

TENNESSEE STANDARDS FOR MODERN LANGUAGES

PERFORMANCE LEVEL	STANDARD	CITATIONS
CORNERSTONE: Communication (C1)		
Novice Low (NL) ML.C1.1.NL.a-c	Interpersonal Communication	
	Standard C1.1: <i>Interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.</i>	
	Novice Low Learners use memorized words and some phrases to a) greet peers. b) state one’s name. c) answer a few basic questions.	SB: p. 17, p. 19, p. 27, p. 35, p. 43 SB: p. 13, pp. 18-19, p. 29, p. 35, p. 51 SB: p. 23, p. 27, p. 40, p. 49, p. 55
Novice Mid (NM) ML.C1.1.NM.a-g	Novice Mid Learners use memorized words and phrases to a) greet and leave people in a polite way. b) introduce oneself and others. c) answer a variety of basic questions. d) make some basic statements in a conversation. e) ask some basic questions. f) communicate basic information about oneself and familiar people. g) communicate some basic information about everyday life.	SB: p. 17, p. 19, p. 27, p. 35, p. 43 SB: p. 13, p. 17, p. 27; TE: p. 12, p. 16 SB: p. 23, p. 27, p. 40, p. 49, p. 55 SB: p. 39, p. 47, p. 69, p. 83, p. 87 SB: p. 65, p. 69, p. 83, p. 84, p. 86 SB: p. 21, p. 23, p. 29, p. 35, p. 37 SB: p. 53, p. 61, p. 63, p. 83, p. 87
Novice High (NH) ML.C1.1.NH.a-e	Novice High Learners begin to use simple sentences to a) exchange some personal information. b) exchange information based on texts, graphs, or pictures. c) ask for and give simple directions. d) make plans with others. e) interact with others in everyday situations.	SB: p. 47, p. 53, p. 61, p. 63, p. 81 SB: pp. 84-85, p. 120, p. 125, p. 161 SB: pp. 66-67, p. 73, p. 77 SB: p. 239; TE: p. 200, p. 251 SB: p. 23, p. 40, p. 99, p. 101, p. 107
Intermediate Low (IL)	Intermediate Low Learners create basic sentences to a) have a conversation on a number of everyday topics.	SB: p. 53, p. 61, p. 63, p. 83, p. 87

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<p>ML.C1.1.IL.a-d</p>	<p>b) ask and answer questions about familiar factual information. c) meet basic needs in familiar situations. d) begin to indicate various time frames.</p>	<p>SB: p. 65, p. 69, p. 83, p. 84, p. 86 SB: p. 21, p. 23, p. 29, p. 35, p. 37 SB: p. 159, pp. 176-177, p. 188, p. 241</p>
<p>Intermediate Mid (IM) ML.C1.1.IM.a-e</p>	<p>Intermediate Mid Learners create and begin to connect sentences to a) start, maintain, and end a conversation on a variety of familiar topics. b) discuss daily activities and personal preferences. c) handle tasks related to personal needs. d) exchange information about subjects of special interest. e) indicate various time frames with occasional success.</p>	<p>SB: p. 167, p. 219, p. 229, p. 237, p. 243 SB: p. 53, p. 61, p. 81, p. 83, p. 87 SB: p. 151, p. 154, p. 177, p. 179 SB: p. 61, p. 219, p. 221, p. 227, p. 229 SB: p. 159, pp. 176-177, p. 188, p. 241</p>
<p>Novice Low (NL) ML.C1.2.NL.a-b</p>	<p>Interpretive Communication- Listening</p>	
	<p>Standard C1.2: <i>Demonstrate understanding, interpret, and analyze what is heard on a variety of topics.</i></p>	
	<p>Novice Low Learners recognize memorized words and some phrases to a) identify the sound of a letter or character. b) determine isolated words, particularly when accompanied by gestures or pictures.</p>	<p>SB: pp. 24-25, p. 58, p. 92, p. 160 SB: p. 24, p. 160, p. 169, p. 221, p. 228</p>
<p>Novice Mid (NM) ML.C1.2.NM.a-b</p>	<p>Novice Mid Learners recognize memorized words and phrases to a) identify simple greetings and a few courtesy phrases (e.g. greetings and basic commands/directions). b) isolate words and phrases that they have learned for specific purposes.</p>	<p>SB: p. 17, p. 19, p. 27, p. 35, p. 43 SB: p. 16, p. 32, p. 40, p. 74, p. 86</p>
<p>Novice High (NH) ML.C1.2.NH.a-d</p>	<p>Novice High Learners begin to recognize simple sentences to a) comprehend basic questions or statements on familiar topics. b) understand simple information when presented with pictures, graphs, and other visual supports. c) indicate the main idea of a simple conversation on familiar topics. d) follow the narrative of a simple story being read aloud.</p>	<p>SB: p. 23, p. 27, p. 40, p. 171, p. 220 SB: p. 73, p. 76, p. 160, p. 169, p. 228 TE: p. 167, pp. 260-261 SB: p. 49, p. 65, p. 117, p. 227, p. 253</p>

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<p>Intermediate Low (IL) ML.C1.2.IL.a-b</p>	<p>Intermediate Low Learners recognize basic sentences to a) determine the main idea of texts and interactions related to everyday life. b) follow questions and simple statements on familiar topics when participating in a conversation.</p>	<p>TE: p. 167, p. 186, p. 221, pp. 260-261 SB: p. 23, p. 27, p. 40, p. 171, p. 220</p>
<p>Intermediate Mid (IM) ML.C1.2.IM.a-b</p>	<p>Intermediate Mid Learners begin to recognize connected sentences to a) determine some details of texts and interactions related to everyday life. b) recognize the main idea and some details in advertisements, announcements, and other simple texts related to their everyday life.</p>	<p>TE: p. 102, p. 186, p. 221, pp. 260-261 SB: p. 261, p. 277; TE: p. 102, p. 186, p. 221</p>
<p>Novice Low (NL) ML.C1.3.NL.a-b</p>	<p>Interpretive Communication- Reading</p>	
	<p>Standard C1.3: <i>Interpret, analyze, and demonstrate understanding of written materials on a variety of topics.</i></p>	
	<p>Novice Low Learners recognize memorized words and some phrases to a) identify a few letters or characters. b) connect some words, phrases, or characters to their meaning.</p>	<p>SB: p. 25, p. 59, p. 93, p. 160, p. 263 SB: p. 24, p. 160, p. 169, p. 221, p. 228</p>
<p>Novice Mid (NM) ML.C1.3.NM.a-b</p>	<p>Novice Mid Learners recognize memorized words and phrases to a) identify words, phrases, and characters with support of visuals. b) distinguish words, phrases, and characters associated with familiar topics.</p>	<p>SB: p. 16, p. 32, p. 40, p. 74, p. 160 SB: p. 16, p. 32, p. 40, p. 74, p. 160</p>
<p>Novice High (NH) ML.C1.3.NH.a-c</p>	<p>Novice High Learners begin to recognize simple sentences to a) understand short, simple texts on familiar topics. b) understand the main idea of short published material (e.g., schedules, brochures, birthday cards, public notices, signs). c) comprehend simple descriptions with visual support.</p>	<p>SB: p. 49, p. 65, p. 117, p. 227, p. 253 SB: p. 91, p. 102, p. 110, p. 246, p. 277 SB: p. 33, p. 42, pp. 118-119, p. 125</p>
<p>Intermediate Low (IL) ML.C1.3.IL.a-c</p>	<p>Intermediate Low Learners recognize basic sentences to a) understand short texts of personal interest. b) identify some basic information needed to fill out forms. c) infer basic information from a variety of media (e.g., weather reports, job</p>	<p>SB: p. 227, p. 238, p. 253; TE: p. 230 N/A SB: p. 91, p. 102, p. 110, p. 209, p. 277</p>

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	postings).	
Intermediate Mid (IM) ML.C1.3.IM.a-b	Intermediate Mid Learners begin to recognize connected sentences to a) articulate the main idea of simple texts related to everyday life (e.g., postcards from friends, entertainment magazines, social media posts). b) understand simple written exchanges between other people.	SB: p. 91, p. 102, p. 110, p. 246, p. 277 SB: p. 107, p. 204, p. 280; TE: p. 38, p. 276
Novice Low (NL) ML.C1.4.NL.a-c	Presentational- Speaking	
	Standard C1.4: <i>Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.</i>	
	Novice Low Learners use memorized words and some phrases to a) present limited personal information. b) state the names of familiar people, places, and objects with visual support. c) recite short songs and simple rhymes or chants.	SB: p. 47, p. 53, p. 61, p. 63, p. 81 SB: p. 27, p. 83; TE: p. 15, p. 22, p. 82 TE: p. 23, p. 54, p. 89, p. 115, p. 173
Novice Mid (NM) ML.C1.4.NM.a-e	Novice Mid Learners use memorized words and phrases to a) describe familiar items in one's immediate environment. b) describe oneself and others. c) state likes and dislikes. d) describe daily activities. e) present simple information about familiar topics.	SB: p. 83; TE: p. 49, p. 217, p. 221 SB: p. 31, p. 33, p. 35, p. 37, p. 43 SB: p. 51, p. 53, p. 55, p. 97, p. 229 SB: p. 95, p. 103, p. 107; TE: p. 91 SB: p. 53, p. 61, p. 63, p. 83, p. 87
Novice High (NH) ML.C1.4.NH.a-c	Novice High Learners begin to use simple sentences to a) describe a familiar event, experience, or topic. b) present basic information about a familiar person, place, or thing. c) give basic instructions.	SB: p. 261, p. 263, p. 269, p. 280 SB: p. 21, p. 37, p. 61, p. 264, p. 272 SB: p. 162; TE: p. 66, p. 163
Intermediate Low (IL) ML.C1.4.IL.a-e	Intermediate Low Learners create basic sentences to a) describe people, activities, events, and experiences. b) express needs, wants, and preferences on topics of interest. c) interpret and discuss instructions, directions, and maps.	SB: p. 33, p. 37, p. 261, p. 263, p. 269 SB: p. 71, p. 87, p. 157, p. 189, p. 229 TE: pp. 66-67, p. 76, p. 177

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	<p>d) present songs, short skits, or dramatic readings.</p> <p>e) use practiced or memorized expressions to begin to indicate various time frames.</p>	<p>TE: p. 23, p. 54, p. 89, p. 115, p. 173</p> <p>SB: p. 159, pp. 176-177, p. 188, p. 241</p>
<p>Intermediate Mid (IM) ML.C1.4.IM.a-d</p>	<p>Intermediate Mid Learners create and begin to connect sentences to</p> <p>a) discuss one’s personal and social experiences.</p> <p>b) present information about something learned or researched.</p> <p>c) express a viewpoint about common interests and issues.</p> <p>d) indicate various time frames with occasional success.</p>	<p>TE: p. 36, p. 116, p. 201, p. 243</p> <p>TE: p. 57, p. 209, p. 212</p> <p>SB: p. 84, p. 277; TE: p. 170, p. 276</p> <p>SB: p. 159, pp. 176-177, p. 188, p. 241</p>
<p>Novice Low (NL) ML.C1.5.NL.a-b</p>	<p style="text-align: center;">Presentational- Writing</p>	
	<p>Standard C1.5: <i>Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.</i></p>	
	<p>Novice Low Learners use memorized words and some phrases to</p> <p>a) copy some letters, words, and phrases presented from a variety of texts.</p> <p>b) label familiar people, places, and objects in pictures and posters.</p>	<p>TE: p. 40, p. 51, p. 143, p. 245, p. 271</p> <p>TE: p. 26, p. 36, p. 44, p. 55, p. 112</p>
<p>Novice Mid (NM) ML.C1.5.NM.a-c</p>	<p>Novice Mid Learners use memorized words and phrases to</p> <p>a) fill out a simple form with some basic personal information.</p> <p>b) write about oneself.</p> <p>c) make lists that aid in day-to-day life.</p>	<p>N/A</p> <p>TE: p. 35, p. 51, p. 61, p. 107, p. 197</p> <p>TE: p. 85, p. 91, p. 110, p. 155, p. 179</p>
<p>Novice High (NH) ML.C1.5.NH.a-c</p>	<p>Novice High Learners begin to use simple sentences to</p> <p>a) describe daily life in a letter, email, blog, or discussion board.</p> <p>b) describe a familiar experience or event using practiced material.</p> <p>c) ask for basic information.</p>	<p>TE: p. 39, p. 107, p. 185, p. 264, p. 277</p> <p>TE: p. 255, p. 264, p. 269, p. 277</p> <p>TE: p. 75, p. 101, p. 185, p. 205</p>
<p>Intermediate Low (IL) ML.C1.5.IL.a-f</p>	<p>Intermediate Low Learners create basic sentences to</p> <p>a) describe people, activities, events, and experiences.</p> <p>b) prepare materials for a presentation.</p> <p>c) give basic instructions on how to make or do something.</p>	<p>TE: p. 35, p. 42, p. 235, p. 264, p. 269</p> <p>TE: p. 19, p. 53, p. 121, p. 155, p. 189</p> <p>TE: p. 110, p. 163</p>

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	<p>d) write about topics of student interest.</p> <p>e) ask questions to obtain information.</p> <p>f) use practiced or memorized expressions to begin to indicate various time frames.</p>	<p>TE: p. 76, p. 101, p. 217, p. 227</p> <p>TE: p. 75, p. 101, p. 185, p. 205</p> <p>TE: p. 177, p. 211, p. 229, p. 279</p>
<p>Intermediate Mid (IM) ML.C1.5.IM.a-d</p>	<p>Intermediate Mid Learners create and begin to connect sentences to</p> <p>a) write messages, announcements, and invitations.</p> <p>b) compose a simple paragraph about a learned or researched topic.</p> <p>c) create communications for an authentic audience.</p> <p>d) indicate various time frames with occasional success.</p>	<p>TE: p. 39, p. 102, p. 107, p. 246, p. 255</p> <p>TE: p. 191, p. 209, p. 212</p> <p>TE: p. 154, p. 163, p. 246, p. 255</p> <p>TE: p. 177, p. 211, p. 229, p. 279</p>
CORNERSTONE: Culture (C2)		
<p>Novice Range (NR) ML.C2.1.NR.a-e</p>	Relating Cultural Practices to Perspectives	
	Standard C2.1: <i>Investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.</i>	
	<p>Novice Range Learners in elementary and middle school</p> <p>a) use appropriate gestures and oral expressions in social interactions.</p> <p>b) identify authentic or simulated age-appropriate cultural activities (e.g., games or birthday celebrations).</p> <p>c) use words and phrases to describe what people from the target culture are doing in texts or visual media (e.g., images, film, vase paintings, statues).</p> <p>d) list practices and ask simple questions after viewing media about everyday life.</p> <p>e) identify characteristics of culturally specific events.</p>	<p>SB: p. 17, p. 19, p. 27, p. 35; TE: p. 15</p> <p>SB: p. 159, p. 269; TE: p. 89, p. 165</p> <p>TE: p. 15, p. 20, p. 56, p. 97, p. 98</p> <p>N/A</p> <p>SB: p. 256, p. 261, p. 263, p. 269</p>
<p>Intermediate Range (IR) ML.C2.1.IR.a-d</p>	<p>Intermediate Range Learners in elementary and middle school</p> <p>a) examine, analyze, and exchange information on patterns of behavior typical of their peer group in the target culture.</p> <p>b) identify and begin to use both formal and informal methods to interact with peers and adults.</p>	<p>TE: p. 16, p. 20, p. 48, p. 52, p. 56, p. 82</p> <p>SB: pp. 16-17, p. 52; TE: p. 15</p>

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	<p>c) observe or identify a variety of authentic or simulated age- appropriate cultural activities (e.g., games, sports, or entertainment).</p> <p>d) investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.</p>	<p>SB: p. 159, p. 269; TE: p. 89, p. 165</p> <p>TE: p. 18, p. 20, p. 63, p. 82, p. 154, p. 275</p>
<p>Novice Range (NR) ML.C2.2.NR.a-b</p>	<p>Relating Cultural Products to Perspectives</p>	
	<p>Standard C2.2: <i>Investigate, explain, and reflect on the relationship between products and perspectives of the culture(s) studied.</i></p>	
	<p>Novice Range Learners in elementary and middle school</p> <p>a) identify tangible and intangible products of the target culture and their purpose.</p> <p>b) determine and discuss the perspective of artwork, crafts, or graphic representations common within the peer group of the target culture.</p>	<p>TE: p. 14, p. 22, p. 37, p. 64, p. 86, p. 98</p> <p>TE: p. 46, p. 141, p. 196, p. 249</p>
<p>Intermediate Range (IR) ML.C2.2.IR.a-b</p>	<p>Intermediate Range Learners in elementary and middle school</p> <p>a) identify and investigate the function of products of the target culture.</p> <p>b) explore (e.g., read, listen to, observe, perform) products of the target culture and explain the origin and importance of these products today.</p>	<p>TE: p. 14, p. 22, p. 37, p. 100, p. 234</p> <p>TE: p. 64, p. 86, p. 98, p. 207, p. 226</p>
<p>CORNERSTONE: Connections (C3)</p>		
<p>Novice Range (NR) ML.C3.1.NR.a-d</p>	<p>Making Connections</p>	
	<p>Standard C3.1: <i>Build, reinforce, and expand knowledge of other content areas while using the target language to develop critical thinking and to solve problems creatively.</i></p>	

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	<p>Novice Range Learners in elementary and middle school</p> <p>a) identify the target countries on a map.</p> <p>b) identify items on charts or visuals used as instructional materials in other content areas, such as math (e.g. measurements), science (e.g. animals), the arts (e.g. musical instruments), and social studies (e.g. geographical formations).</p> <p>c) read or listen to stories from the target culture and compare them to familiar stories from the same genre (e.g., folklore, fables, myths, legends).</p> <p>d) use technology and resources introduced in other content areas to explore authentic resources in the target language.</p>	<p>TE: p. 10, p. 44, p. 78, p. 112, p. 146</p> <p>SB: p. 60, p. 94, p. 128, p. 230; TE: p. 16, p. 124</p> <p>SB: p. 139, p. 144, pp. 234-235, p. 238</p> <p>TE: p. 209, p. 212</p>
<p>Intermediate Range (IR) ML.C3.1.IR.a</p>	<p>Intermediate Range Learners in elementary and middle school</p> <p>a) identify and locate the target countries and their geographic features on a map.</p>	<p>TE: p. 10, p. 36, p. 44, p. 78, p. 112, p. 146</p>
<p>Novice Range (NR) ML.C3.2.NR.a</p>	<p>Acquiring Information and Diverse Perspectives</p>	
	<p>Standard C3.2: <i>Access and evaluate information and diverse perspectives that are available through the target language and its cultures.</i></p>	
	<p>Novice Range Learners in elementary and middle school</p> <p>a) identify the content areas and expand on vocabulary for each.</p>	<p>SB: p. 60, p. 94, p. 128, p. 230; TE: p. 16, p. 124</p>
<p>Intermediate Range (IR) ML.C3.2.IR.a</p>	<p>Intermediate Range Learners in elementary and middle school</p> <p>a) use age-appropriate authentic sources to prepare presentations on familiar topics.</p>	<p>TE: p. 43, p. 77, p. 111, p. 145, p. 247, p. 281</p>
<p>CORNERSTONE: Comparisons (C4)</p>		
<p>Novice Range (NR) ML.C4.1.NR.a-d</p>	<p>Language Comparisons</p>	
	<p>Standard C4.1: <i>Investigate, explain, and reflect on the nature of language through comparisons of the classical language and one's own.</i></p>	
	<p>Novice Range Learners in elementary and middle school</p>	

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	<p>a) recognize and use words that are similar in the target language and their one’s own language, and predict the reasons for borrowing such words.</p> <p>b) identify idioms and their functions in one’s own language and target language.</p> <p>c) compare formal and informal speech in one’s own and target language.</p> <p>d) compare and contrast the sounds and writing systems of one’s own language with the target language.</p>	<p>SB: p. 34; TE: p. 39, p. 68, p. 80, p. 125</p> <p>SB: p. 222; TE: p. 222</p> <p>SB: pp. 16-17, p. 52; TE: p. 15</p> <p>TE: p. 24, p. 34, p. 68, p. 108, p. 126, p. 160</p>
<p>Intermediate Range (IR) ML.C4.1.IR.a-c</p>	<p>Intermediate Range Learners in elementary and middle school</p> <p>a) identify expressions that communicate respect and status in one’s own and the target language.</p> <p>b) determine words in one’s own and target language that have no direct translation.</p> <p>c) recognize on how different time frames are expressed in the target language and one’s own.</p>	<p>SB: pp. 16-17, p. 52; TE: p. 15</p> <p>SB: p. 222; TE: p. 222</p> <p>TE: p. 159, pp. 176-177, p. 245</p>
<p>Novice Range (NR) ML.C4.2.NR.a-c</p>	<p style="text-align: center;">Cultural Comparisons</p>	
	<p>Standard C4.2: <i>Investigate, explain, and reflect on the concept of culture through comparisons of the target language and one’s own.</i></p>	
	<p>Novice Range Learners in elementary and middle school</p> <p>a) contrast tangible and intangible products of the target culture to one’s own.</p> <p>b) compare simple patterns of behavior or interactions in various cultural settings (e.g., transportation to school, eating habits).</p> <p>c) compare appropriate gestures to greet friends, family, or new acquaintances in one’s own and the target culture.</p>	<p>TE: p. 38, p. 56, p. 70, p. 204, p. 238</p> <p>TE: p. 71, p. 84, p. 91, p. 101, p. 102</p> <p>SB: p. 17, p. 19, p. 27, p. 35; TE: p. 15</p>
<p>Intermediate Range (IR) ML.C4.2.IR.a-c</p>	<p>Intermediate Range Learners in elementary and middle school</p> <p>a) discuss products’ origins and importance by comparing products in the one’s own and the target culture.</p>	<p>TE: p. 38, p. 56, p. 70, p. 204, p. 238</p>

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	<p>b) explore the origins and importance of cultural practices (e.g., holidays, celebrations, work habits) by comparing practices in one’s own and the target culture.</p> <p>c) compare and contrast the role and importance of family in one’s own and the target culture.</p>	<p>SB: p. 272; TE: p. 71, p. 91, p. 102, p. 256</p> <p>TE: p. 20, pp. 22-23, pp. 268-269</p>
CORNERSTONE: Communities (C5)		
Novice Range (NR) ML.C5.1.NR.a-c	School and Global Communities	
	Standard C5.1: <i>Use language to interact both within and beyond the classroom.</i>	
	<p>Novice Range Learners in elementary and middle school</p> <p>a) identify places in the community where the target language is spoken.</p> <p>b) research opportunities for participation in school, community, or language competitions.</p> <p>c) access speakers of the language either in person or using technology.</p>	<p>SB: p. 14, p. 64, p. 66, pp. 72-73, p. 76</p> <p>TE: p. 42, p. 171, p. 246</p> <p>TE: p. 39, p. 52, p. 107, p. 277, p. 280</p>
Intermediate Range (IR) ML.C5.1.IR.a	<p>Intermediate Range Learners in elementary and middle school</p> <p>a) interact with members of the local community or with contacts made electronically to hear how they use the language (e.g., law enforcement, interpreters, heritage speakers).</p>	<p>TE: p. 52, p. 107, p. 213</p>
Novice Range (NR) ML.C5.2.NR.a-c	Lifelong Learning	
	Standard C5.2: <i>Use the target language for enrichment and advancement.</i>	
	<p>Novice Range Learners in elementary and middle school</p> <p>a) interpret materials and/or media from the target language and culture.</p> <p>b) exchange information about topics of personal interest</p> <p>c) identify music or songs in the target language.</p>	<p>SB: p. 125, p. 220, p. 226, p. 230</p> <p>SB: p. 61, p. 219, p. 221, p. 227, p. 229</p> <p>TE: p. 23, p. 54, p. 89, p. 115, p. 173</p>
Intermediate Range (IR) ML.C5.2.IR.a	<p>Intermediate Range Learners in elementary and middle school</p> <p>a) consult various sources in the target language to obtain information on topics of personal interest.</p>	<p>TE: p. 57, p. 209, p. 212</p>

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