 271, 299, 310, 322, 324, 325, 352, 364, 367, 376, 379, 394, 403, 405, 418, 423, 430, 433 2. Integrate and evaluate information **SE pp.: 28, 30,** 40, 52, 54, 82, 89, 95, 103, 107, presented in diverse media and formats, 111, 136, 147, 159, 149, 159, 161, 187, 191, including visually, quantitatively, and orally 195, 201, 214, 215, 216, 245, 256, 269, 271, 299, 310, 322, 324, 325, 352, 364, 367, 376, 379, 394, 403, 405, 418, 423, 430, 433 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric

Novice students: Presentation of Knowledge and Ideas

- → Communicate one's message when presenting rehearsed material on familiar topics.
- → Present with a variety of media, including digital media or visual displays, short oral messages or reports about familiar people, places, things or events, in their community.
- → Develop a simple presentation on familiar topics keeping audience, context, and purpose in mind.
- (Differentiated Instruction) TE pp.: 40, 52, 54, 4. Present information, findings, and 82, 89, 95, 103, 107, 111, 136, 147, 159, 149, supporting evidence such that listeners can follow the line of reasoning and the 159, 161, 187, 191, 195, 201, 214, 215, 216, organization, development, and style are 245, 256, 269, 271, 299, 310, 322, 324, 325, appropriate to task, purpose, and audience 352, 364, 367, 376, 379, 394, 403, 405, 418, 423, 430, 433 5. Make strategic use of digital media and (Differentiated Instruction) TE pp.: 64, 118, visual displays of data to express information 172, 226, 280, 334, 388, 442 and enhance understanding of presentations **6.** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

Intermediate students: Presentation of Knowledge and Ideas

- → Express one's own thoughts with sufficient accuracy that sympathetic listeners understand most of what is presented.
- → Prepare messages and reports using digital media and visual displays on topics of interest to others in communities near and far.
- → Develop a presentation on an academic or cultural topic keeping audience, context, and



High School 3

purpose in mind.		
4. Present information, findings, and	(Differentiated Instruction) TE pp.: 40, 52, 54,	
supporting evidence such that listeners can	82, 89, 95, 103, 107, 111, 136, 147, 159, 149,	
follow the line of reasoning and the	159, 161, 187, 191, 195, 201, 214, 215, 216,	
organization, development, and style are	245, 256, 269, 271, 299, 310, 322, 324, 325,	
appropriate to task, purpose, and audience	352, 364, 367, 376, 379, 394, 403, 405, 418,	
	423, 430, 433	
5. Make strategic use of digital media and	(Differentiated Instruction) TE pp.: 64, 118,	
visual displays of data to express information	172, 226, 280, 334, 388, 442	
and enhance understanding of presentations		
6. Adapt speech to a variety of contexts and		
communicative tasks, demonstrating		
command of formal English when indicated or		
appropriate		
Advanced students: Presentation of Knowledge and Ideas		
→ Report, narrate, and describe with a high degree of facility when making oral presentations on		
familiar and well researched topics.		
→ Express one's own thoughts with sufficient ac	curacy that all target culture listeners	
understand.		
→ Present a synthesis of research on a current e	vent from the perspective of both U.S. and	
target cultures using digital media and visual dis	plays.	
→ Develop an extended presentation on an acac	lemic, cultural, or career topic keeping audience,	
context, purpose in mind.		
4. Present information, findings, and	SE pp.: 40, 52, 54, 82, 89, 95, 103, 107, 111,	
supporting evidence such that listeners can	136, 147, 159, 149, 159, 161, 187, 191, 195,	
follow the line of reasoning and the	201, 214, 215, 216, 245, 256, 269, 271, 299,	
organization, development, and style are	310, 322, 324, 325, 352, 364, 367, 376, 379,	
appropriate to task, purpose, and audience	394, 403, 405, 418, 423, 430, 433	
5. Make strategic use of digital media and	SE pp.: 64, 118, 172, 226, 280, 334, 388, 442	
visual displays of data to express information		
and enhance understanding of presentations		
6. Adapt speech to a variety of contexts and	SE pp.: 16, 17, 20, 32, 44, 70, 74, 86, 98, 114,	
communicative tasks, demonstrating	122, 129, 133, 139, 141, 143, 151, 153, 157,	
command of formal English when indicated or	168, 178, 181, 183, 193, 197, 205, 211, 219,	
appropriate	222, 232, 236, 248, 260, 276, 286, 289, 291,	
	301, 307, 315, 317, 330, 339, 340, 342, 344,	
	351, 353, 354, 355, 365, 367, 377, 384, 398,	
	407, 413, 422, 431, 438, 394	



High School 3

Alignment to the Common Core State Standards

Language

This section reflects the "weave element" known as **Language System** of the National Standards for Learning Languages. It comprises the level at which the students are able to communicate with a certain degree of accuracy. The specific elements of the language system vary by language as some have different writing systems and others have complex grammatical structures. Each proficiency range has accuracy expectations that depend upon the learner's need to manipulate language. For example, a novice learner may have accurate utterances because the material is mostly memorized but when the learner begins to create with language, the level of accuracy may decrease.

The goal area of **Comparisons** also specifically addresses the **Language** strand of the *Common Core State Standards*. Research demonstrates that as students come to understand how language works through their learning of a second or third language, their understanding of and attention to language conventions and functions expands and has an impact on applications in their first language. Through learning a second or third language, students also acquire vocabulary that will unlock the meaning of related cognates in their first language, expanding their first language vocabulary.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

The goal area of **Comparisons** also specifically addresses the **Language** strand of the *Common Core State Standards*. Research demonstrates that as students come to understand how language works through their learning of a second or third language, their understanding of and attention to language conventions and functions expands and has an impact on applications in their first language. Through learning a second or third language, students also acquire vocabulary that will unlock the meaning of related cognates in their first language, expanding their first language vocabulary. ACTFL

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

The goal area of **Comparisons** also specifically addresses the **Language** strand of the *Common Core State Standards*. Research demonstrates that as students come to understand how language works through their learning of a second or third language, their understanding of and attention to language conventions and functions expands and has an impact on applications in their first language. Through learning a second or third language, students also acquire vocabulary that will unlock the meaning of related cognates in their first language, expanding their first language vocabulary. ACTFL

Knowledge of Language



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3. Apply knowledge of language to understand	SE pp.: 22, 23,24, 25, 34, 36, 46, 48, 76, 78, 88,	
how language functions in different contexts,	90, 100, 102, 130, 132, 142, 144, 154, 156,	
to make effective choices for meaning or style,	184, 186, 196, 198, 208, 210, 238, 240, 250,	
and to comprehend more fully when reading	252, 262, 264, 292, 294, 304, 306, 316, 318,	
or listening	346, 348, 358, 360, 370, 372, 400, 402, 412,	
	414, 424, 426	
Vocabulary Acquisition and Use		
4. Determine or clarify the meaning of	SE pp.: 16, 17, 20, 32, 44, 70, 71, 74, 86, 98,	
unknown and multiple-meaning words and	122, 123, 114, 128, 140, 152, 168, 178, 182,	
phrases by using context clues, analyzing	194, 206, 222, 232, 233, 236, 248, 260, 276,	
meaningful word parts, and consulting general	286, 287, 290, 302, 314, 330, 340, 341, 344,	
and specialized reference materials, as	356, 368, 384, 394, 395, 398, 410, 422, 438	
appropriate		
5. Demonstrate understanding of figurative	SE pp.: 22, 23,24, 25, 34, 36, 46, 48, 76, 78, 88,	
language, word relationships, and nuances in	90, 100, 102, 130, 132, 142, 144, 154, 156,	
word meanings	184, 186, 196, 198, 208, 210, 238, 240, 250,	
	252, 262, 264, 292, 294, 304, 306, 316, 318,	
	346, 348, 358, 360, 370, 372, 400, 402, 412,	
	414, 424, 426	
6. Acquire and use accurately a range of	SE pp.: 22, 23,24, 25, 34, 36, 46, 48, 76, 78, 88,	
general academic and domain-specific words	90, 100, 102, 130, 132, 142, 144, 154, 156,	
and phrases sufficient for reading, writing,	184, 186, 196, 198, 208, 210, 238, 240, 250,	
speaking, and listening at the college and	252, 262, 264, 292, 294, 304, 306, 316, 318,	
career readiness level; demonstrate	346, 348, 358, 360, 370, 372, 400, 402, 412,	
independence in gathering vocabulary	414, 424, 426	
knowledge when encountering an unknown		
term important to comprehension or		
expression		

