



**Common Core State
Standards Correlated to**
Descubre el español con
Santillana

Level A

Common Core State Standards Correlated to *Descubre el español con Santillana*

Kindergarten (DES Level A)

Reading: Literature

Key Ideas and Details	
RL.K.1. With prompting and support, ask and answer questions about key details in a text.	TG unit 1, p. 14 (Multiple Access Strategies); unit 4, p. 116 (Multiple Access Strategies); unit 5, p. 158 (Multiple Access Strategies) SB unit 1, p. 16
RL.K.2. With prompting and support, retell familiar stories including key details.	TG unit 1, p. 14 (Multiple Access Strategies) SB unit 1, p. 16 (Activity B); unit 2, p. 50 (Activity A)
RL.K.3. With prompting and support, identify characters, settings, and major events in a story.	TG unit 1, p. 14 (Multiple Access Strategies); unit 4, p. 118 (Activity A); unit 6, p. 186 (Multiple Access Strategies); unit 7, pp. 226 (Accessing Content), 231 (Culminating Activities, <i>Álbum de recuerdos, Hoja de actividad 40</i>), 232 (Build Background) SB unit 1, p. 16 Character Cutouts: TG unit 1, pp. 16 (Activity B), 30; unit 2, pp. 50 (Activity A), 74;
Craft and Structure	
RL.K.4. Ask and answer questions about unknown words in a text.	TG unit 1, p. 22 (Warm-up); unit 2, p. 64 (Warm-up); unit 4, p. 142 <i>Tarjeta fotográfica for abuela (Personas-Familia)</i> (suggested activity, Accessing Critical Thinking Skills): unit 1, p. 24
RL.K.5. Recognize common types of texts (e.g., storybooks, poems).	TG unit 1, p. 20 (Build Background); unit 4, p. 138 (Build Background); unit 5, p. 157 (Language in Context) <i>Tarjeta fotográfica for gallina</i> (suggested activity, Accessing Critical Thinking Skills): TG unit 4, p. 124 (Warm-up)
RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	TG unit 3, p. 94; unit 5, p. 152 (author's purpose) SB unit 3, p. 94, <i>Hoja de actividad 53</i> (Activity B)

Integration of Knowledge and Ideas	
RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts.).	TG unit 1, p. 42; unit 3, p. 84 (Multiple Access Strategies, <i>Hojas de actividad 1-2</i>); unit 6, p. 186 (Multiple Access Strategies); unit 8, p. 269 (Close activity) SB unit 1, p. 16; unit 3, p. 84
RL.K.8. (Not applicable to literature)	--
RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	TG unit 2, p. 68; unit 4, p. 140 (Warm-up, Multiple Access Strategies) PB unit 4, p. 47
Range of Reading and Level of Text Complexity	
RL.K.10. Actively engage in group reading activities with purpose and understanding.	TG unit 2, p. 70 (Frontload Vocabulary); unit 4, pp. 124 (Read Aloud), 142; unit 5, p. 158 (Echo Read); unit 6, p. 192 (Echo Read)

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Reading: Informational Text

Key Ideas and Details	
RI.K.1. With prompting and support, ask and answer questions about key ideas and details in a text.	TG unit 2, p. 60 (Activity B); unit 6, p. 188 (Activity B); unit 7, p. 234 (Multiple Access Strategies) SB unit 2, p. 60; unit 7, p. 230 (Activity B)
RI.K.2. With prompting and support, identify the main topic and retell key details in a text.	TG unit 2, p. 56 (Multiple Access Strategies); unit 4, p. 119 (Scaffold and Apply) SB unit 6, p. 185; unit 8, p. 253
RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	TG unit 2, p. 74; unit 4, pp. 142-143 SB unit 4, pp. 114-115, 142-143
Craft and Structure	
RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.	TG unit 2, p. 63 (Close activity); unit 4, p. 133 (Practice and Apply); unit 7, p. 226 (Warm-up)

RI.K.5. Identify the front cover, back cover, and title page of a book.	TG unit 3, p. 94 (Activity B, <i>Hoja de actividad 53</i>)
RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	TG unit 3, p. 94; unit 5 (author's purpose)
Integration of Knowledge and Ideas	
RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text the illustration depicts).	TG unit 4, pp. 132-133; unit 6, p. 201 (Practice and Apply) SB unit 4, p. 128; unit 6, pp. 201, 208
RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.	TG unit 5, p. 152
RI.K.9. With prompting and support, identify similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	TG unit 3, p. 94; unit 5, pp. 162, 172 (Build Background); unit 7, p. 222
Range of Reading and Level of Text Complexity	
RI.K.10. Actively engage in group reading activities with purpose and understanding.	TG unit 4, p. 126; unit 6, p. 192; unit 8, p. 280 SB unit 4, p. 134; unit 7, pp. 230, 244

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Reading: Foundational Skills

Print Concepts	
RF.K.1. Demonstrate understanding of the organizations and basic features of print. • Follow words from left to right, top to bottom, and page to page.	TG unit 1, p. 22 (Read Aloud) SB unit 4, p. 144; unit 6, p. 211 PB unit 1, p. 7 <i>Descubre Online</i> , unit 1, weeks 1 and 2
• Recognize that spoken words are represented in written language by specific sequences of letters.	TG unit 1, p. 24 SB unit 2, p. 76; unit 3, p. 92

<ul style="list-style-type: none"> • Understand that words are separated by space in print. • Recognize and name all upper-and lower case letters of the alphabet. 	<p>Not explicitly addressed.</p> <p>SB unit 3, p. 93 <i>DE</i> Alphabet Cards: TG unit 1, pp. 24, 32, 40; unit 2. pp. 58, 66; unit 3, p. 93 (Scaffold and Apply)</p>
Phonological Awareness	
<p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> • Recognize and produce rhyming words. • Count, pronounce, blend, and segment syllables in spoken words. • Blend and segment onsets and rimes of single-syllable spoken words. • Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant or CVC) words (this does not include CVCs ending with /l/, /r/, or /x/.) • Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 	<p>TG unit 3, p. 93 SB unit 3, p. 96</p> <p>TG unit 4, p. 126; unit 5, p. 160 SB unit 4, p. 127 <i>Tarjeta fotográfica</i> for <i>pato</i> (suggested activity, Accessing Concepts): TG unit 4, p. 132 Syllabic Game: TG unit 8, p. 281 Syllabic Flash Cards: TG unit 8, p. 281</p> <p>Not explicitly addressed and mostly not applicable.</p> <p>TG unit 6, p. 191 (<i>Tarjeta fotográfica</i> activity) SB unit 1, pp. 24-25, 32-33; unit 3, pp. 92-93</p> <p>TG unit 4, p. 127 (Scaffold and Apply); unit 5, p. 161 (Scaffold and Apply); unit 6, p. 195 (Scaffold and Apply)</p>
Phonics and Word Recognition	
<p>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> • Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing primary or many of the most frequent sound for each consonant. • Associate the long and short sounds with 	<p>TG units 4-8, week 2, day 7 (<i>m, p, t, l, s</i>) SB units 4-8, week 2 (<i>m, p, t, l, s</i>) <i>Lecturas fonéticas</i> (units 4-8, week 2: <i>m, p, t, l, s</i>)</p> <p>TG unit 4, pp. 126-127; unit 5, pp. 160-</p>

<p>common spellings (graphemes) for the five major vowels.</p> <ul style="list-style-type: none"> • Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). • Distinguish between similarly spelled words by identifying the sounds of the letters that differ. 	<p>161; unit 6, pp. 194-195 SB unit 4, pp. 126-127; unit 5, pp. 160-161; unit 6, pp. 194-195</p> <p>Not applicable.</p> <p>Not explicitly addressed.</p>
Fluency	
RF.K.4. Read emergent-reader texts with purpose and understanding.	<p>TG unit 8, p. 280 (Activity B) SB unit 6, pp. 210 (Activity B), 211 (Activity D); unit 7, p. 244 (Activity B) PB unit 1, p. 7; unit 8, p. 103 <i>Descubre Online</i> unit 8, week 2</p>

Kindergarten (DES Level A)

Writing

Text Types and Purposes	
W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).	<p>TG unit 2, p. 53, (Culminating Activities, Writing Process, <i>Hoja de actividad 6</i>); unit 8, p. 257, (Culminating Activities, Writing Process, <i>Hoja de actividad 13</i>) <i>Tarjeta gráfica</i> for <i>burro</i> (suggested activity, Accessing Critical Thinking Skills): TG unit 4, p. 120</p>
W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	<p>TG unit 3, p. 87 (Culminating Activities, Writing Process, <i>Hoja de actividad 7</i>); unit 4, p. 121 (Culminating Activities, Writing Process, <i>Hoja de actividad 8</i>); unit 5, p. 155, (Culminating Activities, Writing Process, <i>Hoja de actividad 9</i>); unit 7, p. 223, (Culminating Activities, Writing Process <i>Hoja de actividad 11</i>)</p>
W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	<p>TG unit 3, p. 84; unit 7, p. 239, <i>Álbum de recuerdos, Hoja de actividad 41</i> SB unit 1, p. 42; unit 3, p. 84</p>

Production and Distribution of Writing	
W.K.4. (Begins in grade 3)	--
W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	TG units 1-8, Day 12, Writing Process section (Culminating Activities)
W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	<i>Descubre Online</i> unit 5, week 1; unit 7, week 2
Research to Build and Present Knowledge	
W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	TG units 1-8, Writing Process section (Culminating Activities at the end of each week)
W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	TG unit 5, p. 179, (Culminating Activities, <i>Álbum de recuerdos, Hoja de actividad 34</i>); unit 7, p. 223, (Culminating Activities, <i>Álbum de recuerdos, Hoja de actividad 39</i>)
W.K.9. (Begins in grade 4)	--
Range of Writing	
W.K.10 (Begins in grade 3)	--

**Kindergarten (DES Level A)
Speaking and Listening**

Comprehension and Collaboration	
SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	TG unit 3, p. 91 (Practice and Apply); unit 6, p. 209 (Total Physical Response); unit 8, p. 252 (Practice and Apply); p. 255 (Scaffold and Apply)
<ul style="list-style-type: none"> • Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about topics and texts under discussion). 	TG unit 3, p. 97 (Close activity); unit 7, p. 219 (Role-Play activity), p. 241 (Close activity)
<ul style="list-style-type: none"> • Continue a conversation through multiple exchanges. 	TG unit 4, p. 114 (Frontload Vocabulary), p. 116 (Warm-up); unit 8, p. 261 (Practice and Apply) SB unit 8, pp. 256 (Activity B), p. 257

	<i>(Aplica activity)</i>
SL.K.2. Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	TG unit 2, p. 68 (Multiple Access Strategies), p. 76 (Multiple Access Strategies); unit 3, p. 90 (Multiple Access Strategies); unit 8, p. 254 <i>Descubre Online</i> , unit 7, week 1; unit 8, week 1. SB unit 4, p. 128 (Activity B)
SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	TG unit 2, p. 75 (Role-Play); unit 5, p. 168 Cooperative Task; unit 6, p. 183 (Language in Context); unit 8, p. 261 (Practice and Apply, Close activity)
Presentation of Knowledge and Ideas	
SL.K.4. Describe familiar people, place, things, and events and, with prompting and support, provide additional details.	TG unit 2, p. 52; unit 3, p. 97 (Close activity); unit 4, p. 125 (Role-Play); unit 7, p. 245 (Scaffold and Apply) SB unit 1, p. 39; unit 2, p. 48 (Activity B), p. 57 (Activity B); unit 3, p. 97 (<i>Ahora tú</i>); unit 4, p. 125 (Activity B); unit 7, p. 244 <i>Descubre Online</i> , unit 7, week 4
SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	TG unit 1, p. 19, Writing Process, <i>Hoja de actividad 4</i> ; unit 2, p. 53, Writing Process, <i>Hoja de actividad 6</i> ; unit 4, p. 121, Writing Process, <i>Hoja de actividad 8</i> ; unit 8, p. 257, Writing Process, <i>Hoja de actividad 13</i> SB unit 6, p. 204, p. 212
SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.	TG unit 2, p. 52 (Activity B); unit 4, p. 133 (Close activity); unit 5, p. 169 (Close activity); p. 175 (Practice and Apply); unit 8, p. 281 (Culminating Activities/Writing Process/ <i>Presenta</i>) SB unit 2, p. 68 (Activity B)

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Language

Conventions of Standard English (Conversion to equivalent Spanish)	
L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	

<ul style="list-style-type: none"> • Print many upper- and lowercase letters. 	<p>TG unit 1, p. 27 (Culminating Activities, <i>Hojas de actividad 4-5</i>); unit 2, p. 61 (Culminating Activities, <i>Hoja de actividad 8</i>); unit 7, p. 231 (Culminating Activities, <i>Hoja de actividad 12</i>); unit 8, p. 265 (Culminating Activities, <i>Hojas de actividad 13</i>)</p> <p>SB unit 3, p. 93; unit 5, pp. 176-178; unit 6, p. 185, unit 6, pp. 210-211; unit 7, pp. 227, 235, 238, 244; unit 8, p. 280</p> <p>PB unit 1, pp. 11, 13; unit 2, pp. 22, 30; unit 3, p. 35; unit 4, pp. 49, 53, 57, 58; unit 8, pp. 109-110</p>
<ul style="list-style-type: none"> • Use frequently occurring nouns and verbs. 	<p>For nouns: TG unit 1, pp. 30-31; unit 3, p. 98 (Warm-up). SB unit 1, pp. 20-23; unit 2, p. 49; unit 5, p. 152. PB unit 5, p. 71; unit 7, p. 92. <i>Hojas de actividad 40, 43</i></p> <p>For verbs: TG unit 1, p. 20 (Language in Context); unit 3, p. 104 (Frontload Vocabulary). SB unit 1, pp. 34, 39, 49; unit 3, pp. 106-110; unit 4, pp. 132-133. PB unit 3, p. 44; unit 4, p. 53. <i>Hojas de actividad 41, 45</i></p>
<ul style="list-style-type: none"> • Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). 	<p>TG unit 1, pp. 30-31; unit 2, p. 58 (Good to Know box); unit 3, p. 110 (Good to Know box); unit 4, p. 134 (Good to Know box), p. 135 (Scaffold and Apply)</p> <p>SB unit 1, pp. 32, 39; unit 2, p. 58; unit 5, pp. 153, 168, 176-177</p> <p>PB unit 1, p. 13</p>
<ul style="list-style-type: none"> • Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). 	<p>TG unit 2, pp. 70 (Frontload Vocabulary), 71 (Language in Context); unit 3, p. 96 (Frontload Vocabulary), 100 (Scaffold and Apply); unit 5, p. 179 (Culminating Activities, <i>Álbum de recuerdos, Hojas de actividad 34</i>); unit 7, p. 223 (Culminating Activities, <i>Álbum de recuerdos, Hojas de actividad 39</i>)</p> <p>SB unit 1, p. 13; unit 2, pp. 74-75; unit 3, pp. 82, 97, 101; unit 6, p. 192</p>
<ul style="list-style-type: none"> • Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off</i>, 	<p>TG unit 6, pp. 188-189</p> <p>SB unit 6, pp. 185, 187-189; unit 7, p. 235</p>

<p><i>for, of, by, with</i>).</p> <ul style="list-style-type: none"> • Produce and expand sentences in shared language activities. 	<p>(Activity B); unit 8, pp. 268, 270 PB unit 6, pp. 76-77</p> <p>TG unit 4, pp. 133 (Cooperative Task activity), 143 (Close activity), unit 5, p. 174 (Multiple Access Strategies); unit 6, p. 185 (Practice and Apply) SB unit 4, p. 141 (Activity B); unit 5, p. 175 (Activity B); unit 6, pp. 185, 188</p>
<p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Capitalize the first word in a sentence and the pronoun <i>I</i>. • Recognize and name end punctuation. • Write a letter or letters for most consonant and short-vowel sounds (phonemes). • Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 	<p>SB unit 6, p. 185; unit 8, p. 269 PB unit 8, pp. 105, 109-110 <i>Hojas de actividad 6, 13, 24</i></p> <p>Not explicitly addressed.</p> <p>SB unit 1, p. 25; unit 4, p. 127; unit 5, p. 161; unit 7, p. 229; unit 8, p. 263</p> <p>PB unit 7, pp. 92-93, 97, 99; unit 8, p. 107</p>
<p>Knowledge of Language</p>	
<p>L.K.3. (Begins in grade 2)</p>	<p>--</p>
<p>Vocabulary Acquisition and Use</p>	
<p>L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ul style="list-style-type: none"> • Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>). • Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word. 	<p>TG unit 5, p. 162 (<i>pirámide</i>); unit 7, p. 222 (<i>sombrero panamá</i>) SB unit 5, p. 162; unit 7, p. 222</p> <p>TG unit 1, p. 32; unit 2, p. 76; unit 3, p. 88 (Language in Context) SB unit 1, p. 32; unit 2, p. 76; unit 3, pp. 88, 100; unit 6, p. 192</p>
<p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p>	

<ul style="list-style-type: none"> • Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. • Demonstrate understanding of frequently occurring verbs and adjectives by relating them to the opposites (antonyms). • Identify real-life connections between words and their use (e.g., note places at the school that are colorful). • Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings. 	<p>TG unit 5, p. 162; unit 6, pp. 208, 213 (Culminating Activities, <i>Álbum de recuerdos, Hojas de actividad 38</i>); unit 7, p. 247 (Culminating Activities, <i>Álbum de recuerdos, Hojas de actividad 42</i>) SB unit 5, p. 162; unit 6, p. 187; unit 6, pp. 208-209</p> <p>TG unit 2, p. 63 (Language in Context); unit 4, pp. 118, 142 SB unit 2, p. 63; unit 4, pp. 118 (Activity B), 136, 142-143; unit 7, pp. 237-238 PB unit 4, pp. 55, 57</p> <p>TG unit 3, pp. 90, 91 (Close activity), 95 (Writing Process) SB unit 6, pp. 196 (Activity B), 210-211; unit 7, pp. 244-245</p> <p>TG unit 4, pp. 130-131, 132 (Warm-up); unit 5, p. 170</p>
<p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>SB unit 1, pp. 13, 15 (Activity B), 17 (Activity B), 31; unit 2, pp. 51, 55 (<i>Ahora tú</i>), 75; unit 5, p. 154 (Activity B); unit 8, pp. 255-256 (Activity B), 272 (Activity B) <i>Descubre Online</i>, unit 3, week 4</p>



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Level B

Common Core State Standards Correlated to *Descubre el español con Santillana*

Grade 1 (DES Level B)

Reading: Literature

Key Ideas and Details	
RL.1.1. Ask and answer questions about key details in text.	SB unit 2, p. 51-52 (Activity B) TG unit 2, p. 48 (Multiple Access Strategies) TG unit 3, p. 82 (Multiple Access Strategies) TG unit 6, p. 184 (Multiple Access Strategies) <i>Antología</i> unit 1, p. 9; (Beginner); p. 57 (Intermediate); p.105 (Advanced)
RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	SB unit 2, p. 50 (Activity A) SB unit 5, p. 152 (Activity B) SB unit 6, p. 186 (Activity B) SB unit 7, p. 220 (Activity A) SB unit 8, p. 254 (Activity B) TG unit 1, p. 16 (<i>¿Qué recuerdas?</i>) TG unit 5, p. 159 (Close) <i>Hoja de actividad 6</i> , TG unit 1 p. 16 (Multiple Access Strategies) <i>Antología</i> (Beginner) unit 1, p. 9 (<i>Comprendo lo que leí</i> Activity 4) <i>Antología</i> (Advanced) unit 1, p. 107 (<i>Así se escribe</i> Activity 2) <i>Antología</i> (Intermediate) unit 4, p. 77 (<i>Así se escribe</i> Activity 2)
RL.1.3. Describe characters, settings, and major events in a story, using key details.	SB unit 1, p. 39 (Activity C) SB unit 4, p. 117 (Activity B) SB unit 5, p. 151 (Activity B) TG unit 2, p. 56 (Warm-up) TG unit 3, p. 90 (Warm-up) TG unit 7, p. 218 (Warm-up)
Craft and Structure	
RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	SB unit 5, p. 178 (Activity A) SB unit 8, p. 260 TG unit 2, p. 67 (Close) TG unit 5, p. 156 (Build Background) TG unit 8, p. 260 (Warm-up) TG unit 8, p. 269 (Close) <i>Tarjetas fotográficas (mamá)</i> <i>Antología</i> (Advanced) unit 1 (Reading Selection) PB unit 5, p. 72 <i>Hoja de actividad 31</i> unit 5, p. 179 (Culminating Activities – <i>Álbum de recuerdos</i>)
RL.1.5. Explain major differences between books that tell stories and books that give	<i>Antología</i> (Levels B, I, A) units 5-8 (Reading

information, drawing on a wide reading of a range of text types.	Selections)
RL.1.6. Identify who is telling the story at various points in a text.	SB unit 3, p. 98 TG unit 1, p. 30 (Warm-up) TG unit 4, p. 124 (Echo Read) TG unit 5, pp.166-167 (Multiple Access Strategies)
Integration of Knowledge and Ideas	
RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.	SB unit 2, p. 65 (Activity B) SB unit 3, p. 83 (Activity B) TG unit 1, p. 30 (Warm-up) TG unit 6, pp. 200-201 (Multiple Access Strategies) TG unit 8, p. 252 (Warm-up) <i>Antología</i> (Intermediate) unit 2, p. 63
RL.1.8. (Not applicable to literature)	N/A
RL.1.9. Compare and contrast the adventures and experiences of characters in stories.	SB unit 1, p. 26 (Activity B) TG unit 5, p. 158 (Multiple Access Strategies) TG unit 8, p. 252 (Multiple Access Strategies), p. 262 (Challenge) <i>Antología</i> (Beginner) unit 1, p. 27 (<i>Comprendo lo que leí</i>)
Range of Reading and Level of Text Complexity	
RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	SB unit 5, p. 156 SB unit 7, p. 224 SB unit 8, p. 259 TG unit 2, p. 55 (Language in Context) TG unit 6, p. 183 (Language in Context) <i>Antología</i> (Beginner) unit 5, pp. 31-32; unit 6, pp. 37-38 <i>Tarjeta fotográfica (otoño)</i> , unit 6 p. 199

Grade 1 (DES Level B)

Reading: Informational Text

Key Ideas and Details	
RI.1.1. Ask and answer questions about key details in a text.	SB unit 4, p.132-133 (Multiple Access Strategies) SB unit 8, p. 272 TG unit 3, p. 90 (Multiple Access Strategies) TG unit 6, p.192 (Multiple Access Strategies) <i>Antología</i> (Beginner) unit 7, p. 45 (<i>Comprendo lo que leí</i>) <i>Antología</i> (Intermediate) unit 7, p. 93 (<i>Comprendo lo que leí</i>) <i>Antología</i> (Advanced) unit 7, p. 141 (<i>Comprendo lo que leí</i>)
RI.1.2. Identify the main topic and retell	SB unit 6, p.188 (Activity B)

key details of a text.	SB unit 7, p. 235 (Activity B) SB unit 8, p. 269 (Activity B); p. 272 TG unit 6, p. 208 (Multiple Access Strategies) TG unit 7, p. 242 (Multiple Access Strategies) <i>Antología</i> (Beginner) unit 7, p. 51 (<i>Comprendo lo que leí</i>) <i>Antología</i> (Intermediate) unit 7, p. 99 (<i>Comprendo lo que leí</i>) <i>Antología</i> (Advanced) unit 8, p. 147 (<i>Comprendo lo que leí</i>)
RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	SB unit 3, p. 82 SB unit 8, p. 272 TG unit 2, p. 48 (Multiple Access Strategies) TG unit 4, p. 136; <i>Hoja de actividad 5</i> TG unit 7, p. 221 <i>Hoja de actividad 7</i> , TG unit 8 p. 272 (Multiple Access Strategies)
Craft and Structure	
RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	TG unit 1, p. 30 (Warm-up) TG unit 4, p. 114 (Frontload Vocabulary) TG unit 5, p. 156 (Frontload Vocabulary) TG unit 8, p. 268 (Warm-up)
RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in text.	TG unit 1, p. 30 (Warm-up); 42 (<i>Un festival en mi comunidad</i>) TG unit 2, p. 72 (Multiple Access Strategies) TG unit 3, p. 82 TG unit 4, p. 122 (Build Background)
RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	SB unit 4, p. 134, 36 SB unit 5, p. 150, 158 TG unit 2, p. 48 (Warm-up) TG unit 5, p. 156 (Build Background) TG unit 6, p. 202 (<i>Los cambios en las estaciones</i>)
Integration of Knowledge and Ideas	
RI.1.7. Use the illustrations and details in a text to describe its key ideas.	SB unit 4, p. 124 SB unit 8, p. 252 TG unit 3, p. 110 (<i>Después de la escuela</i>) TG unit 5, p. 162 (<i>Una visita al doctor</i>) TG unit 6, pp. 202-203 (Scaffold and Apply)
RI.1.8. Identify the reasons the author gives to support points in a text.	<i>Antología</i> (Advanced) unit 7, p. 141 (<i>Comprendo lo que leí</i>) <i>Antología</i> (Intermediate) unit 8, p. 99 (<i>Comprendo lo que leí</i>)
RI.1.9. Identify basic similarities in and differences between two texts on the same topics (e.g., in illustrations, descriptions, or procedures).	TG unit 2, p. 48 (Warm-up) TG unit 4, pp. 132 & 134 TG unit 6, pp. 198 & 200

Range of Reading and Level of Text Complexity	
RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.	SB unit 4, p. 136 (Activity B) SB unit 6, p. 188 (Activity A) SB unit 7, p. 226 SB unit 8, p. 272 (Activity A) <i>Antología</i> (Beginner) unit 8, pp. 49-50

Grade 1 (DES Level B)

Reading: Foundational Skills

Print Concepts	
RF.1.1. Demonstrate understanding of the organization and basic features of print. • Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	SB unit 1, p. 32-33 SB unit 4, p. 135 (Activity C) PB unit 1, p. 8
Phonological Awareness	
RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • Distinguish long from short vowel sounds in spoken single-syllable words. • Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words. • Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. • Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	Not explicitly addressed and not applicable. SB unit 4, p. 116 (<i>pez</i>) SB unit 3, p. 100 (<i>dos, tres, seis, diez</i>) SB unit 6, p. 193 (<i>mar</i>) TG unit 1, p. 16 (<i>sí, no</i>) TG unit 1, p. 40 (<i>yo, tú, soy, es, son</i>) Not explicitly addressed and not applicable. <i>Tarjetas fotográficas – sol, bus, pie, tren</i> (Accessing Concepts)
Phonics and Word Recognition	
RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. • Know the spelling-sound correspondences for common consonant digraphs. • Decode regularly spelled one-syllable	SB unit 8, p. 262-263 (<i>ch, ll</i>) PB unit 8 p. 107 (<i>ch, ll</i>) <i>Antología</i> (Intermediate) unit 2, p. 64 (<i>rr</i>); p. 65 (<i>bl, fr, tr</i>) Not explicitly addressed and not applicable.

<p>words.</p> <ul style="list-style-type: none"> • Know final –e and common vowel team conventions for representing long vowel sounds. • Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. • Decode two-syllable words following basic patterns by breaking the words into syllables. • Read words with inflectional endings. • Recognize and read grade-appropriate irregularly spelled words. 	<p>Not explicitly addressed and not applicable.</p> <p>TG unit 1, p. 24; unit 2 p. 58 <i>Antología</i> (Beginner) unit 3, p. 22 <i>Antología</i> (Intermediate) unit 1, p. 58</p> <p>TG unit 5, p. 161 (Close) <i>Tarjetas fotográficas</i> unit 1 (<i>mapa, playa</i>); unit 2 (<i>casa, plaza</i>); unit 4 (<i>gato, jaguar, lobo, loro, mono, perro, rana</i>); unit 6 (<i>isla, río</i>) <i>Antología</i> (Intermediate) unit 2, p. 64; unit 3, p.70 <i>Antología</i> (Advanced) unit 6, p. 136</p> <p>TG unit 2, p. 56 (<i>me gusta/gustan</i>); unit 4, p. 134 (plural nouns; adding –n to form plural verb); unit 4 p. 143 (plural adjectives) SB unit 5, p. 162 (<i>me duele/duelen</i>); unit 8, p. 270 (plural nouns) <i>Antología</i> (Intermediate) unit 4, p. 77 (plural nouns) <i>Tarjeta fotográfica – flores</i> (Accessing concepts)</p> <p>TG unit 7, p. 228 <i>Hojas de actividad</i> unit 4 (<i>gato, perro</i> – Accessing Content) <i>Antología</i> (Intermediate) unit 1, p. 58; unit 2, p. 64 <i>Antología</i> (Advanced) unit 7, p. 143</p>
<p>Fluency</p>	
<p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, 	<p>SB unit 4, p. 132; unit 5, p. 150; unit 6, p. 192 unit 8, p. 252 <i>Antología</i> (Beginner) unit 1, pp. 7-8; unit 2, pp. 13-14; unit 3, pp. 19-20; unit 4, pp. 25-26</p> <p>SB unit 1, p. 22; unit 2, p. 48; unit 3, p.90; unit 7, p. 234 <i>Antología</i> (Intermediate) unit 1, pp. 55-56 unit 2, pp. 61-62; unit 3, pp. 67-68; unit 4, pp. 73-74</p> <p>SB unit 6, p. 208; unit 7, p. 242; unit 8, p. 260 <i>Antología</i> (Advanced) unit 1, pp. 103-104; unit 2,</p>

rereading as necessary.	pp. 109-110; unit 3, pp. 115-116; unit 4, pp. 121-122
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Grade 1 (DES Level B)

Writing

Text Types and Purposes	
W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	TG unit 5, p. 163 (Culminating Activities – Writing Process), p. 170 (Challenge), p. 176 (Accessing Critical-Thinking Skills) PB unit 2, p. 24; unit 5, p. 71 <i>Antología</i> (Beginner) unit 6, p. 41; (Intermediate) unit 1, p. 59; (Advanced) unit 7, p. 143 (<i>A escribir</i>)
W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	TG unit 3, p. 94 (Accessing Critical-Thinking Skills); unit 4, p. 136 (Multiple Intelligences); unit 5, p. 152 (Challenge); unit 7, p. 220 (Accessing Critical-Thinking Skills); unit 8, p. 271, 280 (Challenge) <i>Antología</i> (Beginner) unit 8, p. 53; (Advanced) unit 6, p. 137 (<i>A escribir</i>)
W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	TG unit 1, p. 28 (Build Background); unit 3, p. 86 (Multiple Access Strategies); unit 5, p. 156 (Frontload Vocabulary), p. 164, p. 172 (Build Background); unit 6, p. 186 (Accessing Critical-Thinking Skills); unit 8, p. 280 (Challenge)
Production and Distribution of Writing	
W.1.4. (Begins in grade 3)	
W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	TG unit 1, p. 35; unit 2, p. 69; unit 3, p. 103; unit 4, p. 137; unit 5, p. 171; unit 6, p. 205; unit 7, p. 239; unit 8, p. 273 (Culminating Activities – Writing Process)
W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in a collaboration with peers.	TG unit 1 p. 39 (Close) Online activities Unit 1 Week 2, Week 4 Online activities Unit 2, Week 2 Online activities Unit 5, Week 2 Online activities Unit 6 Week 4 Online activities Unit 7 Week 4 (activity 1)
Research to Build and Present Knowledge	
W.1.7. Participate in shared research and writing project (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	TG unit 3, p. 110 (Multiple Intelligences) TG unit 4, p. 128 (Multiple Intelligences), p. 141 (Close)
W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	TG unit 1, p. 28 (Build Background); unit 5, p. 156 (Frontload Vocabulary), p. 164, p. 172 (Build Background); unit 6, p. 192

W.1.9. (Begins in grade 4)	N/A
Range of Writing	
W.1.10. (Begins in grade 3)	N/A

Grade 1 (DES Level B)

Speaking and Listening

Comprehension and Collaboration	
<p>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion.) Build on others' talk in conversations by responding to the comments of others through multiple exchanges. Ask questions to clear up any confusion about the topics and texts under discussion. 	<p>TG unit 2, p. 64 TG unit 4, p. 141 (Cooperative Task) TG unit 8, p. 251 (Build Background) TG unit 1, p. 10; unit 2, p. 44; unit 3, p. 78; unit 4, p. 112; unit 5, p. 146; unit 6, p. 180; unit 7, p. 214; unit 8, p. 248 (Discuss the Big Idea)</p> <p>SB unit 1, p. 17 (Activity B); unit 2, p. 57 (Activity C); unit 3, p. 91 (Activity D); unit 4, p. 125 (Activity C) TG unit 5, p. 177 (Close); unit 7, p. 222 (Multiple Intelligences)ñ unit 8, p. 253 (Practice and Apply, C)</p> <p>TG unit 1, p. 18; unit 3, p. 109; unit 4, p. 118; unit 5, p. 152; unit 8, p. 254 (Meeting Individual Needs) TG unit 2, p. 72 (Warm-up)</p>
SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<p>TG unit 1, p. 26 (<i>Un mapa de México</i>) TG unit 4, p. 134 (<i>Así se mueven los animales</i>); 142 (<i>Así son los animales</i>) TG unit 5, p. 152 (<i>¿Qué recuerdas?</i>) TG unit 7, p. 238 (<i>Palabras similares</i>)</p>
SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	<p>TG unit 1, p. 39; unit 2, p. 65; unit 5, p. 162; unit 6, p. 188; unit 7, p. 222 (Meeting Individual Needs)</p>
Presentation of Knowledge and Ideas	
SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<p>SB unit 1, p. 39; unit 3, p. 110; unit 5, p. 159 (Activity B) TG unit 2, p. 66 (Challenge); unit 4, p. 117 (Activity C); unit 5, p. 170 (Challenge); unit 6, p. 192 (Warm-up); unit 7, p. 227 (Challenge); unit 8, p. 279 (Challenge)</p>
SL.1.5. Add drawings or other visual displays to descriptions when appropriate	<p>TG unit 1, p. 19; unit 2, p. 53; unit 3, p. 87; unit 4, p. 121; unit 5, p. 155; unit 6, p. 189; unit 7, p. 223;</p>

to clarify ideas, thoughts, and feelings.	unit 8, p. 257 (Culminating Activities – Writing Process) TG unit 2, p. 55 (Close) TG unit 4, p. 136 (Multiple Intelligences) TG unit 6, p. 196 (Multiple Intelligences) <i>Hoja de actividad 27</i> unit 4; <i>Hoja de actividad 52</i> unit 3 & unit 6; <i>Hoja de actividad 45</i> unit 8 (Culminating Activities)
SL.1.6. Produce complete sentences when appropriate to task and situation.	TG unit 4, p. 141 (Close) TG unit 5, p. 175 (Challenge) TG unit 6, p. 193 (Challenge) TG unit 8, p. 271 (Challenge; Scaffold and Apply)

Grade 1 (DES Level B)

Language

Conventions of Standard English	
<p>L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Print all upper-and lowercase letters. • Use common, proper, and possessive nouns. • Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). • Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, anything). • Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). 	<p>PB unit 1 p. 13 (capital letters) PB unit 2 p. 23 (<i>a, e, i, o, u</i>) PB unit 3 p. 37 (<i>l, m, p</i>) PB unit 6 p. 79 (<i>n, ñ</i>) <i>Antología</i> (Beginner) unit 1, p. 11(capital letters); p. 28 (<i>j, r</i>)</p> <p>SB unit 7, p. 237 (Activity D) SB unit 8, p. 270 (Activity A & B) <i>Antología</i> (Beginner) unit 2, p. 17</p> <p>SB unit 2 p. 74-75 PB unit 1, p. 15; unit 2, p. 29; unit 3, p.43; unit 6, p. 85; unit 7, p. 92, 99;</p> <p>SB unit 1, pp. 30, 36-37 (<i>mi/mis, tus</i>) TG unit 1, p. 40 (personal pronouns); unit 3, p. 84 (Challenge – <i>nuestro/nuestra</i>); unit 5, p. 149 (<i>mi/mis</i>); 168-169 (<i>mis, sus</i>) PB unit 5, p. 63, 68</p> <p>SB unit 3, p. 85 (<i>Hoy es</i>) SB unit 6, pp. 210-211; unit 8, p. 256-257 PB unit 6, p. 85; unit 8, p. 113 <i>Antología</i> (Intermediate) unit 7, p. 95 (<i>Así se escribe</i>); unit 8, p. 101 (<i>A escribir</i>)</p>

<ul style="list-style-type: none"> • Use frequently occurring adjectives. • Use frequently occurring conjunctions (e.g., and, but, so, because). • Use determiners (e.g., articles, demonstratives). • Use frequently occurring prepositions (e.g., during beyond, toward). • Produce and expand complete simple and compound declarative, interrogative, and exclamatory sentences in response to prompts. 	<p>TG unit 2, p. 66-67 (Multiple Access Strategies) SB unit 2, p. 76; unit 3, p. 110; unit 4, p. 120, 143; unit 8, p. 278 PB unit 2, p.30; unit 3, p. 44; unit 4, p. 48 <i>Hoja de actividad 28</i> unit 5, p. 155 (Culminating Activities – <i>Álbum de recuerdos</i>)</p> <p>SB unit 5, p. 151; unit 6, p. 186 (Activity B), p. 204 (Activity B) TG unit 2, p. 65 (Accessing Critical-Thinking Skills); unit 4, p. 134, p. 142 (Activity B); unit 5, p. 174 (Accessing Critical-Thinking Skills) <i>Antología</i> (Beginner) unit 1, p. 27, unit 6, p. 39; (Intermediate) unit 1, p. 59, unit 6, p. 89 (<i>A escribir</i>)</p> <p>SB unit 1, p. 41 (<i>un, una</i>); unit 3, p. 99; unit 5, p. 149 (<i>Ahora tú</i>) TG unit 2, p. 60 (<i>un, una</i>) TG unit 7, p. 236 (Activity B) <i>Antología</i> (Beginner) unit 7, p. 46 PB unit 5, p. 63</p> <p>SB unit 3, p. 102 (<i>por</i>) SB unit 5, p. 168-169 (<i>con</i>) SB unit 6, p. 186-187 (<i>en, por</i>) <i>Antología</i> (Advanced), unit 8, p. 149 (2)</p> <p>TG unit 1, p. 27; unit 2, p. 61; unit 3, p. 95; unit 4, 129; unit 5, p. 163; unit 6, p. 197; unit 7, p. 231; unit 8, p. 265 (Culminating Activities – Writing Process) TG unit 1, p. 33 (Accessing Critical-Thinking Skills) unit 2, p. 68 (Challenge)</p>
<p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Capitalize dates and names of people. 	<p>SB unit 4, p. 135 (Activity C) SB unit 7, p. 237 (Activity C) SB unit 8, p. 271 (Activity E) PB unit 3, p. 36; unit 4, p. 58; unit 6, p. 83; unit 8, p. 104 TG unit 2, p. 68 (Accessing Critical-Thinking Skills); unit 4, p. 135 (Challenge); unit 5, p. 167 (Close); unit 8, p. 261 (Close)</p> <p>SB unit 1, p. 34 TG unit 6, p. 204 (<i>Los meses y las estaciones</i>) PB unit 1, p. 13</p>

<ul style="list-style-type: none"> • Use end punctuation for sentences. • Use commas in dates and to separate single words in a series. • Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. • Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 	<p><i>Antología</i> (Beginner) unit 1, p. 11; unit 3, p. 23</p> <p>SB unit 1, p. 33 (Activity C) SB unit 2, p. 68 (Activity B) SB unit 8, p. 271 (Activity D, E) PB unit 1 p. 12 (Activity A) PB unit 8 p. 110 (Activity B) <i>Antología</i> (Beginner) unit 2, p. 17</p> <p>SB unit 4, pp. 140-141; unit 5, p. 175; unit 6, p. 204 TG unit 4, p. 135 (Close)</p> <p>SB unit 3, p. 93 (Activity E); unit 7, pp. 228-229 (Activity C & F) TG unit 7, p. 228; unit 8, p. 262 <i>Antología</i> (Beginner), unit 6, p. 40 <i>Antología</i> (Advanced), unit 4, p. 124 (2); unit 5, p. 82 (1) <i>Tarjeta fotográfica – oficina</i> (Accessing Critical-Thinking Skills)</p> <p>TG unit 2, p. 59 (Challenge); unit 3, p. 93 (Challenge); unit 4, p. 127 (Close); unit 5, p. 160 (Accessing Critical-Thinking Skills) <i>Antología</i> (Beginner), unit 4, p. 28 <i>Antología</i> (Intermediate), unit 7, p. 94 (4) <i>Antología</i> (Advanced), unit 7, p. 142 (2) <i>Tarjeta fotográfica – calle, salón de clase</i> (Accessing Concepts)</p>
Knowledge of Language	
L.1.3. (Begins in grade 2)	N/A
Vocabulary and Acquisition and Use	
<p>L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibility from an array of strategies.</p> <ul style="list-style-type: none"> • Use sentence-level context as a clue to the meaning of a word or phrase. • Use frequently occurring affixes as a clue 	<p>TG unit 2, p. 51 (Scaffold and Apply); unit 3, p. 86 (<i>El fin de semana</i>), p. 105 (Language in Context); unit 4, p. 119 (Scaffold and Apply); unit 5, p. 168 (<i>¿Cómo haces los ejercicios?</i>); unit 6, p. 202; unit 7, p. 222 (<i>¿Qué vas a ser?</i>) <i>Antología</i> (Intermediate) unit 4, p. 76; unit 8, p. 100</p> <p>TG unit 1, p. 25 (<i>uni – unicornio</i>); unit 2, p. 70 (<i>super – supermercado</i>); unit 6, p. 184 (<i>bi-</i></p>

<p>to the meaning of the word.</p> <ul style="list-style-type: none"> Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). 	<p><i>bicicleta</i>), p. 206 (Build Background – <i>para – paraguas</i>), p. 208 (<i>tele – teléfono</i>)</p> <p>SB unit 2, pp. 51-52 (<i>está/están</i>), p. 57 (Activity B & C); unit 3, pp. 108-109 (<i>tener</i>); unit 5, p. 162 (<i>me duele/duelen</i>), p. 176 (<i>me gusta/me gustan</i>); unit 7, p. 244</p> <p>TG unit 2, p. 57 (Close – <i>me gusta/gustan</i>); unit 4, p. 134 (adding <i>-n</i> to form plural verb)</p> <p><i>Antología</i> (Beginner) unit 5, p. 35 (3);</p>
<p>L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> Sort words into categories (e.g., colors, clothing) or gain a sense of the concepts the categories represent. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). Identify real-life connections between words and their use (e.g. note places at home that are cozy). Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. 	<p>SB unit 2, p. 67; unit 6, p. 185 (Activity A)</p> <p>TG unit 1, p. 28 (Frontload Vocabulary); unit 2, p. 46 (Build Background); p. 64 (Warm-up); unit 3, p. 83 (Challenge); unit 4, p. 114 (Frontload Vocabulary); unit 5, p. 170 (Multiple Access Strategies); unit 7, p. 216; unit 8, p. 274 (Frontload Vocabulary)</p> <p>SB unit 4, p. 143; unit 7, p. 226</p> <p>TG unit 4, p. 142, p. 143 (Challenge); unit 7, p. 226 (Multiple Access Strategies)ñ unit 7, p. 225 (Close)</p> <p>SB unit 5, p. 168; unit 6, p. 187; unit 7, p. 242</p> <p>TG unit 2, p. 73 (Accessing Critical-Thinking Skills)</p> <p>TG unit 2, p. 76 (Challenge); unit 4, p. 120 (Accessing Critical-Thinking Skills); unit 5, p. 159 (Challenge); unit 8, p. 260 (warm-up)</p>
<p>L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>	<p>SB unit 1, p. 43; unit 2, p. 77; unit 3, p.111; unit 4, p. 145; unit 5, p. 179; unit 6, p. 213; unit 7, p. 223; unit 8, p. 273 (Aplica)</p> <p>TG unit 1, p. 17 (Close); unit 2, p. 57 (Accessing Critical-Thinking Skills); unit 3, p. 109 (Close); unit 5, p. 177 (Close); unit 7, p. 222 (Multiple Intelligences)</p>



**Common Core State
Standards Correlated to**
Descubre el español con
Santillana

Level C

Common Core State Standards Correlated to *Descubre el español con Santillana*

Grade 2 (DES Level C)

Reading: Literature

Key Ideas and Details	
RL.2.1. Ask and answer such questions as who, what, when, why, and how to demonstrate understanding of key details in a text.	TG unit 1, p.12 (Essential Question); TG unit 1, p.20 (Essential Question); TG unit 1, p.28 (Essential Question).
RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message.	TG unit 6, p.183 (Good to Know!); TG unit 7, p.234 (Good to Know!); TG unit 7, p.242 (Good to Know!).
RL.2.3. Describe how characters in a story respond to major events and challenges.	SB unit 7, p.234; SB unit 8, p.252; SB unit 8, p.260.
Craft and Structure	
RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	SB unit 4, p.114; SB unit 4, p.123; SB unit 4, p.131.
RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	SB unit 5, p.150; SB unit 7, p.240; SB unit 8, p.252.
RL.2.6. Acknowledge differences in the points of view of character, including by speaking in a different voice for each character when reading dialogue aloud.	SB unit 6, p.184; SB unit 6, p.192; SB unit 8, p.260.
Integration of Knowledge and Ideas	
RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	SB unit 5, pp.148, 149; SB unit 5, pp.150, 151; SB unit 5, pp.152, 153.
RL.2.8. (Not applicable to literature)	
RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	Not explicitly addressed.
Range of Reading and Level of text	
RL.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Antología (Adv.) unit 1, p.117; Antología (Adv.) unit 3, p.133; Antología (Adv.) unit 5, p.149; Antología (Adv.) unit 6, p.155; Antología (Int.) unit 5, pp.87, 88; Antología (Adv.) unit 8, p.171.

Grade 2 (DES Level C)**Reading: Informational Text**

Key Ideas and Details	
RI.2.1. Ask and answers such questions as who what, where, when, why, and how to demonstrate understanding of key details in text.	TG unit 1, p.12 (Essential Question); TG unit 1, p.20 (Essential Question); TG unit 1, p.28 (Essential Question).
RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	Antología (Int.) unit 5, p.89; Antología (Int.) unit 6, p.97; Antología (Int.) unit 7, p.105; Antología (Int.) unit 8, p.113.
RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Antología (Int.) unit 2, p.67; Antología (Int.) unit 3, p.75; Antología (Int.) unit 6, p.97.
Craft and Structure	
RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	TG unit 1, p.14 (Multiple Access Strategies); TG unit 1, p.15 (Meeting Individual Needs/Close Activity); TG unit 1, p.18 (Multiple Access Strategies/Meeting Individual Needs); TG unit 1, p.22 (Multiple Access Strategies); TG unit 1, p.23 (Meeting Individual Needs); TG unit 1, p.30 (Echo Read).
RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	SB, unit 1, pp.13, 14, 15, 17, 29, 30; SB unit 2, pp. 46, 48, 51, 56, 63, 64; SB unit 3, pp.82, 85, 86, 90, 96.
RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	TG unit 1, p.12 (Essential Question); TG unit 1, p.20 (Essential Question); TG unit 1, p.28 (Essential Question); TG unit 6, p.182 (Essential Question); TG unit 7, p.216 (Essential Question).
Integration of Knowledge and Ideas	
RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	Hoja de actividad 18 (unit 2); Hoja de actividad 25 (unit 4); Hoja de actividad 26 (unit 4); Hoja de actividad 28 (unit 5).
RI.2.8. Describe how reasons support specific points the author makes in a text.	Antología (Adv.) unit 2, pp.126, 127, 128; Antología (Beg.) unit 2, pp.13, 14; Antología (Adv.) unit 5, p.150; Antología (Adv.) unit 6, p.155, 156, 157, 158.
RI.2.9. Compare and contrast the most important points presented in two texts on the same topic.	Not explicitly addressed.
Range of Reading and Level of Text	

<p>RI.2.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Antología (Int.) unit 6, pp.93-97; Antología (Int.) unit 8, pp. 109-113; Antología (Adv.) unit 2, pp. 125-129; Antología (Adv.) unit 4, pp.141-145; Antología (Adv) unit 6, pp. 155-159; Antología (Adv.) unit 8, pp. 171-175.</p>
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Grade 2 (DES Level C)

Reading: Foundational Skills

<p>Phonics and Word Recognition</p>	
<p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> • Distinguish long and short vowels when reading regularly spelled one-syllable words. • Know spelling-sound correspondences for additional common vowel teams. • Decode regularly spelled two-syllable words with long vowels. • Decode words with common prefixes and suffixes. • Identify words with inconsistent but common spelling-sound correspondences. • Recognize and read grade-appropriate irregularly spelled words. 	<ul style="list-style-type: none"> • SB unit 1, pp.24, 25; TG unit 1, p.24 (Multiple Access Strategies); TG unit 1, p. 25 (Meeting Individual Needs/Close). • TG unit 1, p.24 (Good to Know!); SB unit 1, p.24; SB unit 1, p.25. • Cuaderno de Práctica unit 1, pp. 9, 10 (Activities B,C). • SB unit 5, pp.160, 161; TG unit 5, p.160 (Good to Know!/ Multiple Access Strategies); TG unit 5, p.161 (Meeting Individual Needs). • Not explicitly addressed or not applicable • TG unit 1, p.154 (Multiple Access Strategies); TG unit 1, p.154 (Meeting Individual Needs); TG unit 1, p.158 (Echo Read); TG unit 1, p.159 (Meeting Individual Needs).
<p>Fluency</p>	
<p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> • Read grade-level text with purpose and understanding. • Read grade-level text orally with accuracy, appropriate rate, and expression. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<ul style="list-style-type: none"> • TG unit 2, p.46 (Language in Context); TG unit 2, p.56 (Echo Read); TG unit 2, p.64 (Echo Read). • TG unit 2, p.46 (Frontload Vocabulary); TG unit 2, p.63 (Language in Context); TG unit 2, p.67 (Close Activity). • TG unit 1, p.12 (Frontload Vocabulary); TG unit 1, p.14 (Multiple Access Strategies); TG unit 1, p.22 (Multiple Access Strategies).

Grade 2 (DES Level C)

Writing

Text Types and Purposes	
W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	TG unit 8, p.265 (Culminating Activities/Writing Process); Antología (Int.) unit 3, p.75 (Activity 5); Antología (Int.) unit 3, p.77 (A Escribir); Antología (Adv.) unit 2, p.129 (Activity 5).
W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	TG unit 7, p.231 (Culminating Activities/Writing Process); TG unit 8, p.257 (Culminating Activities/Writing Process); TG unit 8, p.265 (Culminating Activities/Writing Process).
W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, or feelings, use temporal words to signal event order, and provide a sense of closure.	Cuaderno de Práctica unit 5, p.63 (Activity C); Cuaderno de Práctica unit 8, p.105 (Activity B); Cuaderno de Práctica unit 8, p.111 (Activity B).
Production and Distribution of Writing	
W.2.4. (Begins in grade 3)	
W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	TG unit 4, p.137 (Culminating Activities/Revisa); TG unit 5, p.171 (Culminating Activities/Revisa); TG unit 7, p.239 (Culminating Activities/Revisa).
W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.	Descubre Online Level 2, unit 6 (week 2); Descubre Online Level 2, unit 7 (week 4); Descubre Online Level 2, unit 8 (week 3).
Research to Build and Present Knowledge	
W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	N/A
W.2.8. Recall information from experiences or gather information from provided sources to answer a question.	Cuaderno de Práctica unit 2, p.30 (Activity B); Cuaderno de Práctica unit 5, p.63 (Activity C); Cuaderno de Práctica unit 6, p.86 (Activity B).
W.2.9. (Begins in grade 4)	
Range of Writing	
(Begins in grade 3)	

Grade 2 (DES Level C)
Speaking and Listening

Comprehension and Collaboration	
<p>SL.2.1. Participate in collaborative conversations with diverse partner about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> • Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about topics and texts under discussion). • Build on others' talk in conversations by linking their comments to the remarks of others. • Ask for clarification and further explanation as needed about the topics and texts under discussion. 	<ul style="list-style-type: none"> • TG, unit 1, p.19 (Informal Assessment); TG, unit 1, p.27 (Informal Assessment); TG, unit 1, p.35 (Informal Assessment). • TG unit 4, p.115 (Role Play); TG unit 4, p.132 (Role Play); TG unit 4, p.139 (Role Play). • TG unit 8, p.256 (Multiple Access Strategies/Accessing Content); TG unit 8, p.264 (Multiple Access Strategies/Accessing Content); TG unit 8, p.280 (Multiple Access Strategies/Accessing Content).
<p>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p>TG unit 4, p.150 (Multiple Access Strategies); TG unit 4, p.162 (Explore Connections/Activity C); TG unit 4, p.162 (Multiple Access Strategies/Accessing Critical-Thinking Skills).</p>
<p>SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<p>TG unit 7, p.218 (Warm-up); TG unit 7, p.224 (Frontload Vocabulary); TG unit 7, p.232 (Frontload Vocabulary).</p>
Presentation of Knowledge and Ideas	
<p>SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>TG unit 3, p.87 (Informal Assessment); TG unit 3, p.102 (Informal Assessment); TG unit 8, p.265 (Informal Assessment).</p>
<p>SL.2.5. Create audio recordings of stories or poems or other visual displays to stories or recounts or experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>TG unit 8, p.252 (Warm-up); TG unit 8, p.264 (Explore Connections); TG unit 8, p.274 (Frontload Vocabulary).</p>
<p>SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific</p>	<p>SB unit 6, p. 204 (Activity C); SB unit 6, p.205 (Aplica); SB unit 6, p.213 (Aplica).</p>

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Grade 2 (DES Level C)

Language

Conventions of Standard English	
<p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Use collective nouns (e.g., group) • Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). • Use reflexive pronouns (e.g., myself, ourselves). • Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). • Use adjectives and adverbs, and choose between them depending on what is to be modified. • Produce, expand, and rearrange complete single and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). 	<ul style="list-style-type: none"> • Tarjeta fotográfica (familia); TG unit 1, p.20 (Frontload Vocabulary/familia); SB unit 2, p.86 (comunidad). • SB unit 4, p.141 (peces); SB unit 3, p.80 (lápices); Cuaderno de práctica, p.56 (peces). • SB unit 5, pp.150-151; SB unit 5, pp.152; SB unit 5, p.155. • SB unit 7, p.244 (Activites A,B,C); SB unit 7, p.246 (Activities A,B); SB unit 7, p.247 (Aplica). • SB unit 7, p.229 (Activity E); SB unit 7, p.230 (Activity C); Cuaderno de Práctica unit 6, p.85 (Activity A). • N/A
<p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Capitalize holidays, product names, and geographic names. • Use commas on greetings and closings of letters. • Use an apostrophe to form contractions and frequently occurring possessives. • Generalize learned spelling patterns when writing words (e.g., cage →badge; boy→boil). • Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	<ul style="list-style-type: none"> • SB unit 1, p.33; SB unit 6, p.204; SB unit 6, p.272. • SB unit 1, p.38; SB unit 5, p.174; SB unit 8, p.276. • Not applicable. • Not applicable. • Antología (Adv.) unit 5, p.152 (Activity 3); Antología (Beg.) unit 6, p.40 (Activity 2); Antología (Beg.) unit 6, p.40 (Activity 3).

Knowledge of Language	
<p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, and listening.</p> <ul style="list-style-type: none"> • Compare formal and informal uses of English. 	<ul style="list-style-type: none"> • SB unit 8, p.276; SB unit 1, p.38; SB unit 5, p.174.
Vocabulary Acquisition and Use	
<p>L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibility from an array of strategies.</p> <ul style="list-style-type: none"> • Use sentence-level context as a clue to the meaning of a word or phrase. • Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). • Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). • Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). • Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. 	<ul style="list-style-type: none"> • TG unit 1, p.14 (Multiple Access Strategies/Accessing Content/Accessing Critical Thinking Skills); SB unit 4, p.115; TG unit 4, p.138 (Build Background). • SB unit 6, pp.226, 227 (Activities A,B); SB unit 7, p.228; Cuaderno de Práctica unit 7, p.93 (Activity A). • SB unit 2, p.70 (supermercado); SB unit 2, p.70 (heladería); SB unit 8, p.252 (celebración). • SB unit 6, p.204 (autobús); SB unit 8, pp.250, 251 (cumpleaños); SB unit 8, p.253 (cumpleaños). • Antología (Adv.) unit 5, p.152 (Activity 3); Antología (Beg.) unit 6, p.40 (Activity 2); Antología (Beg.) unit 6, p.40 (Activity 3).
<p>L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> • Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). • Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). 	<ul style="list-style-type: none"> • SB unit 5, p.160; SB unit 5, p.162; SB unit 7, p.229. • Not explicitly addressed.
<p>L.2.6. Use words and phrases acquired through conversations reading and being</p>	<p>Not explicitly addressed.</p>

read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	
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**Common Core State
Standards Correlated to**
Descubre el español con
Santillana

Level D

Common Core State Standards Correlated to *Descubre el español con Santillana*

Grade 3 (DES Level D)

Reading: Literature

Key Ideas and Details	
RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.	TG, unit 1, p.14 (Multiple Access Strategies); TG, unit 1, p.22 (Multiple Access Strategies); Antología, unit 1, p. 9 (Comprendo lo que leí); TG, unit 2, p.64 (Multiple Access Strategies).
RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Antología, unit 1, p. 7-9; Antología, unit 1, pp. 119-122
RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	TG, unit 1, p.37 (Language in Context); TG, unit 1, p.38 (Accessing Critical Thinking Skills); Antología, unit 1, p. 9 (number 6)
Craft and Structure	
RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	Antología, unit 4, p. 84 (number 3); Antología, unit 2, p. 132 (number 4); Antología, unit 3, p. 76 (number 4)
RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	Antología, unit 2, p. 15 (Comprendo lo que leí); Antología, unit 4, p. 28 (number 4); Antología, unit 4, p. 85 (A escribir)
RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.	TG, unit 6, p.192 (Accessing Critical Thinking Skills); SB, unit 7, p. 219 (Conversa con un amigo o una amiga); SB, unit 7, p. 246 (Conversa con un amigo o una amiga)
Integration of Knowledge and Ideas	
RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in the story (e.g., create mood, emphasize aspects of a character or setting).	TG, unit 1, p.12 (Build Background); TG, unit 1, pp.36-37 (Good to Know and Language in Context); TG, unit 2, p.46 (Frontload vocabulary)
RL.3.8. (Not applicable to literature)	
RL.3.9. Compare and contrast the themes,	Not explicitly addressed.

settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	
Range of Reading and Complexity of Text	
RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 complexity band independently and proficiently.	TG, unit 8, p.252 (Multiple Access Strategies); Antología, unit 5, pp.31-33; Antología, unit 7, p. 37-39

Grade 3 (DES Level D)

Reading: Informational Text

Key Ideas and Details	
RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	SB, unit 4, p. 128 (Conversa); Antología, unit 7, pp. 43-45; SB, unit 5, p. 154 (Conversa con un amigo o una amiga); SB unit 5, p. 170 (¿Cierto o falso?)
RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	TG, unit 6, p. 184 (Multiple Access Strategies); TG, unit 6, p. 200 (Multiple Access Strategies); Antología, unit 7, p. 45 (Comprendo lo que leí)
RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	TG, unit 7, p. 230 (Multiple Access Strategies); TG, unit 7, p. 234 (Echo Read); TG, unit 7, p. 242 (Accessing Critical-Thinking Skills)
Craft and Structure	
RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	TG, unit 7, p. 246 (Trabajamos en nuestra comunidad); TG, unit 7, p. 230 (El Canal de Panamá); Antología, unit 7, p. 46 (number 3)
RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlink) to locate information relevant to a given topic efficiently.	SB, unit 4, p. 124 (highlighted words in Vamos al zoológico); Antología, unit 7, pp. 103-106 (highlighted words in La historia del Canal de Panamá); Antología, unit 2, p. 127 (highlighted words in Versitos para descalzarnos)
RI.3.6. Distinguish their own point of view from that of the author of a text.	TG, unit 8, p. 253 (Accessing Critical-Thinking Skills); SB, unit 8, p. 272 (Conversa);

	Antología, unit 3, p. 23 (A escribir)
Integration of Knowledge and Ideas	
RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)	TG, unit 8, p. 266 (Frontload Vocabulary); SB, unit 6, p. 187 (Responde. Usa el mapa); SB, unit 6, p. 212 (Responde)
RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/ second/third in a sequence).	TG, unit 7, p. 220 (Multiple Access Strategies); SB, unit 7, p. 221 (Escucha y complete); TG, unit 7, p. 242 (Assessing Critical-Thinking Skills)
RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.	TG, unit 8, p. 256 (Multiple Intelligences)
Range of Reading and Level of Text	
RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 complexity band independently and proficiently	SB, unit 8, p. 264 (Responde); SB, unit 8, p. 272 (Responde); TG, unit 7, p. 230 (Assessing Critical-Thinking Skills); Antología, unit 8, pp. 49-51.

Grade 3 (DES Level D)

Reading: Foundational Skills

Phonics and Word Recognition	
RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.	
<ul style="list-style-type: none"> Identify and know the meaning of the most common prefixes and derivational suffixes. 	Photo Cards, pollito, advanced; Antología, unit 4, p. 149 (Así se escribe and number 1); Antología, unit 5, p. 157 (number 3)
<ul style="list-style-type: none"> Decode words with common Latin suffixes. 	Antología, unit 1, p. 60 (number 3); Antología, unit 6, p. 164 (Así se dice, number 1); Antología, unit 6, p. 165 (number 3)
<ul style="list-style-type: none"> Decode multi-syllable words. 	SB, unit 5, p. 161 (Escucha y escribe las sílabas and Identifica y contesta); Antología, unit 2, p. 16 (number 1); PB, unit 6, p. 80 (B. ordena las sílabas)

<ul style="list-style-type: none"> • Read grade-appropriate irregularly spelled words. 	Photo Cards, águila, developing; Photo Cards, chigüiro, developing; Photo cards, cigüeña, advanced; PB, unit 4, p. 51 (A. Completa las palabras); SB, unit 4, p. 126 (Lee las palabras)
Fluency	
RF.3.4. Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> • Read grade-level text with purpose and understanding. • Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	TG, unit 7, p. 222 (Un profesional talentoso); TG, unit 6, p. 200 (Echo Read); Antología, unit 6, p. 37 (Una visita a Granada) Antología, unit 2, p.13 (Manolo); Antología, unit 2, p.14 (Corre hasta mi hogar); Antología, unit 5, pp. 151-154 (El baile del merengue) TG, unit 7, p. 226 (Guided Reading and Multiple Access Strategies); Antología, unit 2, p. 63 (La mona Jacinta); Antología, unit 6, pp.95-98 (La sandía de Toya)

Grade 3 (DES Level D)

Writing

Text Types and Purposes	
W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons. <ul style="list-style-type: none"> • Introduce a topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. • Provide reasons that support the opinion. • Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. 	(Covering all bullets): TG, unit 7, p. 231 (Culminating Activities, Escribir); TG, unit 8, p. 253 (Close); TG, unit 8, p. 256 (Challenge) Antología, unit 8, p. 176 (number 6); Antología, unit 8, p. 181 (A escribir); Antología, unit 3, p. 139 (number 6) TG, unit 6, p. 196 (Multiple Intelligences); Antología, unit 4, p. 147 (number 6); Antología, unit 4, p. 29 (A escribir)

<ul style="list-style-type: none"> • Provide a concluding statement or section. 	<p>TG, unit 6, p. 193 (Close); Antología, unit 3, p. 141 (A escribir); Antología, unit 4, p. 149 (A escribir)</p>
<p>W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> • Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. • Develop a topic with facts, definitions, and details. • Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. • Provide a concluding statement or section. 	<p>TG, unit 6, p.197 (Culminating activities, Escribe); Antología, unit 7, p. 45 (number 6); Antología, unit 7, p. 171 (number 6)</p> <p>Antología, unit 2, p. 133 (A escribir); Antología, unit 3, p. 75 (number 6); Antología, unit 3, p. 77 (A escribir)</p> <p>PB, unit 4, p. 48 (B. Escribe o o y); TG, unit 4, p. 129 (Hoja de actividad 25);</p> <p>Antología, unit 7, p. 109 (A escribir)</p>
<p>W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> • Establish a situation and introduce a narrator and/or characters; organize and event sequence that unfolds naturally. • use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. • Use temporal words and phrases to signal event order. • Provide a sense of closure. 	<p>TG, unit 8, p. 265 (Culminating Activities, Escribir); TG, unit 7, p. 222 (Multiple Intelligences)</p> <p>TG, unit 5, p. 173 (Close); TG, unit 5., p. 175 (Close) TG, unit 6, p. 199 (Close)</p> <p>TG, unit 5, p. 178 (Multiple Intelligences); TG, unit 5, p. 178 (Challenge) TG, unit 3, p. 111 (Hoja de actividad 23)</p> <p>TG, unit 7, p. 237 (Assessing-Critical Thinking)</p>

Production and Distribution of Writing	
W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types defined in standards 1-3 above.)	TG, units 1-8, all writing process activities
W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	TG, unit 1-8, all writing process activities
W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	Descubre on line, unit 5, semana 4
Research to Build and Present Knowledge	
W.3.7. Conduct short research projects that build knowledge on a topic.	TG, unit 4, p. 128 (Accessing Content); TG, unit 4, p. 135 (Accessing Critical-Thinking Skills); TG, unit 6, p. 209 (Close)
W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	TG, unit 4, p. 124 (Warm up); TG, unit 4, p. 130 (Frontload Vocabulary); TG, unit 4, p. 138 (Build Background)
W.3.9. (Begins in grade 4)	
Range of Writing	
W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter timeframes (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	TG, units 1-8, all writing process activities

**Grade 3 (DES Level D)
Speaking and Listening**

Comprehension and Collaboration	
SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	

<ul style="list-style-type: none"> • Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. • Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). • Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. • Explain their own ideas and understanding in light of the discussion. 	<p>TG, unit 6, p. 182 (Essential Question); TG, unit 6, p. 198 (Frontload Vocabulary); TG, unit 7, p. 224 (Frontload Vocabulary)</p> <p>TG, unit 3, p.87 (Informal Assessment); SB, unit 3, p. 102 (Compara y conversa); TG, unit 6, p. 187 (Close)</p> <p>SB, unit 3, p. 87 (Aplica); SB, unit 5, p. 171 (Aplica); TG, unit 6, p. 186 (Check Comprehension)</p> <p>SB, unit 3, p. 103 (Aplica); SB, unit 6, p. 187 (Conversa con un amigo o una amiga); SB, unit , p. 227 (Conversa con un amigo o una amiga)</p>
<p>SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SB, unit 5, p. 178 (Conversa); TG, unit 7, p. 226 (Multiple Access Strategies) SB, unit 5, p. 178 (Conversa con un amigo o una amiga)</p>
<p>SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>SB, unit 7, p. 231 (Aplica); SB, unit 7, p. 246 (Conversa con un amigo o una amiga) SB, unit 6, p. 201 (Completa)</p>
Presentation of Knowledge and Ideas	
<p>SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>SB, unit 2, p. 77 (Aplica); SB, unit 3, p. 83 (Conversa con un amigo o una amiga); TG, unit 3, p. 111 (Culminating Activities, Presenta)</p>
<p>SL.3.5. Create engaging audio recordings of stories or poems that demonstrate fluid</p>	<p>Descubre Online, Unit 1, week 1, and Unit 7, week 4.</p>

reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	
SL.3.6. Speak in complete sentences when appropriate to the task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)	TG, unit 4, p. 121 (Review and Apply); SB, unit 5, p. 177 (Completa las oraciones); TG, unit 7, p. 218 (Accessing Critical-Thinking Skills)

Grade 3 (DES Level D)

Language

Conventions of Standard English	
L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
<ul style="list-style-type: none"> • Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. 	Antología, unit 4, p. 29 (Así se escribe) Antología, unit 5, p. 35 (Así se escribe) PB, unit 5, p. 68 (B. Lee las oraciones);
<ul style="list-style-type: none"> • Form and use regular and irregular plural nouns. 	Antología, unit 3, p. 23 (Así se escribe) SB, unit 1, p. 41 (Construye oraciones) SB, unit 2, p. 65 (Completa) Antología, unit 8, p. 53 (Así se escribe)
<ul style="list-style-type: none"> • Use abstract nouns (e.g., childhood). 	TG, Unit 7, p. 224 (Froantload vocabulary) SB, unit 8, p. 256 (Lee, escucha y repite) TG, unit 8, p. 268 (Echo Read)
<ul style="list-style-type: none"> • Form and use regular and irregular verbs. 	SB, unit 5, p. 176 (A. Lee, escucha y repite) SB, unit 6, p. 210 (A. Lee, escucha y repite) SB, unit 7, p. 244 (A. Lee en voz alta)
<ul style="list-style-type: none"> • Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. 	PB, unit 4, p. 57 (A and B) PB, unit 5, p. 71 (A and B) SB, unit 7, p. 244 (B)
<ul style="list-style-type: none"> • Ensure subject-verb and pronoun antecedent agreement. 	SB, unit 4, p. 136 (Así son los animals) PB, unit 4, p. 55 (Completa)

<ul style="list-style-type: none"> • Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. • Use coordinating and subordinating conjunctions. • Produce simple, compound, and complex sentences. 	<p>PB, unit 5, p. 71 (A and B)</p> <p>Antología, unit 5, p. 35 (number 2) PB, unit 5, p. 68 (number 2) SB, unit 8, p. 278 (C)</p> <p>Antología, unit 7, p. 46 (number 2) SB, unit 8, p. 271 (D)</p> <p>Antología, unit 8, p. 181 (A escribir) PB, unit 5, p. 72 PB, unit 6, p. 82 (C)</p>
<p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Capitalize appropriate words in titles. • Use commas in addresses. • Use commas and quotation marks in dialogue. • Form and use possessives. • Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). • Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. • Consult reference materials, including beginning dictionaries, as need to check and correct spellings. 	<p>SB, unit 6, p. 204 (Escoge) SB, unit 6, p. 201 (Completa)</p> <p>Not explicitly addressed.</p> <p>Antología, unit 3, p. 23 (number 3);</p> <p>Not explicitly addressed and generally not applicable.</p> <p>Antología, unit 5, p. 157 (number 3) Photo Cards, pollito, advanced; Antología, unit 6, p. 165 (number 3) Antología, unit 4, p. 149 (Así se escribe and number 1);</p> <p>TG, unit 2, p. 66 (Scaffold and Apply); SB, unit 2, p. 68 (Escoge la forma correcta);</p> <p>TG, unit 1, p. 26 (Challenge) TG, unit 1, p. 37 (Close) TG, unit 6, p. 187 (Challenge)</p>

Knowledge of Language	
<p>L.3.3. Use knowledge of language conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> • Choose words and phrases for effect. • Recognize and observe differences between the conventions of spoken and written standard English. 	<p>TG, unit 6, p. 202 (Good to Know and Los Lugares de España); SB, unit 6, p. 202 (Identifica las oraciones que dan una orden);</p> <p>PB, unit 2, p. 26 (Identifica los errores); Antología, unit 3, p. 22 (number 1); SB, unit 8, p. 270 (Escucha)</p>
Vocabulary Acquisition and Use	
<p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibility from a range of strategies.</p> <ul style="list-style-type: none"> • Use sentence-level context as a clue to the meaning of a word or phrase. • Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). • Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). • Use glossaries or beginning dictionaries, both print and digital to determine or clarify the precise meaning of key words and phrases. 	<p>TG, unit 8, p. 264 (Multiple Intelligences); TG, unit 2, p. 48 (Echo Read); Antología, unit 3, p. 22 (number 5);</p> <p>Antología, unit 5, p. 157 (number 3)</p> <p>Antología, unit 1, p. 60 (number 2)</p> <p>SB, pp. 286-302 (glossaries) TG, unit 8, p. 262 (Accessing Content) TG, unit 4, p. 119 (Challenge)</p>

<p>L.3.5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> • Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps). • Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). • Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). 	<p>Antología, unit 1, p. 7-8 (El topo y el zorro) Antología, unit 2, p. 63 (La mona Jacinta) Antología, unit 2, p. 64 (Canción para vestirse)</p> <p>TG, unit 1, p. 37 (Close) TG, unit 1, p. 39 (Close) TG, unit 1, p. 41 (Close)</p> <p>Not explicitly addressed.</p>
<p>L.3.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>	<p>SB, unit 2, p. 73 (Completa); TG, unit 2, p. 73 (Close); SB, unit 3, p. 91 (Conversa sobre las actividades en la escuela); TG, unit 3, p. 107 (Practice and Apply); SB, unit 5, p. 168 (Lee e identifica las palabras que dicen cuándo)</p>



**Common Core State
Standards Correlated to**
Descubre el español con
Santillana

Level E

Common Core State Standards Correlated to *Descubre el español con Santillana*

Grade 4 (DES Level E)

Reading: Literature

Key Ideas and Details	
<p>RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>TG U1, p. 14 (Multiple Access Strategies/ Accessing Critical Thinking); TG U1, p. 16 (Multiple Access Strategies); TG U2, p. 50 (Multiple Access Strategies); TG U4, p. 116 (Multiple Access Strategies/ Accessing Critical Thinking); TG U5, p. 150 (Multiple Access Strategies/ Accessing Critical Thinking); TG U5, p.152 (Meeting Individual Needs); TG U5, p. 154 (Multiple Access Strategies); TG U5, p. 158 (Multiple Access Strategies); TG U5, p. 162 (Meeting Individual Needs); TG U7, p. 220 (Meeting Individual Needs); TG U7, p. 221 (Meeting Individual Needs); TG U8, p. 254 (Multiple Access Strategies); <i>Antología</i> U1 Beginning p.9;</p>
<p>RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p>TG U5, p.152 (Multiple Access Strategies/ Accessing Concepts); TG U5, p. 156 (Language in Context); TG U5, p. 174 (Multiple Access Strategies); <i>Antología</i> (Beginner) U4, p.27; <i>Antología</i> (Intermediate) U2, p. 67; <i>Antología</i> (Intermediate) U3 p.75; <i>Antología</i> (Advanced) U2, p. 131; <i>Antología</i> (Advanced) U3, p. 139; <i>Antología</i> (Advanced) U6, p. 163; TG U7, p. 220 (Multiple Access Strategies), p. 234 (Multiple Access Strategies) p. 242 (Multiple Access Strategies); TG U8, p. 253 (Meeting Individual Needs);</p>
<p>RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a characters thoughts, words, or actions).</p>	<p>TG U7, p. 244 (Multiple Access Strategies), p. 245 (Meeting Individual Needs); TG U8, p. 258 (Frontload Vocabulary); <i>Antología</i> (Beginner) U4, p.27, (A escribir) p.29; <i>Antología</i> (Beginner) A escribir U6, p.41; <i>Antología</i> (Intermediate) U3, p.75; <i>Antología</i> (Intermediate) U4, p. 83; <i>Antología</i> (Intermediate) U6, p. 99; <i>Antología</i> (Advanced) U2, p.131; <i>Antología</i></p>

	(Advanced) U4, p.147; <i>Antología</i> (Advanced) U6, p.163
Craft and Structure	
RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	TG U1, p.20 (Frontload Vocabulary); <i>Antología</i> (Beginner) U1, Así se dice #3 p. 10; U2, Así se dice #3 p. 16; U3, Así se dice #3 p. 22; <i>Antología</i> (Intermediate) U2, Así se dice #3 p. 68; U3, Así se dice #3 p.76; U4, Así se dice #3 p. 84; U6, Así se dice #3 p. 100; <i>Antología</i> (Advanced) U2, Así se dice #3 p. 132; U3, Así se dice #3 p.140; U4, Así se dice #3 p. 148; U6, Así se dice #3 p. 164
RL.4.5. Explain major differences between poems, dramas, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions dialogue, stage directions) when writing or speaking about a text.	TG U1, p. 29 (Close); SB U1, p. 29; TG U3 p. 89 (Close), TG U5, p. 164 (Build Background);
RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	<i>Antología</i> (Intermediate) U7, A escribir p. 109
Integration of Knowledge and Ideas	
RL.4.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and direction in the text.	Not explicitly addressed.
RL.4.8. (Not applicable to literature)	
RL.4.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	SB U4 p. 133 Activity C; TG U4 p. 130 (Frontload Vocabulary), p. 132 Multiple Access Strategies; <i>Antología</i> (Intermediate) U4 p. 85 A escribir
Range of Reading and Complexity of Text	
RL.4.10. By the end of the year, read and comprehend literature, including stories, drama, and poetry, in the grade 4-5 complexity band proficiently, with scaffolding as needed at the high end of the range.	Poetry SB U1 p. 29 Stories SB U4, p. 132 <i>Antología</i> (Beginning) U1, p. 7 “La visita al volcán”, U2, p.13 “La carta del abuelo”, U3, p. 19 “ ¡Vamos a Yucatán!, U4, p. 25

	<p>“El mono y el jaguar”; <i>Antología</i> (Intermediate) U2, p. 63 “Jorge se mudó a la ciudad”, U4, p. 79 “Fábula de Tío Conejo y el gran León”; U6, p. 95 “La historia de Manú”; <i>Antología</i> (Advanced) U2 p.127 “Atrá, un ejemplo de ciudad”, U4, p. 143 “El señor Mono y don Tortuga”, U6, p.159 “La cama mágica de Bartolo”</p> <p>Drama <i>Antología</i> (Intermediate) U3 p. 71 “Fábula del buen hombre y su hijo”; <i>Antología</i> (Advanced) U3, p. 135 “Lío de perros, gatos y ratones”</p>
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Grade 4 (DES Level E)

Reading: Informational Text

Key Ideas and Details	
RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	TG U7, p. 218 (Multiple Access Strategies)
RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	TG U5, p. 152 (Multiple Access Strategies), TG U7, p. 220 (Multiple Access Strategies), p. 234 (Multiple Access Strategies), p. 242 (Multiple Access Strategies); TG U8, p.254 (Multiple Access Strategies)
RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	TG U7, p. 218 (Multiple Access Strategies), p. 221 (Meeting Individual Needs), p. 226 (Multiple Access Strategies), p. 227 (Close); SB U7 p. 219 (Activity C), p. 227 (Activity C), p. 235 (Activity C); SB U8 p. 255 (Activity C)
Craft and Structure	
RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	TG U1 p. 26 (Meeting Individual Needs), TG U5, p. 154 (Meeting Individual Needs), p. 162 (Meeting Individual Needs); SB U1, p. 26 (Activity B), SB U5, p.162 (Activity B), SB U6, p. 209 (Activity B), SB U7, p. 227 (Activity B), p. 230 (Activity B)
RI.4.5. Describe the overall structure (e.g., chronology comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of	TG U6, p.202 (Multiple Access Strategies), p.204 (Multiple Access Strategies), TG U7, p.222 (Multiple Access Strategies), p.234 (Multiple Access Strategies), p.242

a text.	(Multiple Access Strategies), TG U8, p. 276 (Multiple Access Strategies); SB U8, p. 255 (Activity F)
RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	PB U2, p.54; SB U4 p.132
Integration of Knowledge and Ideas	
RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	SB U2, p. 48, p.72; SB U3, p.94; SB U5, p. 162, SB U6, p. 194, p.211 PB U2, p. 20, p 28, PB U3, p. 44, p. 48, PB U6, p. 79, PB U8, p. 105 <i>Antología</i> (Beginner) U7, pp. 42-43
RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.	TG U8, p. 255 (Meeting Individual Needs), p. 268 (Echo Read); <i>Antología</i> (Intermediate) U1, p. 59, U5, p. 91, U7, p. 107; <i>Antología</i> (Advanced) U1, p. 123, U5, p. 155, U7, p. 171, U8, p. 179
RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	SB U8, p. 252, p. 254, p. 256, p. 260, p 268 TG U8, p. 279 (Close) <i>Antología</i> (Intermediate) U5, p. 91, U8, p.179, PB U7 p. 94
Range of Reading and Level of Text Complexity	
RI.4.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grade 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	SB U5, p. 162, U6, p. 201 (Activity A), SB U7, p. 220 (Activity B), SB U8, pp. 254-255 <i>Antología</i> (Intermediate) U1, p. 55 “La artesanía nicaragüense”, U5, p. 87 “Los deportes en Cuba”, U7, p. 103 “Rómulo Gallegos”, U8, p. 111 “El flamenco”, <i>Antología</i> (Advanced) U1, p. 119 ¡De viaje en Nicaragua!, U5, p. 151 “Huertos en la ciudad”, U7, p. 167 “Gustavo Dudamel: el músico que inspira a los niños”, U8, p. 175 “ Celebrando el arte de Picasso”

Grade 4 (DES Level E)

Reading: Foundational Skills

Phonics and Word Recognition	
RF.4.3. Know and apply grade-level phonics and word analysis skills in	SB U4, p. 127, SB U5, p. 161, SB U6, p. 195, SB U8, p. 263

<p>decoding words.</p> <ul style="list-style-type: none"> • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. 	<p>TG U4, p. 127 (Echo Read), TG U5, p. 161 (Meeting Individual Needs), TG U6, p. 195 (Close), TG U8, 263 (Close) PB U1, p.10, PB U4, p. 54, PB U5, p. 72, PB U7, p. 91, p. 94, PB U8, p. 111</p>
Fluency	
<p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> • Read grade-level text with purpose and understanding. • Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>SB U5, p. 168, SB U6 p. 188, p. 204, SB U8, p. 276, 278-279, 280</p> <p>TG U1, p. 29 (Language in Context)</p> <p>TG U6, p. 204 (Multiple Access Strategies) TG U8, p. 227 (Meeting Individual Needs)</p>

Grade 4 (DES Level E)

Writing

Text Types and Purposes	
<p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> • Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are grouped to support the writer’s purpose. 	<p>TG U6, p. 203 (Challenge), p. 205 Culminating Activities/Writing Process; TG U8, p. 269 (Challenge), p. 273 Culminating Activities/Writing Process; <i>Antología</i> (Beginner) U6, p. 40 <i>A escribir</i>; <i>Antología</i> (Intermediate) U4, p. 85 <i>A escribir</i>, U5 p.93 <i>A escribir</i>, U6, p. 101 <i>A escribir</i>; <i>Antología</i> (Advanced) U4, p. 149 <i>A escribir</i>, U6, p.165 <i>A escribir</i></p>
<ul style="list-style-type: none"> • Provide reasons that are supported by facts and details. 	<p>TG U6, p. 203 (Challenge), p. 205 Culminating Activities/Writing Process; TG U8, p. 269 (Challenge), p. 273 Culminating Activities/Writing Process; <i>Antología</i> (Beginner) U6, p. 40 <i>A escribir</i>; <i>Antología</i> (Intermediate) U4, p. 85 <i>A escribir</i>, U5 p.93 <i>A escribir</i>, U6, p. 101 <i>A escribir</i>; <i>Antología</i> (Advanced) U4, p. 149 <i>A escribir</i>, U6, p.165 <i>A escribir</i></p>
<ul style="list-style-type: none"> • Link opinion and reasons using words and 	<p>Not explicitly addressed.</p>

<p>phrases (e.g., for instance, in order to, in addition).</p> <ul style="list-style-type: none"> • Provide a concluding statement or section related to the opinion presented. 	<p>TG U6, p. 203 (Challenge), p. 205 Culminating Activities/Writing Process; TG U8, p. 269 (Challenge), p. 273 Culminating Activities/Writing Process; <i>Antología</i> (Beginner) U6, p. 40 <i>A escribir</i>; <i>Antología</i> (Intermediate) U4, p. 85 <i>A escribir</i>, U5 p.93 <i>A escribir</i>, U6, p. 101 <i>A escribir</i>; <i>Antología</i> (Advanced) U4, p. 149 <i>A escribir</i>, U6, p.165 <i>A escribir</i></p>
<p>W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> • Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. • Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. 	<p>TG U4, p. 144 (Challenge), p. 145 Culminating Activities/Writing Process, <i>Hoja de actividad 49</i>, TG U5, p. 166 (Challenge), p. 171 Culminating Activities/Writing Process, <i>Hoja de actividad 50</i>, TG U6, p. 204 (Challenge), p. 205 Culminating Activities/Writing Process, <i>Hoja de actividad 51</i>, TG U7, p. 243 (Challenge), p. 247 Culminating Activities/Writing Process, <i>Hoja de actividad 52</i>; TG U8, p. 253 (Challenge), p. 256, p. 257 Culminating Activities/Writing Process, p. 257 (Challenge), p. 261 (Challenge), p. 265 Culminating Activities/Writing Process; <i>Antología</i> (Beginner) U4, p. 29 <i>A escribir</i>, U5, p. 35 <i>A escribir</i>, U7, p. 47 <i>A escribir</i>; <i>Antología</i> (Intermediate), U2, p. 69 <i>A escribir</i>; <i>Antología</i> (Advanced), U1 p. 125 <i>A escribir</i>, U2, p. 133 <i>A escribir</i>, U5, p. 157 <i>A escribir</i>, U7, p. 173 <i>A escribir</i>, U8, p. 181 <i>A escribir</i></p> <p>TG U4, p. 144 (Challenge), p. 145 Culminating Activities/Writing Process, <i>Hoja de actividad 49</i>, TG U5, p. 166 (Challenge), p. 171 Culminating Activities/Writing Process, <i>Hoja de</i></p>

	<p><i>actividad 50</i>, TG U6, p. 204 (Challenge), p. 205 Culminating Activities/Writing Process, <i>Hoja de actividad 51</i>, TG U7, p. 243 (Challenge), p. 247 Culminating Activities/Writing Process, <i>Hoja de actividad 52</i>; TG U8, p. 253 (Challenge), p. 256, p. 257 Culminating Activities/Writing Process, p. 257 (Challenge), p. 261 (Challenge), p. 265 Culminating Activities/Writing Process; <i>Antología</i> (Beginner) U4, p. 29 <i>A escribir</i>, U5, p. 35 <i>A escribir</i>, U7, p. 47 <i>A escribir</i>; <i>Antología</i> (Intermediate), U2, p. 69 <i>A escribir</i>; <i>Antología</i> (Advanced), U1 p. 125 <i>A escribir</i>, U2, p. 133 <i>A escribir</i>, U5, p. 157 <i>A escribir</i>, U7, p. 173 <i>A escribir</i>, U8, p. 181 <i>A escribir</i></p>
<ul style="list-style-type: none"> • Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). 	<p>Not explicitly addressed.</p>
<ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary to inform about or explain the topic. 	<p>TG U4, p. 144 (Challenge), p. 145 Culminating Activities/Writing Process, <i>Hoja de actividad 49</i>, TG U5, p. 166 (Challenge), p. 171 Culminating Activities/Writing Process, <i>Hoja de actividad 50</i>, TG U6, p. 204 (Challenge), p. 205 Culminating Activities/Writing Process, <i>Hoja de actividad 51</i>, TG U7, p. 243 (Challenge), p. 247 Culminating Activities/Writing Process, <i>Hoja de actividad 52</i>; TG U8, p. 253 (Challenge), p. 256, p. 257 Culminating Activities/Writing Process, p. 257 (Challenge), p. 261 (Challenge), p. 265 Culminating Activities/Writing Process; <i>Antología</i> (Beginner) U4, p. 29 <i>A escribir</i>, U5, p. 35 <i>A escribir</i>, U7, p. 47 <i>A escribir</i>; <i>Antología</i> (Intermediate), U2, p. 69 <i>A escribir</i>; <i>Antología</i> (Advanced), U1 p. 125 <i>A escribir</i>, U2, p. 133 <i>A escribir</i>, U5, p. 157 <i>A escribir</i>, U7, p. 173 <i>A escribir</i>, U8, p. 181 <i>A escribir</i></p>
<ul style="list-style-type: none"> • Provide a concluding statement or section 	<p>TG U4, p. 144 (Challenge), p. 145</p>

<p>related to the information or explanation presented.</p>	<p>Culminating Activities/Writing Process, <i>Hoja de actividad 49</i>, TG U5, p. 166 (Challenge), p. 171 Culminating Activities/Writing Process, <i>Hoja de actividad 50</i>, TG U6, p. 204 (Challenge), p. 205 Culminating Activities/Writing Process, <i>Hoja de actividad 51</i>, TG U7, p. 243 (Challenge), p. 247 Culminating Activities/Writing Process, <i>Hoja de actividad 52</i>; TG U8, p. 253 (Challenge), p. 256, p. 257 Culminating Activities/Writing Process, p. 257 (Challenge), p. 261 (Challenge), p. 265 Culminating Activities/Writing Process; <i>Antología</i> (Beginner) U4, p. 29 <i>A escribir</i>, U5, p. 35 <i>A escribir</i>, U7, p. 47 <i>A escribir</i>; <i>Antología</i> (Intermediate), U2, p. 69 <i>A escribir</i>; <i>Antología</i> (Advanced), U1 p. 125 <i>A escribir</i>, U2, p. 133 <i>A escribir</i>, U5, p. 157 <i>A escribir</i>, U7, p. 173 <i>A escribir</i>, U8, p. 181 <i>A escribir</i></p>
<p>W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> • Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. • Use dialogue and description to develop experiences and events or show the responses of characters to situations. 	<p>TG U6, p. 185 (Challenge), p. 187 (Challenge), p. 189 Culminating Activities/Writing Process, TG U8, p. 255 (Challenge), p. 257 Culminating Activities/Writing Process, p. 271 (Challenge), p. 273 Culminating Activities/Writing Process, p. 277 (Challenge), p. 279 (Challenge), p. 281 Culminating Activities/Writing Process, <i>Antología</i> (Beginner) U3, p. 23 <i>A escribir</i>, U8, p. 53 <i>A escribir</i>; <i>Antología</i> (Intermediate) U1, p. 61 <i>A escribir</i>, U7, p. 109 <i>A escribir</i>; <i>Antología</i> (Advanced) U3, p. 141 <i>A escribir</i></p> <p>TG U6, p. 185 (Challenge), p. 187 (Challenge), p. 189 Culminating Activities/Writing Process, TG U8, p. 255 (Challenge), p. 257 Culminating Activities/Writing Process, p.</p>

<ul style="list-style-type: none"> • Use a variety of transitional words and phrases to manage the sequence of events. • Use concrete words and phrases and sensory details to convey experiences and events precisely. • Provide a conclusion that follows from the narrated experiences or events. 	<p>271 (Challenge), p. 273 Culminating Activities/Writing Process, p. 277 (Challenge), p. 279 (Challenge), p. 281 Culminating Activities/Writing Process, <i>Antología</i> (Beginner) U3, p. 23 <i>A escribir</i>, U8, p. 53 <i>A escribir</i>; <i>Antología</i> (Intermediate) U1, p. 61 <i>A escribir</i>, U7, p. 109 <i>A escribir</i>; <i>Antología</i> (Advanced) U3, p. 141 <i>A escribir</i> Not explicitly addressed.</p> <p>Not explicitly addressed.</p> <p>TG U6, p. 185 (Challenge), p. 187 (Challenge), p. 189 Culminating Activities/Writing Process, TG U8, p. 255 (Challenge), p. 257 Culminating Activities/Writing Process, p. 271 (Challenge), p. 273 Culminating Activities/Writing Process, p. 277 (Challenge), p. 279 (Challenge), p. 281 Culminating Activities/Writing Process, <i>Antología</i> (Beginner) U3, p. 23 <i>A escribir</i>, U8, p. 53 <i>A escribir</i>; <i>Antología</i> (Intermediate) U1, p. 61 <i>A escribir</i>, U7, p. 109 <i>A escribir</i>; <i>Antología</i> (Advanced) U3, p. 141 <i>A escribir</i></p>
Production and Distribution of Writing	
<p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1-3 above.)</p>	<p>TG U6, p. 185 (Challenge), p. 187 (Challenge), p. 189 Culminating Activities/Writing Process, TG U8, p. 255 (Challenge), p. 257 Culminating Activities/Writing Process, p. 271 (Challenge), p. 273 Culminating Activities/Writing Process, p. 277 (Challenge), p. 279 (Challenge), p. 281 Culminating Activities/Writing Process, <i>Antología</i> (Beginner) U3, p. 23 <i>A escribir</i>, U8, p. 53 <i>A escribir</i>; <i>Antología</i> (Intermediate) U1, p. 61 <i>A escribir</i>, U7, p. 109 <i>A escribir</i>; <i>Antología</i> (Advanced) U3, p. 141 <i>A escribir</i>; TG U4, p. 144 (Challenge), p. 145</p>

	<p>Culminating Activities/Writing Process, <i>Hoja de actividad 49</i>, TG U5, p. 166 (Challenge), p. 171 Culminating Activities/Writing Process, <i>Hoja de actividad 50</i>, TG U6, p. 204 (Challenge), p. 205 Culminating Activities/Writing Process, <i>Hoja de actividad 51</i>, TG U7, p. 243 (Challenge), p. 247 Culminating Activities/Writing Process, <i>Hoja de actividad 52</i>; TG U8, p. 253 (Challenge), p. 256, p. 257 Culminating Activities/Writing Process, p. 257 (Challenge), p. 261 (Challenge), p. 265 Culminating Activities/Writing Process; <i>Antología</i> (Beginner) U4, p. 29 <i>A escribir</i>, U5, p. 35 <i>A escribir</i>, U7, p. 47 <i>A escribir</i>; <i>Antología</i> (Intermediate), U2, p. 69 <i>A escribir</i>; <i>Antología</i> (Advanced), U1 p. 125 <i>A escribir</i>, U2, p. 133 <i>A escribir</i>, U5, p. 157 <i>A escribir</i>, U7, p. 173 <i>A escribir</i>, U8, p. 181 <i>A escribir</i></p>
W.4.5. With guidance and support from peers and adults, develop and strengthen writing by planning, revising, and editing.	<p>TG U1 p. 43 Culminating Activities/Writing Process; TG U2 p. 77 Culminating Activities/Writing Process; TG U3 p. 111, Culminating Activities/Writing Process; TG U4 p. 145 Culminating Activities/Writing Process; TG U5 p. 179 Culminating Activities/Writing Process; TG U6 p. 213 Culminating Activities/Writing Process; TG U7 p. 247 Culminating Activities/Writing Process; TG U8 p. 281 Culminating Activities/Writing Process</p>
W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	<p><i>DE Online</i> U3, week 4; U5, week 4; U6, week 1; U7, week 4, U8, week 4</p>
Research to Build and Present Knowledge	
W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	<p>TG U6 p.188 (Challenge), p. 196 (Challenge); TG U8 p. 277 (Close), p. 280 (Challenge)</p>
W.4.8. Recall relevant information from	<p>TG U4 p. 136 (Challenge). P. 144</p>

experience or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	(Challenge); TG U5 p. 166 (Challenge); <i>Antología</i> (Beginner) U1, p. 11; U3, p. 23; U5, p. 35; <i>Antología</i> (Intermediate) U3, p. 77; U5, p. 93; U8, p. 117; <i>Antología</i> (Advanced) U5, p. 157; U6 p. 165
W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> • Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”)) • Apply grade 4 Reading standards to informational texts (e.g., “Explain how the author uses reasons and evidence to support particular points in a text.”) 	<i>Antología</i> (Beginner) U6, p. 41 <i>A escribir</i> , U8 p. 53 <i>A escribir</i> ; <i>Antología</i> (Intermediate) U4, p. 85 <i>A escribir</i> ; <i>Antología</i> (Advanced) U3, p. 141 <i>A escribir</i> <i>Antología</i> (Beginner) U7, p. 47 <i>A escribir</i> ; <i>Antología</i> (Intermediate) U1, p. 61 <i>A escribir</i> ; U7, p.109 <i>A escribir</i> ; <i>Antología</i> (Advanced) U7, p. 173 <i>A escribir</i>
Range of Writing	
W.4.10. 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 discipline specific tasks, purposes, and audiences.	TG U6 p. 213 Culminating Activities/Writing Process; TG U7 p. 247 Culminating Activities/Writing Process; TG U8 p. 281 Culminating Activities/Writing Process

**Grade 4 (DES Level E)
Speaking and Listening**

Comprehension and Collaboration	
SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. <ul style="list-style-type: none"> • Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. 	TG U1, p. 16 (Echo Read), p. 22 (Warm-Up); TG U3, p. 91 (Challenge); TG U3 p. 102 (Challenge)
<ul style="list-style-type: none"> • Follow agreed-upon rules for discussions and carry out assigned roles. 	TG U3 p. 94 (Challenge), TG U3 p. 99 (Role-Play), TG U4 p. 139 (Role-Play), TG U6, p. 200, (Role-Play), TG U6 p. 207

<ul style="list-style-type: none"> • Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. • Review key ideas expressed and explain their own ideas and understanding in light of the discussion. 	<p>(Role-Play)</p> <p>TG U4 p. 133 (Challenge); SB U4 p. 143 (Activity D); SB U5 p. 169 (Activity D); SB U6 p. 188 (Activity B); TG U6 p. 207 (Role-Play); SB U6, p. 203 (Activity E), p. 211 (Activity D); SB U7 p. 221 (Activity E), p. 246 (Activity B)</p> <p>SB U3 p. 110 (Activity C); TG U5 p. 169 (Challenge); SB U8 p. 277 (Activity C)</p>
<p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SB U4 p. 137 (Aplica); SB U5 p. 153 (Activity D); TG U5 p. 162 (Challenge); SB U5 p. 167 (Activity C); TG U6, p. 200 (Role-Play); SB U6, p. 204 (Activity C), SB U6, p. 209 (Activity D); TG U7 p. 221 (Challenge); SB U7, p. 243 (Activity D); SB U8, p. 255 (Activity F); SB U8 p. 279 (Activity E)</p>
<p>SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>TG U6 p. 187 (Challenge); TG U8 p. 255 (Challenge)</p>
<p>Presentation of Knowledge and Ideas</p>	
<p>SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>TG U4, p. 117 (Challenge), U4 p. 140 (Challenge), p. 144 (Challenge); TG U5, p. 166 (Challenge), p. 175 (Challenge); TG U6, p. 185 (Challenge), p. 199 (Language in Context), p. 209 (Challenge); TG U7, p. 243 (Challenge); TG U8 p. 269 (Challenge)</p>
<p>SL.4.5. Add audio recording and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>TG U6, p. 209 (Challenge); TG U7, p. 243 (Challenge)</p>
<p>SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p>	<p>SB U6, p. 204 (Activity C), SB U6, p. 209 (Activity D); SB U8, p. 255 (Activity F); SB U8 p. 279 (Activity E); TG U3 p. 94 (Challenge), TG U3 p. 99 (Role-Play), TG U4 p. 139 (Role-Play), TG U6, p. 200, (Role-Play), TG U6 p. 207 (Role-Play)</p>

Grade 4 (DES Level E)

Language

<p>Conventions of Standard English</p>	
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<p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). • Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. • Use modal auxiliaries (e.g., can, may, must) to convey various conditions. • Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). • Form and use prepositional phrases. • Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. • Correctly use frequently confused words (e.g., to, too, two; there, their). 	<p><i>Antología</i> (Intermediate) U1, p. 61 (Así se escribe);</p> <p>Not applicable/not explicitly addressed.</p> <p>Not applicable/not explicitly addressed.</p> <p>TG U3 p. 85 (Challenge), TG U4 p. 144 (Challenge); TG U5 p. 166 (Challenge), p. 178 (Challenge); <i>Antología</i> (Intermediate) U2, p. 69 (Así se escribe)</p> <p>TG U1 pp 32-33 (Warm-up, Language in Context, Scaffold and Apply); PB U1, week 3, pp. 12-13; TG U2 pp. 48-49 (Practice and Apply and Close), pp. 50-51 (Read to Build and Scaffold and Apply)</p> <p>PB U1, review pp. 17-18; TG U8, pp. 270-271 (Scaffold and Apply)</p> <p>Not applicable/not explicitly addressed.</p>
<p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Use correct capitalization. • Use commas and quotation marks to mark direct speech and quotations from a text. 	<p>TG U7, p. 237 (Challenge); TG U8, p 270 (Scaffold and Apply).</p> <p>TG U7, p 236 (Good to Know! Language</p>

<ul style="list-style-type: none"> • Use a comma before a coordinating conjunction in a compound sentence. • Spell grade-appropriate words correctly, consulting references as needed. 	<p>in Context); TG U8, p 270 (Scaffold and Apply).</p> <p>TG U7, p 236 (Language in Context).</p> <p>TG U3, p. 99 (Challenge); TG U4 p. 127 (Close); TG U5 p. 161 (Close); TG U7 p. 229 (Challenge), p. 229 (Close); TG U8 p. 263 (Close); <i>Antología</i> (Intermediate) U8 p. 117 Así se escribe; <i>Antología</i> (Advanced) U1, p. 125 Así se escribe; U2 p. 132 Así se dice; U3 p. 140 Así se dice</p>
<p>Knowledge of Language</p>	
<p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> • Choose words and phrases to convey ideas precisely. • Choose punctuation for effect. • Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). 	<p>TG U3 p. 111, Culminating Activities/Writing Process; TG U4 p. 145 Culminating Activities/Writing Process; TG U5 p. 179 Culminating Activities/Writing Process; TG U6 p. 213 Culminating Activities/Writing Process; TG U7 p. 247 Culminating Activities/Writing Process; TG U8 p. 281 Culminating Activities/Writing Process</p> <p>TG U7, p 236 (Good to Know!); TG U8, pp 270-271 (Scaffold and Apply)</p> <p>SB U6, p. 204 (Activity C), SB U6, p. 209 (Activity D); SB U8, p. 255 (Activity F); SB U8 p. 279 (Activity E); TG U3 p. 94 (Challenge), TG U3 p. 99 (Role-Play), TG U4 p. 139 (Role-Play), TG U6, p. 200, (Role-Play), TG U6 p. 207 (Role-Play)</p>
<p>Vocabulary Acquisition and Use</p>	
<p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p>	

<ul style="list-style-type: none"> • Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. • Use common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). • Consult reference materials (e.g., dictionaries, glossaries, thesauruses) both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 	<p>TG U8, pp 258-259 (Language in Context, Predict, Close); TG U7 p. 225 (Language in Context).</p> <p><i>Antología</i> (Advanced) U8 p. 181 Así se escribe</p> <p>TG U6, p. 195 (Challenge)</p>
<p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> • Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. • Recognize and explain the meaning of common idioms, adages, and proverbs. • Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). 	<p><i>Antología</i> (Intermediate) U4 p. 85.</p> <p>TG U7 p. 219 (Challenge); <i>Antología</i> (Intermediate) U4, p. 85 Así se escribe; <i>Antología</i> (Advanced) U6, p. 165 Así se escribe</p> <p>TG U8 p. 241 (Language in Context); <i>Antología</i> (Advanced) U5, p. 156.</p>
<p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<p>TG U4, p. 117 (Challenge), U4 p. 140 (Challenge), p. 144 (Challenge); TG U5, p. 166 (Challenge), p. 175 (Challenge); TG U6, p. 185 (Challenge), p. 199 (Language in Context), p. 209 (Challenge); TG U7, p. 243 (Challenge); TG U8 p. 269 (Challenge)</p>



**Common Core State
Standards Correlated to**
Descubre el español con
Santillana

Level F

Common Core State Standards Correlated to *Descubre el español to Santillana*

Grade 5 (DES Level F)

Reading: Literature

Key ideas and Details	
RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	TG unit 1, p. 15 (Accessing Critical-Thinking); unit 4, pp. 117 (Accessing Critical-Thinking Skills), 123 (Language in Context); unit 5, p. 151 (Accessing Critical-Thinking Skills); unit 6, p. 191 (Language in Context) <i>Antología</i> unit 1 (Beginner), p. 9 #5; unit 6 (Intermediate), p. 99, #4; unit 4, p. 147 (Advanced), #4
RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	TG unit 4, p. 144 (Accessing Critical-Thinking Skills) <i>Antología</i> unit 1 (Intermediate), p. 59, #6; unidad 2, p. 130 #6
RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	<i>Antología</i> unit 2 (Beginner), p. 15 (#2, #6); unit 2 (Intermediate), p. 69, <i>A escribir</i> ; unit 4, (Intermediate), p. 83 (#5) PB unit 4, p. 58
Craft and Structure	
RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	<i>Antología</i> unit 4 (Advanced), p. 148 (<i>Así se dice</i> , #2); unit 6, (Advanced) p. 164 (<i>Así se dice</i> , #3) <i>Tarjetas fotográficas</i> for <i>culebra</i> (unit 4, p. 122, Frontload/Scaffold Vocabulary) and <i>llama</i> (unit 1, p. 12, Build Background) (suggested activities, Accessing Critical Thinking Skills)
RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	<i>Antología</i> unit 4 (Intermediate), p. 61, <i>A escribir</i> ; <i>Antología</i> unit 1 (Advanced), p. 125, <i>A escribir</i>
RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.	<i>Antología</i> unit 1 (Beginner), p. 9 (#5); unit (Beginner), p. 27 (#6); unit 2 (Advanced), p. 131 (#6)
Integration of Knowledge and Ideas	
RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	TG unit 4, p. 144 (Activity B) <i>Antología</i> unit 2 (Advanced), p. 131 (#6)

RL.5.8. (Not applicable to literature)	--
RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	TG unit 4, pp. 138 (Build Background), 141 (Close activity)
Range of Reading and Complexity of Text	
RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	Poems: SB unit 2, p. 58 (Activity A); unit 3, p. 105; unit 5, p. 149; unit 7, p. 241; unit 8, p. 251 <i>Antología:</i> Dramas: “La niña y el perro”, unit 1 (Beginner), p. 7; “Reunión de mascotas” unit 1 (Intermediate), p. 55; “Vida y sueño” unit 1 (Advanced), p. 119 Stories: “La idea de Laura” unit 6 (Beginner), p. 37; “Supersapo” unit 6 (Intermediate), p. 95; “Babú” unit 6 (Advanced), p. 159

Grade 5 (DES Level F)

Reading: Informational Text

Key Ideas and Details	
RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	TG unit 5, pp. 152-153 SB unit 4, p. 118 (Activity A)
RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	TG unit 6, p. 186; unit 7, p. 220 (Multiple Access Strategies, Meeting Individual Needs) SB unit 7, p. 221 (Activity F) <i>Antología</i> unit 8 (Intermediate), p. 115 (#6)
RI.5.3. Explain the relationships of interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	TG unit 7, pp. 218 (Multiple Access Strategies) <i>Antología</i> unit 7 (Intermediate), p. 107 (#2, #6); unit 3 (Advanced), p. 141, <i>A escribir</i>
Craft and Structure	
RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	TG unit 5, p. 178; unit 6, p. 203 (Accessing Critical-Thinking Skills) SB unit 7, p. 222 <i>Antología</i> unit 1 (Beginner), p. 12 (#1); unit 4 (Intermediate), p.76, (#3); unit 7 (Intermediate), p. 108 (#3); unit 3

	(Advanced), p. 140 (#2) PB unit 1, p. 10 (Activity B); unit 2, pp. 20, 24;
RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	SB unit 5 pp .156-157 <i>Antología</i> unit 5, pp. 30-33
RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	SB unit 4, p. 139 PB unit 4, p. 58
Integration of Knowledge and Ideas	
RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	SB unit 7, p. 246 PB unit 6, p. 86; unit 7, pp. 93-94, 100
RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	TG unit 5, p. 150 (Echo Read) <i>Antología</i> unit 5, p. 91 (#6)
RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	SB unit 3, p. 90; unit 8, pp. 262, 268, 270 <i>Antología</i> unit 3 (Beginner), p. 21 PB unit 6, p. 86; unit 7, pp. 93-94; unit 8, p. 115 (#6)
Range of Reading and Level of Text Complexity	
RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	SB unit 5, pp. 162, 170; unit 6, p. 186 (Activity A); unit 7, pp. 218, 220 <i>Antología</i> : “La escuela en El Salvador” unit 3 (Beginner), p. 19; “Los juegos de pelota de los aztecas, los mayas y los taínos” unit 5, p. 87; “La ciudad debajo de la Ciudad de México” unit 7 (Advanced), p. 167

Grade 5 (DES Level F)

Reading: Foundational Skills

Phonics and Word Recognition	
RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words. • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar	TG unit 4, p. 126; unit 8, pp. 262-263 SB unit 3, p. 93; unit 4, p. 126; unit 6, p. 194 PB unit 1, p. 9; unit 3, p. 37; unit 4, p. 51 <i>Tarjetas fotográficas</i> for <i>invierno</i> unit 6, p. 190 (Suggested activity, Accessing Concepts) and for <i>otoño</i> (Suggested

multisyllabic words in context and out of context.	activities, Accessing Concepts and Accessing Content)
Fluency	
<p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> • Read grade-level text with purpose and understanding. • Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>TG unit 7, pp. 225 (Language in Context) SB unit 2, p. 67 (Activity A); unit 3, pp. 94, 101; unit 5, p. 170 (Activity A)</p> <p>TG p. 242 (Role-Play) SB unit 2, pp. 49 (Activity A), 74 (Activity B); unit 5, p. 154; unit 8, pp. 251, 278 (Activity A)</p> <p>TG unit 5, p. 149 SB unit 7, p. 222 (Activity B)</p>

Grade 5 (DES Level F)

Writing

Text Types and Purposes	
<p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> • Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. • Provide logically ordered reasons that are supported by facts and details. • Link opinion and reasons using words, phrases, clauses (e.g., consequently, specifically). • Provide a concluding statement or section related to the opinion presented. 	<p>TG unit 5, p. 163, Culminating Activities/Writing Process; unit 8, p. 257, Culminating Activities/Writing Process, <i>Hoja de actividad 8</i> <i>Antología</i> unit 3 (Beginner), p. 23, <i>A escribir</i>; unit 4 (Advanced), p. 149, <i>A escribir</i></p> <p>TG unit 5, p. 163, Culminating Activities/Writing Process, <i>Hoja de actividad 8</i>; unit 8, p. 257, Culminating Activities/Writing Process <i>Antología</i> unit 4 (Advanced), p. 149, <i>A escribir</i></p> <p>Not explicitly addressed.</p> <p>TG unit 5, p. 163, Culminating Activities/Writing Process; unit 8, p. 257, Culminating Activities/Writing Process</p>

	<i>Antología</i> unit 4 (Advanced), p. 149, <i>A escribir</i>
<p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> • Introduce a topic clearly, provide a general observation and focus, and group related information logically; including formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. • Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. • Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Provide a concluding statement or section related to the information or explanation presented. 	<p>TG unit 6, p. 187 (Challenge activity); unit 7, p. 231, Culminating Activities/Writing Process <i>Antología</i> unit 2 (Intermediate), p. 69, <i>A escribir</i>; unit 7 (Advanced), p. 173, <i>A escribir</i></p> <p>TG unit 6, p. 187 (Challenge activity); unit 7, p. 223, Culminating Activities/Writing Process, <i>Hoja de actividad 8</i> <i>Antología</i> unit 3 (Advanced), p. 141, <i>A escribir</i>; unit 7 (Advanced), p. 173, <i>A escribir</i></p> <p>TG unit 6, p. 187 (Challenge activity); unit 7, p. 231, Culminating Activities/Writing Process <i>Antología</i> unit 3 (Advanced), p. 141, <i>A escribir</i>; unit 7 (Advanced), p. 173, <i>A escribir</i></p> <p>TG unit 6, p. 187 (Challenge activity); unit 7, p. 231, Culminating Activities/Writing Process <i>Antología</i> unit 3 (Advanced), p. 141, <i>A escribir</i>; unit 7 (Advanced), p. 173, <i>A escribir</i></p> <p>TG unit 7, p. 231, Culminating Activities/Writing Process <i>Antología</i> unit 2 (Intermediate), p. 69, <i>A escribir</i>; unit 3 (Advanced), p. 141, <i>A escribir</i>; unit 7 (Advanced), p. 173, <i>A escribir</i></p>
<p>W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> • Orient the reader by establishing a situation and introducing a narrator and/or 	<p>TG unit 4, p. 144 (Challenge activity); unit 6, p. 189, Culminating Activities/Writing</p>

<p>characters; organize an event sequence that unfolds naturally.</p> <ul style="list-style-type: none"> • Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. • Use a variety of transitional words, phrases, and clauses to manage the sequence of events. • Use concrete words and phrases and sensory details to convey. • Provide a conclusion that follows from the narrated experiences or events. 	<p>Process, <i>Hoja de actividad 4</i></p> <p>TG unit 4, p. 144 (Challenge activity); unit 6, p. 197, Culminating Activities/Writing Process</p> <p>TG unit 6, p. 197, Culminating Activities/Writing Process</p> <p>TG unit 4, p. 144 (Challenge activity); unit 6, p. 197, Culminating Activities/Writing Process</p> <p>TG unit 4, p. 144 (Challenge activity); unit 6, p. 197, Culminating Activities/Writing Process</p>
<p>Production and Distribution of Writing</p>	
<p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above).</p>	<p>TG unit 5, pp. 163, Culminating Activities/Writing Process; unit 8, p. 257, Culminating Activities/Writing Process, <i>Antología</i> unit 2 (Intermediate), p. 69, <i>A escribir</i>; unit 3 (Advanced), p. 141, <i>A escribir</i>; unit 7 (Advanced), p. 173, <i>A escribir</i> <i>DE Online</i> unit 6, week 1; unit 7, week 4</p>
<p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>TG unit 5, pp. 155, 163, 171, Culminating Activities/Writing Process; unit 8, pp. 257, 265, 273, Culminating Activities/Writing Process</p>
<p>W.5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	<p><i>DE Online</i> unit 3, week 4; unit 5, week 4; unit 6, week 1; unit 7, week 4</p>
<p>Research to Build and Present Knowledge</p>	
<p>W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p>TG unit 5, p. 154 (Activity C) SB unit 5, p. 154 (Activity C)</p>

<p>W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	<p>TG unit 6, pp. 187 (Challenge), 196 (Activity C) TG unit 5, p. 155, Culminating Activities/Writing Process, <i>Hoja de actividad 8</i> SB unit 6, p. 189, <i>¡A escribir!</i>; unit 8, p. 257, <i>¡A escribir!</i>;</p>
<p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> • Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text [e.g., how characters interact]”). • Apply grade 5 Reading standards to informational texts (e.g., Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”). 	<p><i>Antología</i> unit 4, (Beginner), p. 27 (#6); unit 5 (Intermediate), p. 85, <i>A escribir</i>;</p> <p>SB unit 6, p. 196 (Activity C) PB unit 4, p. 55; unit 5, p. 69</p>
Range of Writing	
<p>W.5.10. 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 discipline-specific tasks, purposes, and audiences.</p>	<p>TG unit 8, pp. 255 (Challenge activity), 257, 265, 273 (Culminating Activities/Writing Process)</p>

**Grade 5 (DES Level F)
Speaking and Listening**

Comprehension and Collaboration	
<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> • Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. 	<p>TG unit 1, pp. 10 (Discuss the Big Idea), 14 (Echo Read-Predictions); unit 7, pp. 219 (Close activity), 221 (Close activity)</p>

<ul style="list-style-type: none"> • Followed agreed-upon rules for discussions and carry out assigned roles. • Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. • Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. 	<p>TG unit 1, p. 14 (Warm-up activity); unit 7, pp. 219 (Close activity), 222 (Multiple Intelligences activity)</p> <p>TG unit 1, p. 30 (Echo Read-Predictions), p. 31 (Practice and Apply, Activity B); unit 2, p. 56 (Echo Read-Predictions); unit 5, p. 157 (Close activity) SB unit 8, p. 253 (Activity C)</p> <p>TG unit 1, pp. 14 and 30 (Echo Read-Predictions); unit 5, p. 175 (Close activity); unit 7, p. 222 (Multiple Intelligences activity)</p>
SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Not explicitly addressed.
SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	TG unit 7, p. 219 (Close activity)
Presentation of Knowledge and Ideas	
SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	TG unit 5, p. 175 (Close activity); unit 8, p. 259 (Close activity)
SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	TG unit 5, pp. 151 (Close activity), 163 (Multiple Intelligences); unit 8, pp. 253 (Challenge activity), 261 (Close activity)
SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	TG unit 8, p. 253 (Challenge activity), 261 (Close activity), 267 (Close activity)

Grade 5 (DES Level F)

Language

Conventions of Standard English	
<p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Explain the function of conjunctions, prepositions, and interjections in general 	<p>TG unit 5, pp. 151 (Challenge activity), 157 (Language in Context), 160 (Activity</p>

<p>and their function in particular sentences.</p> <ul style="list-style-type: none"> • Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. • Use verb tense to convey various times, sequences, states, and conditions. • Recognize and correct inappropriate shifts in verb tense. • Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>). 	<p>A) SB unit 4, p. 135 (Activity D); unit 6, p. 203; unit 7, p. 236 (Activity B); unit 8, p. 271 (Activity E) <i>Antología</i> unit 4 (Intermediate), p. 85 (#3)</p> <p>Not explicitly addressed/not applicable.</p> <p>SB unit 2, p. 76 (Activity B); unit 5, pp. 152 (Activity B), 176-177; unit 6, pp. 203 (Activity E), 210-211; unit 7, pp. 243, 245 <i>Antología</i> unit 1 (Beginner), p. 11 (#3); unit 2 (Beginner), p. 17 (#2)</p> <p><i>Antología</i> unit 7 (Intermediate), p. 109 (#1, #2)</p> <p>SB unit 6, p. 203; unit 7, p. 236 (Activity B); unit 8, p. 271 (Activity E) <i>Antología</i> unit 6 (Beginner), p. 41 (#1); unit 3 (Intermediate), p. 77 (#2, #3); unit 4 (Advanced), p. 149 (#3)</p>
<p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Use punctuation to separate items in a series. • Use a comma to separate an introductory element from the rest of the sentence. • Use a comma to set off words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). • Use underlining, quotation marks, or italics to indicate titles of works. 	<p>PB unit 2, p. 20 (Activity B); unit 3, pp. 35 (Activity B), 44</p> <p>SB p. 203 (Activity C) PB unit 6, p. 83 (Activity B)</p> <p>Not explicitly addressed.</p> <p>Not explicitly addressed.</p>

<ul style="list-style-type: none"> • Spell grade-appropriate words correctly, consulting references as needed. 	<p>SB unit 2, p. 59 (Activity D); unit 7, p. 229 (Activity C) PB unit 3, pp. 37, 38 (Activity A); unit 4, p. 51; unit 8, p. 107 (Activity D) <i>Antología</i> unit 5 (Beginner), p. 35 (#1); unit 7 (Beginner), p. 47 (#1)</p>
Knowledge of Language	
<p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, and listening.</p> <ul style="list-style-type: none"> • Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. • Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. 	<p>TG unit 3, p. 111, Culminating Activities/Writing Process, <i>Hoja de actividad 23</i>; unit 6, p. 205, Culminating Activities/Writing Process, <i>Hoja de actividad 34</i> SB unit 5, p. 169 (Activities E and F); unit 6, p. 203 (Activities C and D)</p> <p><i>Tarjetas fotográficas:</i> <i>abuela</i>, unit 1, p. 20 (Suggested activities, Accessing Critical Thinking) <i>cerdo</i>, unit 4, p. 114 (Suggested activities, Accessing Critical Thinking) <i>loro</i>, unit 4, p. 122 (Suggested activities, Accessing Critical Thinking)</p>
Vocabulary Acquisition and Use	
<p>L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> • Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. • Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). • Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 	<p><i>Antología</i> unit 5 (Beginner), p. 33 (#5); unit 3 (Intermediate), p. 75 (#6)</p> <p><i>Antología</i> unit 1 (Intermediate), p. 60 (#2); unit 2 (Intermediate), p. 69 (#3)</p> <p>TG unit 4, p. 127 (Challenge activity) SB Glossary, pp. 286-303 <i>Antología:</i> Unit 1 (Advanced), p. 124 (#3); unit 2 (Advanced), p. 132 (#3); unit 4</p>

	(Advanced), p. 148 (#1, #4) Glossary, pp. 182-197
<p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> • Interpret figurative language, including similes and metaphors, in context. • Recognize and explain the meaning of common idioms, adages, and proverbs. • Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. 	<p><i>Antología</i> unit 2 (Advanced), p. 131 (#6)</p> <p>SB unit 4, pp. 139, 144</p> <p>SB unit 7, pp. 222, 238 (Activity B) PB unit 7, p. 101 (#2) <i>Antología</i> unit 4 (Intermediate), p. 84 (#1); unit 6 (Advanced), p. 165 (#1)</p> <p><i>Antología</i> unit 2 (Beginner), p. 16 (#2); unit 3 (Beginner), p. 22 (#2)</p>
<p>L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	<p><i>Antología</i> unit 5 (Intermediate), p. 93 (##); unit 8 (Intermediate), p. 117 (#3); unit 4 (Advanced), p. 149 (#3)</p>