



**Español**  
Santillana



# Correlation to the Common Core State Standards (CCSS)

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

**Alignment of Español Santillana (levels 1A-B) to the  
Common Core State Standards**

<b>Reading Standards for Literature</b>	
<b>Key Ideas and Details</b>	
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.	<ul style="list-style-type: none"> <li>▪ <b>1A SB:</b> pp. 24, 114, 133, 140, 150, 198, 223, 249</li> <li>▪ <b>1B SB:</b> pp. 61, 86, 132, 167, 174, 177, 193, 207, 215, 223, 241, 249</li> </ul>
2. Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.	<ul style="list-style-type: none"> <li>▪ <b>1A SB:</b> pp. 37, 80, 119, 132, 133, 137, 150, 198, 233</li> <li>▪ <b>1B SB:</b> pp. 46, 65, 69, 132, 153, 179, 213, 215, 223, 241, 244</li> </ul>
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	<ul style="list-style-type: none"> <li>▪ <b>1A SB:</b> pp. 46, 81, 157, 222, 223, 257</li> <li>▪ <b>1B SB:</b> pp. 57, 86, 137, 193, 249</li> </ul>
<b>Craft and Structure</b>	
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.	<ul style="list-style-type: none"> <li>▪ <b>1A SB:</b> pp. 64, 80, 124, 132, 141, 257</li> <li>▪ <b>1B SB:</b> pp. 86, 137, 193, 249</li> </ul>
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.	<ul style="list-style-type: none"> <li>▪ <b>1A SB:</b> pp. 37, 80, 119, 132, 133, 233</li> <li>▪ <b>1B SB:</b> pp. 47, 107, 161, 193, 215, 249</li> </ul>
6. Assess how point of view or purpose shapes the content and style of a text.	<ul style="list-style-type: none"> <li>▪ <b>1A SB:</b> pp. 47, 64, 95, 132, 227, 257</li> <li>▪ <b>1B SB:</b> pp. 86, 137, 193, 249</li> </ul>
<b>Integration of Knowledge and Ideas</b>	
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	<ul style="list-style-type: none"> <li>▪ <b>1A SB:</b> pp. 47, 64, 99, 132, 167, 178, 226, 245, 257</li> <li>▪ <b>1B SB:</b> pp. 86, 137, 193, 249</li> </ul>
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.	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.	<ul style="list-style-type: none"> <li>▪ <b>1A SB:</b> pp. 64, 99, 132, 141, 167, 257</li> <li>▪ <b>1B SB:</b> 86, 137, 142, 193, 249</li> </ul>
<b>Range of Reading and Level of Text Complexity</b>	
10. Read and comprehend complex literary and informational texts independently and proficiently.	<ul style="list-style-type: none"> <li>▪ <b>1A SB:</b> 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</li> <li>▪ <b>1B SB:</b> 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</li> </ul>

**Alignment of Español Santillana (levels 1A-B) to the  
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<b>Writing Standards</b>	
<b>Text Types and Purposes</b>	
1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.	<ul style="list-style-type: none"> <li>▪ <b>1A SB:</b> pp. 73, 112, 193, 251</li> <li>▪ <b>1B SB:</b> pp. 71, 129, 174, 243</li> </ul>
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<ul style="list-style-type: none"> <li>▪ <b>1A SB:</b> pp. 73, 112, 193, 251</li> <li>▪ <b>1B SB:</b> pp. 71, 129, 174, 243</li> </ul>
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	<ul style="list-style-type: none"> <li>▪ <b>1A SB:</b> pp. 51, 128, 178, 226</li> <li>▪ <b>1B SB:</b> pp. 58, 114, 170, 204</li> </ul>
<b>Production and Distribution of Writing</b>	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<ul style="list-style-type: none"> <li>▪ <b>1A SB:</b> pp. 87, 147, 163, 238</li> <li>▪ <b>1B SB:</b> pp. 71, 131, 193, 249</li> </ul>
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<ul style="list-style-type: none"> <li>▪ <b>1A SB:</b> pp. 79, 141, 197, 255</li> <li>▪ <b>1B SB:</b> pp. 87, 142, 191, 254</li> </ul>
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	<ul style="list-style-type: none"> <li>▪ <b>1A SB:</b> 73, 107, 175, 219</li> <li>▪ <b>1B SB:</b> pp. 43, 115, 142, 191, 198, 199, 215</li> </ul>
<b>Research to Build and Present Knowledge</b>	
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	<ul style="list-style-type: none"> <li>▪ <b>1A SB:</b> pp. 79, 141, 197, 255</li> <li>▪ <b>1B SB:</b> pp. 87, 142, 191, 254</li> </ul>
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.	<ul style="list-style-type: none"> <li>▪ <b>1A SB:</b> pp. 86-87, 146-147, 262-263</li> <li>▪ <b>1B SB:</b> pp. 86-87, 198-199, 254-255</li> </ul>
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	<ul style="list-style-type: none"> <li>▪ <b>1A SB:</b> 64, 132, 141, 257</li> <li>▪ <b>1B SB:</b> 86, 137, 193, 249</li> </ul>
<b>Range of Writing</b>	
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.	<ul style="list-style-type: none"> <li>▪ <b>1A SB:</b> pp. 79, 141, 197, 255</li> <li>▪ <b>1B SB:</b> pp. 87, 142, 191, 254</li> </ul>

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<b>Speaking and Listening Standards</b>	
<b>Comprehension and Collaboration</b>	
1. 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.	<ul style="list-style-type: none"> <li>▪ <b>1A SB:</b> 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</li> <li>▪ <b>1B SB:</b> 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,</li> </ul>
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	<ul style="list-style-type: none"> <li>▪ <b>1A SB:</b> 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</li> <li>▪ <b>1B SB:</b> 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</li> </ul>
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	<ul style="list-style-type: none"> <li>▪ <b>1A SB:</b> 86-87, 146-147, 204-205, 262-263</li> <li>▪ <b>1B SB:</b> 86-87, 142-143, 187, 198-199</li> <li>▪ <b>1B TE:</b> 190, 198</li> </ul>
<b>Presentation of Knowledge and Ideas</b>	
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.	<ul style="list-style-type: none"> <li>▪ <b>1A SB:</b> pp. 39, 53, 71, 75, 86-87, 117, 146-147, 162, 170, 180, 187, 189, 191, 193, 204-205, 229, 262-263</li> <li>▪ <b>1B SB:</b> 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</li> <li>▪ <b>1B TE:</b> pp. 90, 92, 95, 96, 109, 110, 118</li> </ul>
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	<ul style="list-style-type: none"> <li>▪ <b>1A SB:</b> 79, 86-87, 146-147, 187, 189, 204-205, 237, 262-263</li> <li>▪ <b>1B SB:</b> 86-87, 125, 127, 142-143, 164, 198-199</li> <li>▪ <b>1B TE:</b> 122, 128, 133, 137, 157, 192</li> </ul>
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	N/A

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<b>Language Standards</b>	
<b>Conventions of Standard English</b>	
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<ul style="list-style-type: none"> <li>▪ The specific elements of the language system vary by language as some have different writing systems and others have complex grammatical structures.</li> <li>▪ “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</li> </ul>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<ul style="list-style-type: none"> <li>▪ <b>1A SB:</b> 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</li> <li>▪ <b>1B SB:</b> 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</li> </ul> <p><b>NOTE:</b></p> <ul style="list-style-type: none"> <li>▪ The specific elements of the language system vary by language as some have different writing systems and others have complex grammatical structures.</li> <li>▪ “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</li> </ul>

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<b>Knowledge of Language</b>	
<p>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.</p>	<ul style="list-style-type: none"> <li>▪ <b>1A SB:</b> 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</li>   <li>▪ <b>1B SB:</b> 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</li> </ul> <p><b>NOTE:</b></p> <ul style="list-style-type: none"> <li>▪ The specific elements of the language system vary by language as some have different writing systems and others have complex grammatical structures.</li> <li>▪ “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</li> </ul>
<b>Vocabulary Acquisition and Use</b>	
<p>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.</p>	<p><b>NOTE:</b></p> <ul style="list-style-type: none"> <li>▪ The specific elements of the language system vary by language as some have different writing systems and others have complex grammatical structures.</li> <li>▪ “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</li> </ul>
<p>5. Demonstrate understanding of figurative</p>	<p><b>NOTE:</b></p>

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<p>language, word relationships, and nuances in word meanings.</p>	<ul style="list-style-type: none"> <li>▪ The specific elements of the language system vary by language as some have different writing systems and others have complex grammatical structures.</li> <li>▪ “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</li> </ul>
<p>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>NOTE:</b></p> <ul style="list-style-type: none"> <li>▪ The specific elements of the language system vary by language as some have different writing systems and others have complex grammatical structures.</li> <li>▪ “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</li> </ul>



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Standards	Page references
<b>Reading</b>	
<b><i>Novice students: Key Ideas and Details</i></b>	
<p>→ Identify main ideas in developmentally appropriate oral/visual narratives based on familiar themes and highly predictable contexts with visual or graphic support.</p> <p>→ Interpret informational texts with strong visual support such as graphs and charts.</p>	
<p><b>1.</b> 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.</p>	<p><b>SE pp.:</b> 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</p>
<p><b>2.</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p><b>SE pp.:</b> 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,</p>
<p><b>3.</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	
<b><i>Intermediate students: Key Ideas and Details</i></b>	
<p>→ 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.</p> <p>→ 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</p>	
<p><b>1.</b> 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.</p>	<p><b>(Differentiated Instruction) TE pp.:</b> 32, 36, 72, 78, 46, 54, 56, 64, 74, 78, 84, 88, 92, 102, 112, 122, 130, 132, 134, 136, 142, 146</p>
<p><b>2.</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p><b>(Differentiated Instruction) TE pp.:</b> 32, 36, 72, 78, 46, 54, 56, 64, 74, 78, 84, 88, 92, 102, 112, 122, 130, 132, 134, 136, 142, 146</p>
<p><b>3.</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	



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<b>Advanced Students: Key Ideas and Details</b>	
<p>→ 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.</p> <p>→ Interpret the principal elements of technical, informational and narrative literary texts on topics of current and historical importance to the target culture.</p>	
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.	<b>Differentiated Instruction) TE pp.:</b> 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.	<b>(Differentiated Instruction) TE pp.:</b> 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.	
<b>Novice students: Craft and Structure</b>	
<p>→ Identify people and objects in their environment or from other school subjects based on oral and written description.</p> <p>→ Recognize that cognates and previously learned structures enhance comprehension of spoken and written language.</p> <p>→ Identify and appreciate differences in cultural perspectives within a defined range of topics (defined by the curriculum).</p>	
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.	<b>SE pp.:</b> 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.	<b>SE pp.:</b> 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.	
<b>Intermediate students: Craft and Structure</b>	
<p>→ Determine meaning by using vocabulary knowledge, background knowledge, and possibly some contextual clues.</p> <p>→ Understand the relationship among languages based on their awareness of cognates, idioms, and parallel structures.</p> <p>→ 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.</p>	
4. Interpret words and phrases as they are used in a text, including determining technical,	<b>Differentiated Instruction) TE pp.:</b> 32, 36, 72, 78, 46, 54, 56, 64, 74, 78, 84, 88, 92, 102, 112,

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connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	122, 130, 132, 134, 136, 142, 146
<b>5.</b> 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.	<b>Differentiated Instruction) TE pp.:</b> 32, 36, 72, 78, 46, 54, 56, 64, 74, 78, 84, 88, 92, 102, 112, 122, 130, 132, 134, 136, 142, 146
<b>6.</b> Assess how point of view or purpose shapes the content and style of a text.	<b>Differentiated Instruction) TE pp.:</b> 32, 36, 72, 78, 46, 54, 56, 64, 74, 78, 84, 88, 92, 102, 112, 122, 130, 132, 134, 136, 142, 146
<b>Advanced students: Craft and Structure</b>	
<p>→ Interpret the cultural nuances of meaning in authentic written and spoken technical, informational and literary texts.</p> <p>→ Analyze the relationship between word order and meaning and how this reflects the ways in which cultures organize information and view the world.</p> <p>→ 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.</p>	
<b>4.</b> 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.	<b>Differentiated Instruction) TE pp.:</b> 32, 36, 72, 78, 46, 54, 56, 64, 74, 78, 84, 88, 92, 102, 112, 122, 130, 132, 134, 136, 142, 146
<b>5.</b> 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.	<b>Differentiated Instruction) TE pp.:</b> 32, 36, 72, 78, 46, 54, 56, 64, 74, 78, 84, 88, 92, 102, 112, 122, 130, 132, 134, 136, 142, 146
<b>6.</b> Assess how point of view or purpose shapes the content and style of a text.	<b>Differentiated Instruction) TE pp.:</b> 32, 36, 72, 78, 46, 54, 56, 64, 74, 78, 84, 88, 92, 102, 112, 122, 130, 132, 134, 136, 142, 146
<b>Novice students: Integration of Knowledge and Ideas</b>	
<p>→ 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.</p>	
<b>7.</b> Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	<b>SE pp.:</b> 45, 52, 53, 57, 63, 71, 75, 84, 101, 111, 115, 121, 129, 131, 135, 158, 166, 173, 176, 183, 185, 187, 189, 223, 245, 261, 262, 285, 287, 294, 295, 296, 297, 299, 327, 330, 332, 341, 345, 346, 348, 351, 375, 385, 400, 407, 442, 455
<b>8.</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and	<b>SE pp.:</b> 45, 52, 53, 57, 63, 71, 75, 84, 101, 111, 115, 121, 129, 131, 135, 158, 166, 173, 176, 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	
<b>Intermediate students: Integration of Knowledge and Ideas</b>	
→ Integrate and evaluate multiple sources of information including idiomatic phrases in order to collaborate or problem solve.	
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	<b>Differentiated Instruction) TE pp.:</b> 32, 36, 72, 78, 46, 54, 56, 64, 74, 78, 84, 88, 92, 102, 112, 122, 130, 132, 134, 136, 142, 146
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	<b>Differentiated Instruction) TE pp.:</b> 32, 36, 72, 78, 46, 54, 56, 64, 74, 78, 84, 88, 92, 102, 112, 122, 130, 132, 134, 136, 142, 146
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	
<b>Advanced students: Integration of Knowledge and Ideas</b>	
→ 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.	<b>(Differentiated Instruction) TE pp.:</b> 32, 36, 72, 78, 46, 54, 56, 64, 74, 78, 84, 88, 92, 102, 112, 122, 130, 132, 134, 136, 142, 146
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	<b>(Differentiated Instruction) TE pp.:</b> 32, 36, 72, 78, 46, 54, 56, 64, 74, 78, 84, 88, 92, 102, 112, 122, 130, 132, 134, 136, 142, 146
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	
<b>Novice students: Range of Reading and Level of Text Complexity</b>	
→ 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.	<b>SE pp.:</b> 32, 36, 46, 47, 54, 55, 64, 65, 72, 73, 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
<b><i>Intermediate students: Range of Reading and Level of Text Complexity</i></b>	
→ Interpret the message in increasingly complex texts by using background knowledge and comprehension strategies (e.g., through redundancy, restatement and paraphrasing).	
<b>10.</b> Read and comprehend complex literary and informational texts independently and proficiently.	<b>Differentiated Instruction) TE pp.:</b> 32, 36, 72, 78, 46, 54, 56, 64, 74, 78, 84, 88, 92, 102, 112, 122, 130, 132, 134, 136, 142, 146
<b><i>Advanced students: Range of Reading and Level of Text Complexity</i></b>	
→ Interpret the meaning of technical, informational and literary texts by using background knowledge and contextual clues.	
<b>10.</b> Read and comprehend complex literary and informational texts independently and proficiently.	<b>Differentiated Instruction) TE pp.:</b> 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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<b>Writing</b>	
<b>Novice students: Text Types and Purposes</b>	
<p>→ Use simple sentences on very familiar topics to write:</p> <ul style="list-style-type: none"> <li>• explanations of products and/or practices of their own culture to peers in the target culture.</li> <li>• short notes, messages and brief reports about themselves, people and things in their environment.</li> <li>• illustrated stories about activities or events in their environment.</li> <li>• charts created to identify pros and cons of an argument</li> </ul>	
<p><b>1.</b> Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence</p>	<p><b>SE pp.:</b> 44, 53, 63, 71, 73, 75 99, 109, 115, 119, 120, 126, 128, 131, 137, 155, 167, 171, 245, 285, 293, 297, 314, 319, 321, 322, 324, 327, 328, 329, 330, 333, 335, 340, 343, 344, 345, 347, 350, 357, 393, 395, 404, 421, 425, 433, 441, 454, 456, 457, 465</p>
<p><b>2.</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content</p>	<p><b>SE pp.:</b> 37, 51, 62, 67, 71, 99, 103, 124, 120, 121, 129, 215, 222, 245, 269, 285, 323, 331, 353, 377, 381, 382, 383, 431, 465</p>
<p><b>3.</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences</p>	<p><b>SE pp.:</b> 49, 52, 63, 157, 158, 209, 229, 237, 242, 316, 325, 333, 331, 350, 357, 375, 376, 397, 380, 381, 383, 385, 387, 389, 391, 392, 395, 398, 401, 402, 403, 404, 405, 407, 411, 428, 439, 446, 448, 443</p>
<b>Intermediate students: Text Types and Purposes</b>	
<p>→ Use strings (a series) of sentences on familiar and some unfamiliar topics to write:</p> <ul style="list-style-type: none"> <li>• explanations and comparisons of products and/or practices of their own culture to peers in the target culture.</li> <li>• stories or reports about personal experiences, or other school subjects to share with classmates and/or members of the target cultures.</li> <li>• summaries of plot and characters from selected pieces of age-appropriate literature.</li> <li>• descriptive texts</li> <li>• state an opinion</li> </ul>	
<p><b>1.</b> Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence</p>	<p><b>(Differentiated Instruction) TE pp.:</b> 78, 84, 136, 142, 192, 198, 248, 254, 302, 308, 356, 362, 410, 416, 464, 470</p>
<p><b>2.</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content</p>	<p><b>(Differentiated Instruction) TE pp.:</b> 78, 84, 136, 142, 192, 198, 248, 254, 302, 308, 356, 362, 410, 416, 464, 470</p>
<p><b>3.</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-</p>	<p><b>(Differentiated Instruction) TE pp.:</b> 78, 84, 136, 142, 192, 198, 248, 254, 302, 308, 356, 362, 410, 416, 464, 470</p>

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structured event sequences	
<b>Advanced students: Text Types and Purposes</b>	
<p>→ Use paragraph length discourse with cohesive devices to narrate and describe across time frames to write:</p> <ul style="list-style-type: none"> <li>• analyses of expressive products of the culture from a variety of sources and genres.</li> <li>• original pieces and narratives.</li> <li>• detailed texts on a broad variety of concrete social and professional topics.</li> </ul>	
1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence	<b>(Differentiated Instruction) TE pp.:</b> 78, 84, 136, 142, 192, 198, 248, 254, 302, 308, 356, 362, 410, 416, 464, 470
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content	<b>(Differentiated Instruction) TE pp.:</b> 78, 84, 136, 142, 192, 198, 248, 254, 302, 308, 356, 362, 410, 416, 464, 470
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences	<b>(Differentiated Instruction) TE pp.:</b> 78, 84, 136, 142, 192, 198, 248, 254, 302, 308, 356, 362, 410, 416, 464, 470
<b>Novice students: Production and Distribution of Writing</b>	
<p>→ 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.</p> <p>→ Make corrections and edit work when receiving feedback from teacher or peer.</p>	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	<b>SE pp.:</b> 37, 38, 39, 44, 46, 48, 49, 52, 53, 51, 62, 63, 64, 67, 71, 73, 75, 93, 103, 113, 123, 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 by planning, revising, editing, rewriting, or trying a new approach	<b>SE pp.:</b> 37, 38, 39, 44, 46, 48, 49, 52, 53, 51, 62, 63, 64, 67, 71, 73, 75, 93, 103, 113, 123, 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 produce and publish writing and to interact and collaborate with others	<b>SE pp.:</b> 39, 84, 142, 198, 254, 308, 362, 416, 470
<b>Intermediate students: Production and Distribution of Writing</b>	
<p>→ Produce written and spoken messages such as reports, articles, summaries or original stories on topics related to personal interest or study</p> <p>→ Show an increasing awareness of errors and the ability to self-edit.</p> <p>→ Use a variety of media, including print and digital tools.</p>	
4. Produce clear and coherent writing in which the development, organization, and style are	<b>(Differentiated Instruction) TE pp.:</b> 78, 84, 136, 142, 192, 198, 248, 254, 302, 308, 356,

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appropriate to task, purpose, and audience	362, 410, 416, 464, 470
<b>5.</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	<b>(Differentiated Instruction) TE pp.:</b> 78, 84, 136, 142, 192, 198, 248, 254, 302, 308, 356, 362, 410, 416, 464, 470
<b>6.</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others	<b>(Differentiated Instruction) TE pp.:</b> 78, 84, 136, 142, 192, 198, 248, 254, 302, 308, 356, 362, 410, 416, 464, 470
<b>Advanced students: Production and Distribution of Writing</b>	
<ul style="list-style-type: none"> <li>→ Produce detailed texts on a broad variety of concrete social and professional topics.</li> <li>→ Produce analyses of expressive products of the culture from a variety of sources and genres; explain target culture texts to monolingual English speakers, with appropriate interpretation of cultural nuance and cultural perspective.</li> <li>→ Produce original pieces and narratives.</li> <li>→ Demonstrate conscious efforts at self-editing.</li> <li>→ Use a variety of media, including print and digital tools.</li> </ul>	
<b>4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	<b>(Differentiated Instruction) TE pp.:</b> 78, 84, 136, 142, 192, 198, 248, 254, 302, 308, 356, 362, 410, 416, 464, 470
<b>5.</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	<b>(Differentiated Instruction) TE pp.:</b> 78, 84, 136, 142, 192, 198, 248, 254, 302, 308, 356, 362, 410, 416, 464, 470
<b>6.</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others	<b>(Differentiated Instruction) TE pp.:</b> 78, 84, 136, 142, 192, 198, 248, 254, 302, 308, 356, 362, 410, 416, 464, 470
<b>Novice Students: Research to Build and Present Knowledge</b>	
<ul style="list-style-type: none"> <li>→ Explain a local or global practice, product, or issue.</li> <li>→ Utilize one or two credible sources, skimming and scanning websites, to create surveys or complete graphic organizers</li> <li>→ Identify key details to support an opinion</li> </ul>	
<b>7.</b> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation	<b>SE pp.:</b> 84, 142, 157, 162, 193, 198, 209, 237, 241, 245, 254, 268, 273, 297, 308, 322, 347, 349, 357, 362, 416, 470
<b>8.</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism	<b>SE pp.:</b> 84, 142, 157, 162, 193, 198, 245, 254, 269, 285, 308, 322, 347, 349, 357, 362, 416, 470
<b>9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research	
<b>Intermediate students: Research to Build and Present Knowledge</b>	



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<p>→ Explore local and global issues to prepare summaries, or short reports utilizing digital tools</p> <p>→ Utilize a few sources and occasionally reference these sources accurately. Evaluate credibility and accuracy of the source.</p> <p>→ Investigate cultural perspectives through individual or collaborative research on products and practices</p>	
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation	<b>(Differentiated Instruction) TE pp.:</b> 78, 84, 136, 142, 192, 198, 248, 254, 302, 308, 356, 362, 410, 416, 464, 470
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	<b>(Differentiated Instruction) TE pp.:</b> 78, 84, 136, 142, 192, 198, 248, 254, 302, 308, 356, 362, 410, 416, 464, 470
9. Draw evidence from literary or informational texts to support analysis, reflection, and research	<b>(Differentiated Instruction) TE pp.:</b> 78, 84, 136, 142, 192, 198, 248, 254, 302, 308, 356, 362, 410, 416, 464, 470
<b>Advanced students: Research to Build and Present Knowledge</b>	
<p>→ Summarize texts intended for native speakers to support analysis, reflection and research related to global issues while integrating cross-cultural perspectives.</p> <p>→ 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).</p> <p>→ 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</p> <p>→ Acquire the skills to cite sources appropriately both for target culture expectations and for US cultural expectations.</p> <p>→ Identify and weigh relevant evidence to address globally significant researchable questions.</p> <p>→ Look for balance of perspectives across cultures and evaluate the reliability of different sources of target culture information</p>	
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation	<b>(Differentiated Instruction) TE pp.:</b> 78, 84, 136, 142, 192, 198, 248, 254, 302, 308, 356, 362, 410, 416, 464, 470
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	<b>(Differentiated Instruction) TE pp.:</b> 78, 84, 136, 142, 192, 198, 248, 254, 302, 308, 356, 362, 410, 416, 464, 470
9. Draw evidence from literary or informational texts to support analysis, reflection, and research	<b>(Differentiated Instruction) TE pp.:</b> 78, 84, 136, 142, 192, 198, 248, 254, 302, 308, 356, 362, 410, 416, 464, 470
<b>Novice students: Range of Writing</b>	

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<p>→ Write using a limited range of vocabulary on previously studied topics.</p> <p>→ Write a response to video or text prompts.</p> <p>→ Research, organize and present a topic given an outline, template, or graphic source.</p>	
<p><b>10.</b> 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</p>	<p><b>SE pp.:</b> 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</p>
<p><b>Intermediate students: Range of Writing</b></p>	
<p>→ 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.</p> <p>→ Write emails, texts or other short messages.</p> <p>→ Work collaboratively to communicate successfully messages or research contemporary issues.</p> <p>→ Develop creative products.</p>	
<p><b>10.</b> 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</p>	<p><b>(Differentiated Instruction) TE pp.:</b> 78, 84, 136, 142, 192, 198, 248, 254, 302, 308, 356, 362, 410, 416, 464, 470</p>
<p><b>Advanced students: Range of Writing</b></p>	
<p>→ 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.</p> <p>→ Use complex syntax and paragraph structure, and show coherence and cohesion of writing.</p> <p>→ Present information, concepts or ideas of global significance.</p> <p>→ Develop creative products.</p>	
<p><b>10.</b> 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</p>	<p><b>(Differentiated Instruction) TE pp.:</b> 78, 84, 136, 142, 192, 198, 248, 254, 302, 308, 356, 362, 410, 416, 464, 470</p>

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<b>Speaking and Listening</b>	
<b>Novice students: Comprehension and Collaboration</b>	
<p>→ 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.</p> <p>→ Share likes and dislikes in conversation with others.</p> <p>→ Give and follow simple instructions to participate in meaningful activities within and across cultures.</p> <p>→ Ask and answer questions about topics, such as family, school events, and celebrations in person or via letters, e-mail, and multimedia.</p> <p>→ Collaborate to solve simple real life problems.</p> <p>→ Interpret visual or auditory cues of the target language, such as gestures or intonation.</p>	
<p><b>1.</b> 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</p>	<p><b>SE pp.:</b> 34, 39, 49, 51, 52, 53, 57, 62, 65, 67, 69, 71, 72, 73, 75, 94, 99, 100, 101, 104, 105, 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</p>
<p><b>2.</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally</p>	<p><b>SE pp.:</b> 34, 39, 49, 51, 52, 53, 57, 62, 65, 67, 69, 71, 72, 73, 75, 94, 99, 100, 101, 104, 105, 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</p>
<p><b>3.</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric</p>	

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<b>Intermediate students: Comprehension and Collaboration</b>	
<p>→ During conversations on familiar topics, express one’s own thoughts, using sentences and strings of sentences. Use increasingly culturally appropriate behaviors during interactions.</p> <p>→ Compare, contrast, and express preferences, opinions, and perspectives on events, experiences, and other familiar subjects.</p> <p>→ Give and follow directions, ask for clarification as needed to participate in interactions within and across cultures.</p> <p>→ Not only answer, but also ask questions; not only respond, but also initiate communication.</p> <p>→ Exchange information about personally meaningful events and experiences and cross-disciplinary themes.</p> <p>→ Collaborate to propose solutions to common real life problems.</p>	
1. 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	<b>(Differentiated Instruction) TE pp.:</b> 76, 84, 134, 142, 190, 198, 246, 254, 300, 308, 354, 362, 408, 418, 462, 470
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally	<b>(Differentiated Instruction) TE pp.:</b> 76, 84, 134, 142, 190, 198, 246, 254, 300, 308, 354, 362, 408, 418, 462, 470
3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric	
<b>Advanced students: Comprehension and Collaboration</b>	
<p>→ During conversations and discussions on a range of topics, narrate and describe in connected discourse.</p> <p>→ Respect cultural behaviors during interactions.</p> <p>→ Exchange, support, and discuss opinions and individual perspectives on global issues or historical themes</p> <p>→ Respect cultural norms during cross-cultural interactions.</p> <p>→ Share analyses and personal reactions to informational and straightforward literary texts.</p> <p>→ Develop and propose solutions to issues and concrete problems that are common to communities near and far.</p>	
1. 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	<b>(Differentiated Instruction) TE pp.:</b> 76, 84, 134, 142, 190, 198, 246, 254, 300, 308, 354, 362, 408, 418, 462, 470
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally	<b>(Differentiated Instruction) TE pp.:</b> 76, 84, 134, 142, 190, 198, 246, 254, 300, 308, 354, 362, 408, 418, 462, 470
3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric	
<b>Novice students: Presentation of Knowledge and Ideas</b>	
<p>→ Communicate one’s message when presenting rehearsed material on familiar topics.</p> <p>→ 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.</p> <p>→ Develop a simple presentation on familiar topics keeping audience, context, and purpose in mind.</p>	
4. Present information, findings, and	<b>SE pp.:</b> 45, 52, 53, 57, 63, 71, 75, 84, 101, 111,

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supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience	115, 121, 129, 131, 135, 158, 166, 173, 176, 183, 185, 187, 189, 223, 245, 261, 262, 285, 287, 294, 295, 296, 297, 299, 327, 330, 332, 341, 345, 346, 348, 351, 375, 385, 400, 407, 442, 455
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations	<b>SE pp.:</b> 73, 84, 165, 183, 185, 231, 267, 275, 285, 291, 269, 299, 308, 314, 331, 341, 349, 384, 395, 416, 439, 470
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate	
<b>Intermediate students: Presentation of Knowledge and Ideas</b>	
<p>→ Express one’s own thoughts with sufficient accuracy that sympathetic listeners understand most of what is presented.</p> <p>→ Prepare messages and reports using digital media and visual displays on topics of interest to others in communities near and far.</p> <p>→ Develop a presentation on an academic or cultural topic keeping audience, context, and purpose in mind.</p>	
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	<b>(Differentiated Instruction) TE pp.:</b> 76, 84, 134, 142, 190, 198, 246, 254, 300, 308, 354, 362, 408, 418, 462, 470
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations	<b>(Differentiated Instruction) TE pp.:</b> 76, 84, 134, 142, 190, 198, 246, 254, 300, 308, 354, 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	
<b>Advanced students: Presentation of Knowledge and Ideas</b>	
<p>→ Report, narrate, and describe with a high degree of facility when making oral presentations on familiar and well-researched topics.</p> <p>→ Express one’s own thoughts with sufficient accuracy that all target culture listeners understand.</p> <p>→ 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.</p> <p>→ Develop an extended presentation on an academic, cultural, or career topic keeping audience, context, purpose in mind.</p>	
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	<b>(Differentiated Instruction) TE pp.:</b> 76, 84, 134, 142, 190, 198, 246, 254, 300, 308, 354, 362, 408, 418, 462, 470
5. Make strategic use of digital media and	<b>(Differentiated Instruction) TE pp.:</b> 76, 84,

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

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<b>Language</b>	
<p>This section reflects the “weave element” known as <b>Language System</b> 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.</p> <p>The goal area of <b>Comparisons</b> also specifically addresses the <b>Language</b> strand of the <i>Common Core State Standards</i>. 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.</p>	
<b>Conventions of Standard English</b>	
<p><b>1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p>	<p>The goal area of <b>Comparisons</b> also specifically addresses the <b>Language</b> strand of the <i>Common Core State Standards</i>. 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</p>
<p><b>2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p>	<p>The goal area of <b>Comparisons</b> also specifically addresses the <b>Language</b> strand of the <i>Common Core State Standards</i>. 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</p>
<b>Knowledge of Language</b>	



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<b>3.</b> 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	<b>SE pp.:</b> 40, 42, 46, 58, 60, 68, 96, 98, 106, 108, 116, 118, 126, 154, 156, 162, 164, 172, 174, 182, 220, 228, 230, 238, 266, 274, 282, 284, 292, 320, 328, 336, 338, 346, 347, 382, 390, 392, 400, 428, 436, 444, 446, 454
<b><i>Vocabulary Acquisition and Use</i></b>	
<b>4.</b> 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	<b>SE pp.:</b> 38, 48, 56, 66, 104, 114, 124, 152, 152, 170, 180, 208, 210, 212, 226, 236, 264, 272, 280, 290, 318, 326, 334, 344, 372, 380, 388, 398, 426, 434, 442, 452
<b>5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	<b>SE pp.:</b> 38, 48, 56, 66, 104, 114, 124, 152, 152, 170, 180, 208, 210, 212, 226, 236, 264, 272, 280, 290, 318, 326, 334, 344, 372, 380, 388, 398, 426, 434, 442, 452
<b>6.</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression	<b>SE pp.:</b> 38, 48, 56, 66, 104, 114, 124, 152, 152, 170, 180, 208, 210, 212, 226, 236, 264, 272, 280, 290, 318, 326, 334, 344, 372, 380, 388, 398, 426, 434, 442, 452

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Standards	Page references
<b>Reading</b>	
<b>Novice students: Key Ideas and Details</b>	
<p>→ Identify main ideas in developmentally appropriate oral/visual narratives based on familiar themes and highly predictable contexts with visual or graphic support.</p> <p>→ Interpret informational texts with strong visual support such as graphs and charts.</p>	
<p><b>1.</b> 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.</p>	<p><b>(Differentiated instruction) TE pp.:</b> 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</p>
<p><b>2.</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p><b>(Differentiated instruction) TE pp.:</b> 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</p>
<p><b>3.</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	
<b>Intermediate students: Key Ideas and Details</b>	
<p>→ 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.</p> <p>→ 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</p>	
<p><b>1.</b> 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.</p>	<p><b>SE pp.:</b> 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</p>
<p><b>2.</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p><b>SE pp.:</b> 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</p>
<p><b>3.</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	

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<b>Advanced Students: Key Ideas and Details</b>	
<p>→ 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.</p> <p>→ Interpret the principal elements of technical, informational and narrative literary texts on topics of current and historical importance to the target culture.</p>	
<p><b>1.</b> 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.</p>	<p><b>(Differentiated instruction) TE pp.:</b> 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</p>
<p><b>2.</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p><b>(Differentiated instruction) TE pp.:</b> 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</p>
<p><b>3.</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	
<b>Novice students: Craft and Structure</b>	
<p>→ Identify people and objects in their environment or from other school subjects based on oral and written description.</p> <p>→ Recognize that cognates and previously learned structures enhance comprehension of spoken and written language.</p> <p>→ Identify and appreciate differences in cultural perspectives within a defined range of topics (defined by the curriculum).</p>	
<p><b>4.</b> 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.</p>	<p><b>(Differentiated instruction) TE pp.:</b> 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</p>
<p><b>5.</b> 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.</p>	<p><b>(Differentiated instruction) TE pp.:</b> 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</p>
<p><b>6.</b> Assess how point of view or purpose shapes the content and style of a text.</p>	
<b>Intermediate students: Craft and Structure</b>	
<p>→ Determine meaning by using vocabulary knowledge, background knowledge, and possibly some contextual clues.</p> <p>→ Understand the relationship among languages based on their awareness of cognates, idioms, and parallel structures.</p> <p>→ 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.</p>	
<p><b>4.</b> Interpret words and phrases as they are</p>	<p><b>SE pp.:</b> 36, 44, 52, 60, 74, 88, 96, 104, 112,</p>

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used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	126, 140, 148, 156, 164, 178, 192, 200, 208, 216, 230, 244, 252, 260, 268, 282, 296, 304, 312, 320, 334, 348, 356, 364, 372, 386, 400, 408, 416, 424, 438
<b>5.</b> 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.	<b>SE pp.:</b> 35, 37, 40, 42, 43, 45, 47, 49, 50, 51, 53, 55, 58, 59, 61, 66, 67, 87, 89, 91, 95, 97, 102, 103, 105, 111, 113, 115, 119, 139, 141, 147, 149, 155, 157, 159, 163, 191, 193, 195, 199, 201, 207, 209, 211, 215, 217, 219, 247, 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
<b>6.</b> Assess how point of view or purpose shapes the content and style of a text.	
<b>Advanced students: Craft and Structure</b>	
<p>→ Interpret the cultural nuances of meaning in authentic written and spoken technical, informational and literary texts.</p> <p>→ Analyze the relationship between word order and meaning and how this reflects the ways in which cultures organize information and view the world.</p> <p>→ 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.</p>	
<b>4.</b> 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.	<b>(Differentiated instruction) TE pp.:</b> 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
<b>5.</b> 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.	<b>(Differentiated instruction) TE pp.:</b> 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
<b>6.</b> Assess how point of view or purpose shapes the content and style of a text.	
<b>Novice students: Integration of Knowledge and Ideas</b>	
<p>→ 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.</p>	
<b>7.</b> Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	<b>(Differentiated instruction) TE pp.:</b> 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
<b>8.</b> Delineate and evaluate the argument and specific claims in a text, including the validity	<b>(Differentiated instruction) TE pp.:</b> 66, 70, 72, 78, 118, 122, 124, 130, 170, 174, 176, 182,

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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	
<b>Intermediate students: Integration of Knowledge and Ideas</b>	
→ Integrate and evaluate multiple sources of information including idiomatic phrases in order to collaborate or problem solve.	
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	<b>SE pp.:</b> 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	<b>SE pp.:</b> 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	
<b>Advanced students: Integration of Knowledge and Ideas</b>	
→ 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.	<b>(Differentiated instruction) TE pp.:</b> 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	<b>(Differentiated instruction) TE pp.:</b> 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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<b>Novice students: Range of Reading and Level of Text Complexity</b>	
→ 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.	
<b>10.</b> Read and comprehend complex literary and informational texts independently and proficiently.	<b>(Differentiated instruction) TE pp.:</b> 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
<b>Intermediate students: Range of Reading and Level of Text Complexity</b>	
→ Interpret the message in increasingly complex texts by using background knowledge and comprehension strategies (e.g., through redundancy, restatement and paraphrasing).	
<b>10.</b> Read and comprehend complex literary and informational texts independently and proficiently.	<b>SE pp.:</b> 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
<b>Advanced students: Range of Reading and Level of Text Complexity</b>	
→ Interpret the meaning of technical, informational and literary texts by using background knowledge and contextual clues.	
<b>10.</b> Read and comprehend complex literary and informational texts independently and proficiently.	<b>(Differentiated instruction) TE pp.:</b> 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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<b>Writing</b>	
<b><i>Novice students: Text Types and Purposes</i></b>	
<p>➔ Use simple sentences on very familiar topics to write:</p> <ul style="list-style-type: none"> <li>• explanations of products and/or practices of their own culture to peers in the target culture.</li> <li>• short notes, messages and brief reports about themselves, people and things in their environment.</li> <li>• illustrated stories about activities or events in their environment.</li> <li>• charts created to identify pros and cons of an argument</li> </ul>	
<p><b>1.</b> Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence</p>	<p><b>(Differentiated instruction) TE pp.:</b> 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</p>
<p><b>2.</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content</p>	<p><b>(Differentiated instruction) TE pp.:</b> 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</p>
<p><b>3.</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences</p>	<p><b>(Differentiated instruction) TE pp.:</b> 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</p>
<b><i>Intermediate students: Text Types and Purposes</i></b>	
<p>➔ Use strings (a series) of sentences on familiar and some unfamiliar topics to write:</p> <ul style="list-style-type: none"> <li>• explanations and comparisons of products and/or practices of their own culture to peers in the target culture.</li> <li>• stories or reports about personal experiences, or other school subjects to share with classmates and/or members of the target cultures.</li> <li>• summaries of plot and characters from selected pieces of age-appropriate literature.</li> <li>• descriptive texts</li> <li>• state an opinion</li> </ul>	
<p><b>1.</b> Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence</p>	<p><b>SE pp.:</b> 143, 299, 301, 322, 323, 327, 344, 349, 354, 358, 365, 366, 367, 368, 399, 401, 403, 409, 411, 417, 419, 420, 423</p>
<p><b>2.</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content</p>	<p><b>SE pp.:</b> 69, 78, 193, 196, 197, 204, 211, 234, 253, 257, 265, 271, 272, 273, 274, 366, 402, 415, 418, 425, 426</p>
<p><b>3.</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences</p>	<p><b>SE pp.:</b> 100, 101, 113, 117, 118, 119, 136, 139, 143, 144, 149, 152, 153, 168, 169, 171, 173, 267, 271, 299, 301, 315, 319, 321, 322, 323, 361, 365, 368, 378, 382, 383, 385, 390-391, 398, 401, 413, 421, 423, 429, 433</p>



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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 analysis of substantive topics or texts using valid reasoning and relevant and sufficient 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

**2.** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content

**(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.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences

**(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

### 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 by planning, revising, editing, rewriting, or trying a new approach	<b>SE pp.:</b> 59, 61, 64, 69, 78, 93, 125, 136, 139, 143, 144, 152, 168, 301, 315, 319, 321, 327, 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 produce and publish writing and to interact and collaborate with others	<b>SE pp.:</b> 66, 70, 78, 118, 122, 130, 182, 170, 174, 222, 226, 234, 274, 278, 286, 330, 338, 326, 378, 382, 390, 430, 434, 442
<b>Advanced students: Production and Distribution of Writing</b>	
<p>→ Produce detailed texts on a broad variety of concrete social and professional topics.</p> <p>→ Produce analyses of expressive products of the culture from a variety of sources and genres; explain target culture texts to monolingual English speakers, with appropriate interpretation of cultural nuance and cultural perspective.</p> <p>→ Produce original pieces and narratives.</p> <p>→ Demonstrate conscious efforts at self-editing.</p> <p>→ Use a variety of media, including print and digital tools.</p>	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	<b>(Differentiated instruction) TE pp.:</b> 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	<b>(Differentiated instruction) TE pp.:</b> 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	<b>(Differentiated instruction) TE pp.:</b> 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
<b>Novice Students: Research to Build and Present Knowledge</b>	
<p>→ Explain a local or global practice, product, or issue.</p> <p>→ Utilize one or two credible sources, skimming and scanning websites, to create surveys or complete graphic organizers</p> <p>→ Identify key details to support an opinion</p>	
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation	<b>(Differentiated instruction) TE pp.:</b> 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. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the	<b>(Differentiated instruction) TE pp.:</b> 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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information while avoiding plagiarism	330, 332, 338, 378, 382, 384, 390, 430, 434, 436, 442
9. Draw evidence from literary or informational texts to support analysis, reflection, and research	<b>(Differentiated instruction) TE pp.:</b> 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
<b>Intermediate students: Research to Build and Present Knowledge</b>	
<p>→ 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.</p> <p>→ Investigate cultural perspectives through individual or collaborative research on products and practices</p>	
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation	<b>SE pp.:</b> 56, 61, 63, 64, 65, 67, 85, 93, 95, 100, 103, 105, 111, 119, 210, 211, 219, 220, 287, 338, 347, 351, 367, 375, 378, 379, 403, 420, 421, 437
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	<b>SE pp.:</b> 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. Draw evidence from literary or informational texts to support analysis, reflection, and research	
<b>Advanced students: Research to Build and Present Knowledge</b>	
<p>→ Summarize texts intended for native speakers to support analysis, reflection and research related to global issues while integrating cross-cultural perspectives.</p> <p>→ 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).</p> <p>→ 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</p> <p>→ Acquire the skills to cite sources appropriately both for target culture expectations and for US cultural expectations.</p> <p>→ 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</p>	
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation	<b>(Differentiated instruction) TE pp.:</b> 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. Gather relevant information from multiple print and digital sources, assess the credibility	<b>(Differentiated instruction) TE pp.:</b> 66, 70, 72, 78, 118, 122, 124, 130, 170, 174, 176, 182,

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and accuracy of each source, and integrate the information while avoiding plagiarism	222, 226, 228, 234, 274, 278, 280, 286, 326, 330, 332, 338, 378, 382, 384, 390, 430, 434, 436, 442
9. Draw evidence from literary or informational texts to support analysis, reflection, and research	<b>(Differentiated instruction) TE pp.:</b> 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
<b>Novice students: Range of Writing</b>	
<p>→ Write using a limited range of vocabulary on previously studied topics.</p> <p>→ Write a response to video or text prompts.</p> <p>→ Research, organize and present a topic given an outline, template, or graphic source.</p>	
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	<b>(Differentiated instruction) TE pp.:</b> 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
<b>Intermediate students: Range of Writing</b>	
<p>→ 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.</p> <p>→ Write emails, texts or other short messages.</p> <p>Work collaboratively to communicate successfully messages or research contemporary issues.</p> <p>→ Develop creative products.</p>	
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	<b>SE pp.:</b> 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
<b>Advanced students: Range of Writing</b>	
<p>→ 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.</p> <p>→ Use complex syntax and paragraph structure, and show coherence and cohesion of writing.</p> <p>→ Present information, concepts or ideas of global significance.</p> <p>→ Develop creative products.</p>	
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	<b>(Differentiated instruction) TE pp.:</b> 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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<b>Speaking and Listening</b>	
<b>Novice students: Comprehension and Collaboration</b>	
<p>→ 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.</p> <p>→ Share likes and dislikes in conversation with others.</p> <p>→ Give and follow simple instructions to participate in meaningful activities within and across cultures.</p> <p>→ Ask and answer questions about topics, such as family, school events, and celebrations in person or via letters, e-mail, and multimedia.</p> <p>→ Collaborate to solve simple real life problems.</p> <p>→ Interpret visual or auditory cues of the target language, such as gestures or intonation.</p>	
1. 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	<b>(Differentiated instruction) TE pp.:</b> 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. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally	<b>(Differentiated instruction) TE pp.:</b> 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. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric	
<b>Intermediate students: Comprehension and Collaboration</b>	
<p>→ During conversations on familiar topics, express one's own thoughts, using sentences and strings of sentences. Use increasingly culturally appropriate behaviors during interactions.</p> <p>→ Compare, contrast, and express preferences, opinions, and perspectives on events, experiences, and other familiar subjects.</p> <p>→ Give and follow directions, ask for clarification as needed to participate in interactions within and across cultures.</p> <p>→ Not only answer, but also ask questions; not only respond, but also initiate communication.</p> <p>→ Exchange information about personally meaningful events and experiences and cross-disciplinary themes.</p> <p>→ Collaborate to propose solutions to common real life problems.</p>	
1. 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	<b>SE pp.:</b> 39, 43, 47, 64, 85, 89, 91, 93, 95, 97, 98, 99, 100, 105, 108, 119, 123, 137, 141, 143, 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
2. Integrate and evaluate information	<b>SE pp.:</b> 39, 43, 47, 64, 85, 89, 91, 93, 95, 97,

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presented in diverse media and formats, including visually, quantitatively, and orally	98, 99, 100, 105, 108, 119, 123, 137, 141, 143, 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
<b>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric</b>	
<b>Advanced students: Comprehension and Collaboration</b>	
<p>→ During conversations and discussions on a range of topics, narrate and describe in connected discourse. Respect cultural behaviors during interactions.</p> <p>→ Exchange, support, and discuss opinions and individual perspectives on global issues or historical themes</p> <p>→ Respect cultural norms during cross-cultural interactions.</p> <p>→ Share analyses and personal reactions to informational and straightforward literary texts.</p> <p>→ Develop and propose solutions to issues and concrete problems that are common to communities near and far.</p>	
<b>1. 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</b>	<b>(Differentiated instruction) TE pp.:</b> 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
<b>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally</b>	<b>(Differentiated instruction) TE pp.:</b> 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
<b>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric</b>	<b>(Differentiated instruction) TE pp.:</b> 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
<b>Novice students: Presentation of Knowledge and Ideas</b>	
<p>→ Communicate one’s message when presenting rehearsed material on familiar topics.</p> <p>→ 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.</p> <p>→ Develop a simple presentation on familiar topics keeping audience, context, and purpose in mind.</p>	
<b>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</b>	<b>(Differentiated instruction) TE pp.:</b> 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
<b>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations</b>	<b>(Differentiated instruction) TE pp.:</b> 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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	338, 378, 382, 384, 390, 430, 434, 436, 442
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate	<b>(Differentiated instruction) TE pp.:</b> 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
<b>Intermediate students: Presentation of Knowledge and Ideas</b>	
<p>→ Express one's own thoughts with sufficient accuracy that sympathetic listeners understand most of what is presented.</p> <p>→ Prepare messages and reports using digital media and visual displays on topics of interest to others in communities near and far.</p> <p>→ Develop a presentation on an academic or cultural topic keeping audience, context, and purpose in mind.</p>	
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	<b>SE pp.:</b> 37, 41, 52, 53, 56, 64, 65, 67, 74, 78, 84, 93, 100, 101, 105, 117, 119, 149, 171, 210, 213, 221, 225, 234, 235, 243, 247, 253, 257, 264, 271, 275, 286, 287, 338, 339, 351, 353, 355, 363, 365, 367, 369, 371, 377, 378, 396, 405, 409, 430
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations	<b>SE pp.:</b> 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. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate	<b>SE pp.:</b> 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
<b>Advanced students: Presentation of Knowledge and Ideas</b>	
<p>→ Report, narrate, and describe with a high degree of facility when making oral presentations on familiar and well researched topics.</p> <p>→ Express one's own thoughts with sufficient accuracy that all target culture listeners understand.</p> <p>→ 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.</p> <p>→ Develop an extended presentation on an academic, cultural, or career topic keeping audience, context, purpose in mind.</p>	
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	<b>(Differentiated instruction) TE pp.:</b> 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. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations	<b>(Differentiated instruction) TE pp.:</b> 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. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate	<b>(Differentiated instruction) TE pp.:</b> 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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### 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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<b>3.</b> 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	<b>SE pp.:</b> 10, 12, 16, 18, 22, 24, 38, 46, 54, 90, 98, 106, 114, 142, 150, 158, 166, 194, 210, 218, 246, 254, 262, 270, 298, 306, 322, 350, 358, 366, 402, 410, 418
<b><i>Vocabulary Acquisition and Use</i></b>	
<b>4.</b> 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	<b>SE pp.:</b> 6, 7, 36, 44, 52, 60, 96, 104, 112, 140, 148, 156, 164, 192, 202, 208, 216, 244, 252, 260, 268, 296, 304, 312, 314, 320, 348, 356, 364, 372, 374, 400, 408, 416, 424, 426
<b>5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	<b>SE pp.:</b> 6, 7, 36, 44, 52, 60, 96, 104, 112, 140, 148, 156, 164, 192, 202, 208, 216, 244, 252, 260, 268, 296, 304, 312, 314, 320, 348, 356, 364, 372, 374, 400, 408, 416, 424, 426
<b>6.</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression	<b>SE pp.:</b> 6, 7, 36, 44, 52, 60, 96, 104, 112, 140, 148, 156, 164, 192, 202, 208, 216, 244, 252, 260, 268, 296, 304, 312, 314, 320, 348, 356, 364, 372, 374, 400, 408, 416, 424, 426

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Standards	Page references
<b>Reading</b>	
<b><i>Novice students: Key Ideas and Details</i></b>	
<p>→ Identify main ideas in developmentally appropriate oral/visual narratives based on familiar themes and highly predictable contexts with visual or graphic support.</p> <p>→ Interpret informational texts with strong visual support such as graphs and charts.</p>	
<p><b>1.</b> 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.</p>	<p><b>(Differentiated Instruction) TE pp.:</b> 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</p>
<p><b>2.</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p><b>(Differentiated Instruction) TE pp.:</b> 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</p>
<p><b>3.</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	
<b><i>Intermediate students: Key Ideas and Details</i></b>	
<p>→ 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.</p> <p>→ 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</p>	
<p><b>1.</b> 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.</p>	<p><b>(Differentiated Instruction) TE pp.:</b> 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</p>
<p><b>2.</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p><b>(Differentiated Instruction) TE pp.:</b> 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</p>
<p><b>3.</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	
<b><i>Advanced Students: Key Ideas and Details</i></b>	
<p>→ 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.</p> <p>→ Interpret the principal elements of technical, informational and narrative literary texts on topics of current and historical importance to the target culture.</p>	

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<p><b>1.</b> 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.</p>	<p><b>SE pp.:</b> 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, 409, 417, 420, 421, 422</p>
<p><b>2.</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p><b>SE pp.:</b> 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</p>
<p><b>3.</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	
<p><b>Novice students: Craft and Structure</b></p>	
<p>→ Identify people and objects in their environment or from other school subjects based on oral and written description.</p> <p>→ Recognize that cognates and previously learned structures enhance comprehension of spoken and written language.</p> <p>→ Identify and appreciate differences in cultural perspectives within a defined range of topics (defined by the curriculum).</p>	
<p><b>4.</b> 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.</p>	<p><b>Differentiated Instruction TE pp.:</b> 16, 17, 20, 32, 44, 70, 71, 74, 86, 98, 122, 123, 114, 128, 140, 152, 168, 178, 182, 194, 206, 222, 232, 233, 236, 248, 260, 276, 286, 287, 290, 302, 314, 330, 340, 341, 344, 356, 368, 384, 394, 395, 398, 410, 422, 438</p>
<p><b>5.</b> 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.</p>	<p><b>(Differentiated Instruction) TE pp.:</b> 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</p>
<p><b>6.</b> Assess how point of view or purpose shapes the content and style of a text.</p>	
<p><b>Intermediate students: Craft and Structure</b></p>	
<p>→ Determine meaning by using vocabulary knowledge, background knowledge, and possibly some contextual clues.</p> <p>→ Understand the relationship among languages based on their awareness of cognates, idioms, and parallel structures.</p> <p>→ 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.</p>	

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<p><b>4.</b> 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.</p>	<p><b>SE PP.:</b> 16, 17, 20, 32, 44, 70, 71, 74, 86, 98, 122, 123, 114, 128, 140, 152, 168, 178, 182, 194, 206, 222, 232, 233, 236, 248, 260, 276, 286, 287, 290, 302, 314, 330, 340, 341, 344, 356, 368, 384, 394, 395, 398, 410, 422, 438</p>
<p><b>5.</b> 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.</p>	<p><b>(Differentiated Instruction) TE pp.:</b> 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</p>
<p><b>6.</b> Assess how point of view or purpose shapes the content and style of a text.</p>	
<p><b>Advanced students: Craft and Structure</b></p>	
<p>→ Interpret the cultural nuances of meaning in authentic written and spoken technical, informational and literary texts.</p> <p>→ Analyze the relationship between word order and meaning and how this reflects the ways in which cultures organize information and view the world.</p> <p>→ 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.</p>	
<p><b>4.</b> 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.</p>	<p><b>SE pp.:</b> 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</p>
<p><b>5.</b> 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.</p>	<p><b>SE pp.:</b> 177, 181, 189, 191, 193, 203, 204, 205, 215, 235, 237, 239, 247, 249, 253, 271</p>
<p><b>6.</b> Assess how point of view or purpose shapes the content and style of a text.</p>	
<p><b>Novice students: Integration of Knowledge and Ideas</b></p>	
<p>→ 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.</p>	
<p><b>7.</b> Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p>	<p><b>(Differentiated Instruction) TE pp.:</b> 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</p>

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<p><b>8.</b> 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</p>	<p><b>(Differentiated Instruction) TE pp.:</b> 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</p>
<p><b>9.</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take</p>	
<p><b>Intermediate students: Integration of Knowledge and Ideas</b></p>	
<p>→ Integrate and evaluate multiple sources of information including idiomatic phrases in order to collaborate or problem solve.</p>	
<p><b>7.</b> Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p>	<p><b>(Differentiated Instruction) TE pp.:</b> 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</p>
<p><b>8.</b> 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.</p>	<p><b>(Differentiated Instruction) TE pp.:</b> 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</p>
<p><b>9.</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take</p>	
<p><b>Advanced students: Integration of Knowledge and Ideas</b></p>	
<p>→ 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.</p>	
<p><b>7.</b> Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p>	<p><b>SE pp.:</b> 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</p>
<p><b>8.</b> 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</p>	<p><b>SE pp.:</b> 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</p>

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<b>9.</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take	
<b><i>Novice students: Range of Reading and Level of Text Complexity</i></b>	
→ 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.	
<b>10.</b> Read and comprehend complex literary and informational texts independently and proficiently.	<b>(Differentiated Instruction) TE pp.:</b> 23, 26, 30, 38, 42, 43, 44, 50, 52, 56, 68, 72, 73, 80, 84, 92, 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
<b><i>Intermediate students: Range of Reading and Level of Text Complexity</i></b>	
→ Interpret the message in increasingly complex texts by using background knowledge and comprehension strategies (e.g., through redundancy, restatement and paraphrasing).	
<b>10.</b> Read and comprehend complex literary and informational texts independently and proficiently.	<b>(Differentiated Instruction) TE pp.:</b> 23, 26, 30, 38, 42, 43, 44, 50, 52, 56, 68, 72, 73, 80, 84, 92, 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
<b><i>Advanced students: Range of Reading and Level of Text Complexity</i></b>	
→ Interpret the meaning of technical, informational and literary texts by using background knowledge and contextual clues.	
<b>10.</b> Read and comprehend complex literary and informational texts independently and proficiently.	<b>SE pp.:</b> 23, 26, 30, 38, 42, 43, 44, 50, 52, 56, 68, 72, 73, 80, 84, 92, 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



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<b>Writing</b>	
<b>Novice students: Text Types and Purposes</b>	
<p>→ Use simple sentences on very familiar topics to write:</p> <ul style="list-style-type: none"> <li>· explanations of products and/or practices of their own culture to peers in the target culture.</li> <li>· short notes, messages and brief reports about themselves, people and things in their environment.</li> <li>· illustrated stories about activities or events in their environment.</li> <li>· charts created to identify pros and cons of an argument</li> </ul>	
<p><b>1.</b> Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence</p>	<p><b>(Differentiated Instruction) TE pp.:</b> 29, 37, 40, 52, 54, 55, 75, 83, 86, 96, 107, 108, 183, 185, 191, 195, 198, 199, 209, 220, 245, 295, 309, 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</p>
<p><b>2.</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content</p>	<p><b>(Differentiated Instruction) TE pp.:</b> 52, 54, 86, 96, 107, 108, 183, 185, 191, 198, 199, 209, 220, 347, 351, 352, 361, 363, 365, 367, 401, 427, 430, 431</p>
<p><b>3.</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences</p>	<p><b>(Differentiated Instruction) TE pp.:</b> 28, 29, 37, 40, 55, 75, 83, 195, 199, 203, 216, 245, 295, 309, 303, 305, 310, 315, 323, 324, 325, 341, 349, 353, 369, 371, 375, 377, 394, 407, 418, 419</p>
<b>Intermediate students: Text Types and Purposes</b>	
<p>→ Use strings (a series) of sentences on familiar and some unfamiliar topics to write:</p> <ul style="list-style-type: none"> <li>· explanations and comparisons of products and/or practices of their own culture to peers in the target culture.</li> <li>· stories or reports about personal experiences, or other school subjects to share with classmates and/or members of the target cultures.</li> <li>· summaries of plot and characters from selected pieces of age-appropriate literature.</li> <li>· descriptive texts</li> <li>· state an opinion</li> </ul>	
<p><b>1.</b> Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence</p>	<p><b>(Differentiated Instruction) TE pp.:</b> 29, 37, 40, 52, 54, 55, 75, 83, 86, 96, 107, 108, 183, 185, 191, 195, 198, 199, 209, 220, 245, 295, 309, 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</p>
<p><b>2.</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis</p>	<p><b>(Differentiated Instruction) TE pp.:</b> 52, 54, 86, 96, 107, 108, 183, 185, 191, 198, 199, 209, 220, 347, 351, 352, 361, 363, 365, 367, 401, 427, 430, 431</p>

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of content	
<b>3.</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences	<b>(Differentiated Instruction) TE pp.:</b> 29, 37, 40, 55, 75, 83, 195, 199, 203, 216, 245, 295, 309, 303, 305, 310, 315, 323, 324, 325, 341, 349, 353, 369, 371, 375, 377, 394, 407, 418, 419
<b>Advanced students: Text Types and Purposes</b>	
<p>→ Use paragraph length discourse with cohesive devices to narrate and describe across time frames to write:</p> <ul style="list-style-type: none"> <li>· analyses of expressive products of the culture from a variety of sources and genres.</li> <li>· original pieces and narratives.</li> <li>· detailed texts on a broad variety of concrete social and professional topics.</li> </ul>	
<b>1.</b> Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence	<b>SE pp.:</b> 29, 37, 40, 52, 54, 55, 75, 83, 86, 96, 107, 108, 183, 185, 191, 195, 198, 199, 209, 220, 245, 295, 309, 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
<b>2.</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content	<b>SE pp.:</b> 52, 54, 86, 96, 107, 108, 183, 185, 191, 198, 199, 209, 220, 347, 351, 352, 361, 363, 365, 367, 401, 427, 430, 431
<b>3.</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences	<b>SE pp.:</b> 29, 37, 40, 55, 75, 83, 195, 199, 203, 216, 245, 295, 309, 303, 305, 310, 315, 323, 324, 325, 341, 349, 353, 369, 371, 375, 377, 394, 407, 418, 419
<b>Novice students: Production and Distribution of Writing</b>	
<p>→ 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.</p>	
<b>4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	<b>(Differentiated Instruction) TE pp.:</b> 126, 148, 158, 162, 166, 190, 214, 216, 220, 226, 254, 270, 280, 294, 315, 320, 328, 357, 360, 378, 382, 428, 432, 436, 442
<b>5.</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	<b>(Differentiated Instruction) TE pp.:</b> 126, 148, 158, 162, 166, 190, 214, 216, 220, 226, 254, 270, 280, 294, 315, 320, 328, 357, 360, 378, 382, 428, 432, 436, 442
<b>6.</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others	<b>(Differentiated Instruction) TE pp.:</b> 126, 148, 158, 162, 166, 190, 214, 216, 220, 226, 254, 270, 280, 294, 315, 320, 328, 357, 360, 378, 382, 428, 432, 436, 442
<b>Intermediate students: Production and Distribution of Writing</b>	

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

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<p>→ Explain a local or global practice, product, or issue.</p> <p>→ Utilize one or two credible sources, skimming and scanning websites, to create surveys or complete graphic organizers</p> <p>→ Identify key details to support an opinion</p>	
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation	<b>(Differentiated Instruction) TE pp.:</b> 44, 118, 243, 272, 280, 339, 374, 392
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	<b>(Differentiated Instruction) TE pp.:</b> 44, 118, 243, 272, 280, 339, 374, 392
9. Draw evidence from literary or informational texts to support analysis, reflection, and research	
<b>Intermediate students: Research to Build and Present Knowledge</b>	
<p>→ 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.</p> <p>→ Investigate cultural perspectives through individual or collaborative research on products and practices</p>	
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation	<b>(Differentiated Instruction) TE pp.:</b> 44, 118, 243, 272, 280, 339, 374, 392
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	<b>(Differentiated Instruction) TE pp.:</b> 44, 118, 243, 272, 280, 339, 374, 392
9. Draw evidence from literary or informational texts to support analysis, reflection, and research	
<b>Advanced students: Research to Build and Present Knowledge</b>	
<p>→ Summarize texts intended for native speakers to support analysis, reflection and research related to global issues while integrating cross-cultural perspectives.</p> <p>→ 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).</p> <p>→ 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</p> <p>→ Acquire the skills to cite sources appropriately both for target culture expectations and for US cultural expectations.</p> <p>→ Identify and weigh relevant evidence to address globally significant researchable questions.</p>	

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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 research projects based on focused questions, demonstrating understanding of the subject under investigation	<b>SE pp.:</b> 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	<b>SE pp.:</b> 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
9. Draw evidence from literary or informational texts to support analysis, reflection, and research	<b>SE pp.:</b> 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
<b>Novice students: Range of Writing</b>	
<ul style="list-style-type: none"> <li>→ Write using a limited range of vocabulary on previously studied topics.</li> <li>→ Write a response to video or text prompts.</li> <li>→ Research, organize and present a topic given an outline, template, or graphic source.</li> </ul>	
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	<b>(Differentiated Instruction) TE pp.:</b> 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
<b>Intermediate students: Range of Writing</b>	
<ul style="list-style-type: none"> <li>→ 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.</li> <li>→ Write emails, texts or other short messages.</li> </ul> <p>Work collaboratively to communicate successfully messages or research contemporary issues.</p> <ul style="list-style-type: none"> <li>→ Develop creative products.</li> </ul>	
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	<b>(Differentiated Instruction) TE pp.:</b> 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
<b>Advanced students: Range of Writing</b>	

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<p>→ 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.</p> <p>→ Use complex syntax and paragraph structure, and show coherence and cohesion of writing.</p> <p>→ Present information, concepts or ideas of global significance.</p> <p>→ Develop creative products.</p>	
<p><b>10.</b> 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</p>	<p><b>SE pp.:</b> 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</p>

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<b>Speaking and Listening</b>	
<b>Novice students: Comprehension and Collaboration</b>	
<p>→ 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.</p> <p>→ Share likes and dislikes in conversation with others.</p> <p>→ Give and follow simple instructions to participate in meaningful activities within and across cultures.</p> <p>→ Ask and answer questions about topics, such as family, school events, and celebrations in person or via letters, e-mail, and multimedia.</p> <p>→ Collaborate to solve simple real life problems.</p> <p>→ Interpret visual or auditory cues of the target language, such as gestures or intonation.</p>	
1. 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	<b>(Differentiated Instruction) TE pp.:</b> 21, 23, 54, 71, 101, 107, 108, 135, 143, 153, 162, 179, 189, 193, 209, 215, 349, 357, 359
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally	<b>(Differentiated Instruction) TE pp.:</b> 64, 118, 172, 226, 280, 334, 388, 442
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric	
<b>Intermediate students: Comprehension and Collaboration</b>	
<p>→ During conversations on familiar topics, express one's own thoughts, using sentences and strings of sentences. Use increasingly culturally appropriate behaviors during interactions.</p> <p>→ Compare, contrast, and express preferences, opinions, and perspectives on events, experiences, and other familiar subjects.</p> <p>→ Give and follow directions, ask for clarification as needed to participate in interactions within and across cultures.</p> <p>→ Not only answer, but also ask questions; not only respond, but also initiate communication.</p> <p>→ Exchange information about personally meaningful events and experiences and cross-disciplinary themes.</p> <p>→ Collaborate to propose solutions to common real life problems.</p>	
1. 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	<b>(Differentiated Instruction) TE pp.:</b> 21, 23, 54, 71, 101, 107, 108, 135, 143, 153, 162, 179, 189, 193, 209, 215, 349, 357, 359
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally	<b>(Differentiated Instruction) TE pp.:</b> 64, 118, 172, 226, 280, 334, 388, 442
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric	
<b>Advanced students: Comprehension and Collaboration</b>	



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<p>→ During conversations and discussions on a range of topics, narrate and describe in connected discourse. Respect cultural behaviors during interactions.</p> <p>→ Exchange, support, and discuss opinions and individual perspectives on global issues or historical themes</p> <p>→ Respect cultural norms during cross-cultural interactions.</p> <p>→ Share analyses and personal reactions to informational and straightforward literary texts.</p> <p>→ Develop and propose solutions to issues and concrete problems that are common to communities near and far.</p>	
1. 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	<b>SE pp.:</b> 19, 25, 29, 40, 49, 52, 54, 57, 82, 89, 95, 103, 107, 111, 136, 147, 159, 149, 159, 161, 187, 191, 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
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally	<b>SE pp.:</b> 28, 30, 40, 52, 54, 82, 89, 95, 103, 107, 111, 136, 147, 159, 149, 159, 161, 187, 191, 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	
<b>Novice students: Presentation of Knowledge and Ideas</b>	
<p>→ Communicate one's message when presenting rehearsed material on familiar topics.</p> <p>→ 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.</p> <p>→ Develop a simple presentation on familiar topics keeping audience, context, and purpose in mind.</p>	
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	<b>(Differentiated Instruction) TE pp.:</b> 40, 52, 54, 82, 89, 95, 103, 107, 111, 136, 147, 159, 149, 159, 161, 187, 191, 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
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations	<b>(Differentiated Instruction) TE pp.:</b> 64, 118, 172, 226, 280, 334, 388, 442
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate	
<b>Intermediate students: Presentation of Knowledge and Ideas</b>	
<p>→ Express one's own thoughts with sufficient accuracy that sympathetic listeners understand most of what is presented.</p> <p>→ Prepare messages and reports using digital media and visual displays on topics of interest to others in communities near and far.</p> <p>→ Develop a presentation on an academic or cultural topic keeping audience, context, and</p>	

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purpose in mind.	
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	<b>(Differentiated Instruction) TE pp.:</b> 40, 52, 54, 82, 89, 95, 103, 107, 111, 136, 147, 159, 149, 159, 161, 187, 191, 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
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations	<b>(Differentiated Instruction) TE pp.:</b> 64, 118, 172, 226, 280, 334, 388, 442
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate	
<b>Advanced students: Presentation of Knowledge and Ideas</b>	
<p>→ Report, narrate, and describe with a high degree of facility when making oral presentations on familiar and well researched topics.</p> <p>→ Express one’s own thoughts with sufficient accuracy that all target culture listeners understand.</p> <p>→ 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.</p> <p>→ Develop an extended presentation on an academic, cultural, or career topic keeping audience, context, purpose in mind.</p>	
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	<b>SE pp.:</b> 40, 52, 54, 82, 89, 95, 103, 107, 111, 136, 147, 159, 149, 159, 161, 187, 191, 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
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations	<b>SE pp.:</b> 64, 118, 172, 226, 280, 334, 388, 442
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate	<b>SE pp.:</b> 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

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Language	
<p>This section reflects the “weave element” known as <b>Language System</b> 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.</p> <p>The goal area of <b>Comparisons</b> also specifically addresses the <b>Language</b> strand of the <i>Common Core State Standards</i>. 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.</p>	
Conventions of Standard English	
<p><b>1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p>	<p>The goal area of <b>Comparisons</b> also specifically addresses the <b>Language</b> strand of the <i>Common Core State Standards</i>. 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</p>
<p><b>2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p>	<p>The goal area of <b>Comparisons</b> also specifically addresses the <b>Language</b> strand of the <i>Common Core State Standards</i>. 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</p>
Knowledge of Language	

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<b>3.</b> 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	<b>SE pp.:</b> 22, 23,24, 25, 34, 36, 46, 48, 76, 78, 88, 90, 100, 102, 130, 132, 142, 144, 154, 156, 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
<b><i>Vocabulary Acquisition and Use</i></b>	
<b>4.</b> 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	<b>SE pp.:</b> 16, 17, 20, 32, 44, 70, 71, 74, 86, 98, 122, 123, 114, 128, 140, 152, 168, 178, 182, 194, 206, 222, 232, 233, 236, 248, 260, 276, 286, 287, 290, 302, 314, 330, 340, 341, 344, 356, 368, 384, 394, 395, 398, 410, 422, 438
<b>5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	<b>SE pp.:</b> 22, 23,24, 25, 34, 36, 46, 48, 76, 78, 88, 90, 100, 102, 130, 132, 142, 144, 154, 156, 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
<b>6.</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression	<b>SE pp.:</b> 22, 23,24, 25, 34, 36, 46, 48, 76, 78, 88, 90, 100, 102, 130, 132, 142, 144, 154, 156, 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