



¡Así se dice!

Spanish Level 1

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Targeted Level of Proficiency: Novice High

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CORNERSTONE: Communication (C1) Interpersonal Communication

STANDARDS

PAGE REFERENCES

Standard C1.1

Performance Level

Interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.

Novice Low (NL)

ML.C1.1.NL.a–c

ML.C1.1NL.a: Novice Low Learners use memorized words and some phrases to greet peers.

Student Edition: p. 2, Act. 1–2; p. 3, Act. 5

Teacher Edition: p. 3, Act. 2

ML.C1.1NL.b: Novice Low Learners use memorized words and some phrases to state one's name.

Student Edition: p. 36, Act. 10

Teacher Edition: p. 333, Teaching Options

ML.C1.1NL.c: Novice Low Learners use memorized words and some phrases to answer a few basic questions.

Student Edition: p. 141, Act. 11; p. 288, Act. 4; p. 309, Act. 6; p. 334, Act. 2; p. 379, Act. 8

Teacher Edition: p. 12, Teaching Options; p. 234, Core Instruction

Novice Mid (NM)

ML.C1.1.NM.a–g

ML.C1.1.NM.a: Novice Mid Learners use memorized words and phrases to greet and leave people in a polite way.

Student Edition: p. 4, Act. 1–3; p. 345, Act. 10

	Teacher Edition: p. 5, Differentiation
ML.C1.1.NM.b: Novice Mid Learners use memorized words and phrases to introduce oneself and others.	Student Edition: p. 48, Act. 3; p. 377, Act. 4 Teacher Edition:
ML.C1.1.NM.c: Novice Mid Learners use memorized words and phrases to answer a variety of basic questions.	Student Edition: p. 13, Act. 2–3; p. 48, Act. 2; p. 254, Act. 2–3; p. 288, Act. 2; p. 372, Act. 2 Teacher Edition: p. 23, Differentiation (Slower Paced Learners); p. 92, Core Instruction
ML.C1.1.NM.d: Novice Mid Learners use memorized words and phrases to make some basic statements in a conversation.	Student Edition: p. 5, Act. 5; p. 118, Act. 2–3; p. 246, Act. 19; p. 256, Act. 2–3, Act. 6; p. 373, Act. 6 Teacher Edition: p. 202, Teaching Options
ML.C1.1.NM.e: Novice Mid Learners use memorized words and phrases to ask some basic questions.	Student Edition: p. 48, Act. 2; p. 119, Tarea; p. 339, Act. 6; p. 356, Act. 2–3 Teacher Edition: p. 99, Act. 5
ML.C1.1.NM.f: Novice Mid Learners use memorized words and phrases to communicate basic information about oneself and familiar people.	Student Edition: p. 82, Act. 1; p. 157, Act. 6; p. 190, Act. 2; p. 260, Act. 2 Teacher Edition: p. 65, Comunicación
ML.C1.1.NM.g: Novice Mid Learners use memorized words and phrases to communicate some basic information about everyday life.	Student Edition: p. 29, Act. 5; p. 152, Act. 1; p. 273, Act. 8; p. 322, Act. 1–3; p. 390, Act. 1 Teacher Edition: p. 105, Differentiation; p. 307, Differentiation
Novice High (NH) ML.C1.1.NH.a–e	
ML.C1.1.NH.a: Novice High Learners begin to use simple sentences to exchange some personal information.	Student Edition: p. 48, Act. 3; p. 209, Act. 15; p. 240, Act. 4; p. 243, Act. 13; p. 322, Act. 2; p. 390, Act. 1 Teacher Edition: p. 240, Act. 4
ML.C1.1.NH.b: Novice High Learners begin to use simple sentences to exchange information based on texts, graphs, or pictures.	Student Edition: p. 48, Act. 1; p. 82, Act. 2; p. 135, Act. 6; p. 142, Act. 16; p. 174, Act. 12; p. 301, Act. 8; p. 322, Act. 1 Teacher Edition:
ML.C1.1.NH.c: Novice High Learners begin to use simple sentences to ask for and give simple directions.	Student Edition: p. 380, Act. 12 Expansión; p. 380, Act. 13; p. 390, Act. 5 Teacher Edition: p. 380, Differentiation
ML.C1.1.NH.d: Novice High Learners begin to use simple sentences to make plans with others.	Student Edition: p. 118, Act. 5; p. 152, Act. 2; p. 233, Act. 5; p. 356, Act. 5; p. 390, Act. 3 Teacher Edition:

<p>ML.C1.1.NH.e: Novice High Learners begin to use simple sentences to interact with others in everyday situations.</p>	<p>Student Edition: p. 135, Act. 6; p. 273, Act. 8; p. 322, Act. 1–3; p. 345, Act. 10; p. 390, Act. 1, 4</p> <p>Teacher Edition: p. 307, Differentiation</p>
<p>CORNERSTONE: Communication (C1) Interpretive Communication—Listening</p>	
<p>STANDARDS</p>	<p>PAGE REFERENCES</p>
<p>Standard C1.2</p>	
<p>Performance Level</p>	<p>Demonstrate understanding, interpret, and analyze what is heard on a variety of topics.</p>
<p>Novice Low (NL) ML.C1.2.NL.a–b</p>	
<p>ML.C1.2.NL.a: Novice Low Learners recognize memorized words and some phrases to identify the sound of a letter or character.</p>	<p>Student Edition: p. 109, Pronunciación; p. 211, Pronunciación; p. 313, Pronunciación; p. 347, Pronunciación; p. 381, Pronunciación</p> <p>Teacher Edition: p. 39, Pronunciación; p. 177, Pronunciación</p>
<p>ML.C1.2.NL.b: Novice Low Learners recognize memorized words and some phrases to determine isolated words, particularly when accompanied by gestures or pictures.</p>	<p>Student Edition: p. 24, Act. 1; p. 130, Act. 1; p. 190, Act. 1; p. 232, Act. 1; p. 260, Act. 1</p> <p>Teacher Edition: p. 212, Differentiation; p. 235, Differentiation</p>
<p>Novice Mid (NM) ML.C1.2.NM.a–b</p>	
<p>ML.C1.2.NM.a: Novice Mid Learners recognize memorized words and phrases to identify simple greetings and a few courtesy phrases (e.g. greetings and basic commands/directions).</p>	<p>Student Edition: p. 5, Act. 4; p. 52, Act. 1; p. 380, Act. 12 Expansión; p. 380, Act. 13</p> <p>Teacher Edition: p. 5, Differentiation (Bullet #1); p. 380, Differentiation</p>
<p>ML.C1.2.NM.b: Novice Mid Learners recognize memorized words and phrases to isolate words and phrases that they have learned for specific purposes.</p>	<p>Student Edition: p. 16, Act. 1; p. 60, Act. 1; p. 64, Act. 1; p. 156, Act. 1; p. 292, Act. 1</p> <p>Teacher Edition: p. 128, Total Physical Response; p. 271, Total Physical Response</p>
<p>Novice High (NH) ML.C1.2.NH.a–d</p>	
<p>ML.C1.2.NH.a: Novice High Learners begin to recognize simple sentences to comprehend basic questions or statements on familiar topics.</p>	<p>Student Edition: p. 29, Act. 4; p. 168, Act. 3; p. 202, Act. 1–2; p. 205, Act. 3; p. 304, Act. 1</p> <p>Teacher Edition: p. 128, Core Instruction (Step 2); p. 166,</p>

	Core Instruction (Step 3)
ML.C1.2.NH.b: Novice High Learners begin to recognize simple sentences to understand simple information when presented with pictures, graphs, and other visual supports.	Student Edition: p. 41, Act. A–C; p. 75, Act. A–D; p. 213, Act. A–D; p. 315, Act. A–C Teacher Edition: p. 206, Differentiation; p. 234, Core Instruction
ML.C1.2.NH.c: Novice High Learners begin to recognize simple sentences to indicate the main idea of a simple conversation on familiar topics.	Student Edition: p. 179, Act. C Teacher Edition: p. 345, Comunicación
ML.C1.2.NH.d: Novice High Learners begin to follow the narrative of a simple story being read aloud.	Student Edition: p. 43, Act. A–D; p. 113, Act. A–C; p. 215, Act. A–F; p. 253, ¿Comprendes?; p. 283, Act. A Teacher Edition: p. 76, Core Instruction (Steps 3 and 4); p. 180, Core Instruction (Steps 2, 3, and 4)

CORNERSTONE: Communication (C1) Interpretive Communication—Reading

STANDARDS	PAGE REFERENCES
Standard C1.3	
Performance Level	Interpret, analyze, and demonstrate understanding of written materials on a variety of topics.
Novice Low (NL)	
ML.C1.3.NL.a–b	
ML.C1.3.NL.a: Novice Low Learners recognize memorized words and some phrases to identify a few letters or characters.	Student Edition: p. 39, Pronunciación; p. 109, Pronunciación; p. 143, Pronunciación; p. 177, Pronunciación; p. 211, Pronunciación; Teacher Edition: p. 247, Pronunciación (Step 4); p. 313, Pronunciación (Step 3)
ML.C1.3.NL.b: Novice Low Learners recognize memorized words and some phrases to connect some words, phrases, or characters to their meaning.	Student Edition: p. 16, Act. 2–3; p. 43, Act. B; p. 72, Act. 15; p. 134, Act. 3; p. 245, Act. 16; p. 269, Act. 5 Teacher Edition: p. 365, Introducción al tema (Argentina, Chile)
Novice Mid (NM)	
ML.C1.3.NM.a–b	
ML.C1.3.NM.a: Novice Mid Learners recognize memorized words and phrases to identify words, phrases, and characters with support of visuals.	Student Edition: p. 46, Act. 1; p. 53, Act. 8; p. 218, Act. 1; p. 225, Act. 7 Teacher Edition: p. 195, Introducción al tema (Ecuador, España, Chile); pp. 296–297, Introducción al tema; pp. 330–

	331, Introducción al tema
ML.C1.3.NM.b: Novice Mid Learners recognize memorized words and phrases to distinguish words, phrases, and characters associated with familiar topics.	Student Edition: p. 113, Act. B; p. 114, Solicita Personal; p. 260, Act 4; p. 360, Act. 4; p. 361, Act. 6–7 Teacher Edition: p. 398, Vocabulario
Novice High (NH) ML.C1.3.NH.a–c	
ML.C1.3.NH.a: Novice High Learners begin to recognize simple sentences to understand short, simple texts on familiar topics.	Student Edition: p. 43, Act. A; p. 77, Act. A–D; p. 113, Act. A–C; p. 147, Act. A–E; p. 317, Act. A–D Teacher Edition: p. 42, Differentiation (Advanced Learners)
ML.C1.3.NH.b: Novice High Learners begin to recognize simple sentences to understand the main idea of short published material (e.g., schedules, brochures, birthday cards, public notices, signs).	Student Edition: p. 82, Act. 2; p. 260, Act. 1; p. 296, España Teacher Edition: p. 161, Introducción al tema (España); p. 365, Introducción al tema (Argentina, Chile)
ML.C1.3.NH.c: Novice High Learners begin to recognize simple sentences to comprehend simple descriptions with visual support.	Student Edition: p. 45, ¿Comprendes?; p. 79, ¿Comprendes?; p. 149, ¿Comprendes?; p. 319, ¿Comprendes?; p. 352, ¿Comprendes? Teacher Edition: p. 45, Differentiation
CORNERSTONE: Communication (C1) Presentational—Speaking	
STANDARDS	PAGE REFERENCES
Standard C1.4	
Performance Level	Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.
Novice Low (NL) ML.C1.4.NL.a–c	
ML.C1.4.NL.a: Novice Low Learners use memorized words and some phrases to present limited personal information.	Student Edition: p. 53, Act. 7; p. 61, Act. 7; p. 87, Act. 6; p. 205, Act. 3, Act. 5; p. 220, Act. 2 Teacher Edition: p. 29, Act. 4; p. 29, Comunicación
ML.C1.4.NL.b: Novice Low Learners use memorized words and some phrases to state the names of familiar people, places, and objects with visual support.	Student Edition: p. 48, Act. 4; p. 157, Act. 7; p. 236, Act. 1; p. 254, Act. 1; p. 395, Act 7 Teacher Edition: p. 157, Differentiation; p. 299, Differentiation
ML.C1.4.NL.c: Novice Low Learners use memorized words and some phrases to	Student Edition: p. 11, Conexiones

recite short songs and simple rhymes or chants.	Teacher Edition: p. 36, Multiple Intelligences (Act. 10, Auditory-musical); p. 66, Differentiation; p. 124D, Habla en verso; p. 267, Differentiation (Bullet #2); p. 271, Teaching Options; p. 302, Differentiation
Novice Mid (NM) ML.C1.4.NM.a–e	
ML.C1.4.NM.a: Novice Mid Learners use memorized words and phrases to describe familiar items in one's immediate environment.	Student Edition: p. 118, Act. 1, Act. 4; p. 123, Act. 4; p. 327, Act. 5 Teacher Edition: p. 346, Differentiation
ML.C1.4.NM.b: Novice Mid Learners use memorized words and phrases to describe oneself and others.	Student Edition: p. 122, Act. 3; p. 224, Act. 4 Teacher Edition: p. 24, Comunicación
ML.C1.4.NM.c: Novice Mid Learners use memorized words and phrases to state likes and dislikes.	Student Edition: p. 131, Act. 5; p. 177, Act. 18; p. 210, Act. 18; p. 256, Act. 4; p. 273, Act. 5; p. 273, Act. 7; p. 292, Act. 4 Teacher Edition:
ML.C1.4.NM.d: Novice Mid Learners use memorized words and phrases to describe daily activities.	Student Edition: p. 220, Act. 3; p. 390, Act. 2 Teacher Edition: p. 29, Act. 4–5
ML.C1.4.NM.e: Novice Mid Learners use memorized words and phrases to present simple information about familiar topics.	Student Edition: p. 15, Act. 4; p. 82, Act. 3; p. 118, Act. 1; p. 256, Act. 1; p. 341, Act. 2; p. 356, Act. 1 Teacher Edition: p. 337, Differentiation
Novice High (NH) ML.C1.4.NH.a–c	
ML.C1.4.NH.a: Novice High Learners begin to use simple sentences to describe a familiar event, experience, or topic.	Student Edition: p. 186, Act. 5; p. 322, Act. 5; p. 346, Act. 13; p. 395, Act. 7 Teacher Edition: p. 233, Comunicación; p. 367, Heritage Speakers
ML.C1.4.NH.b: Novice High Learners begin to use simple sentences to present basic information about a familiar person, place, or thing.	Student Edition: p. 118, Act. 1; p. 123, Act. 4; p. 369, Act. 6 Teacher Edition: p. 83, Differentiation
ML.C1.4.NH.c: Novice High Learners begin to use simple sentences to give basic instructions.	Student Edition: eEscape, “El mate” [http://mhed.us/ASD1], Explore more #1 Teacher Edition:
CORNERSTONE: Communication (C1) Presentational—Writing	

STANDARDS	PAGE REFERENCES
Standard C1.5	
Performance Level	Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.
Novice Low (NL) ML.C1.5.NL.a–b	
ML.C1.5.NL.a: Novice Low Learners use memorized words and some phrases to copy some letters, words, and phrases presented from a variety of texts.	<p>Student Edition: p. 39, Pronunciación (Dictado); p. 73, Pronunciación (Dictado); p. 177, Pronunciación (Dictado); p. 247, Pronunciación (Dictado); p. 279, Pronunciación (Dictado); p. 347, Pronunciación (Dictado)</p> <p>Teacher Edition: p. 143, Pronunciación (Step 2)</p>
ML.C1.5.NL.b: Novice Low Learners use memorized words and some phrases to label familiar people, places, and objects in pictures and posters.	<p>Student Edition: p. 60, Act. 3 Pista; p. 339, Act. 7</p> <p>Teacher Edition: p. 45, Differentiation (Visual-spatial); p. 54C, Un barrio; p. 59, Differentiation; p. 83, Differentiation; p. 131, Act. 5</p>
Novice Mid (NM) ML.C1.5.NM.a–c	
ML.C1.5.NM.a: Novice Mid Learners use memorized words and phrases to fill out a simple form with some basic personal information.	<p>Student Edition: p. 52, Act. 2; p. 137, Act. 4; p. 165, Act. 6; p. 335, Act. 6</p> <p>Teacher Edition: p. 88C, Un programa seminal</p>
ML.C1.5.NM.b: Novice Mid Learners use memorized words and phrases to write about oneself.	<p>Student Edition: p. 53, Activity 7 Expansión; p. 68, Act. 6; p. 109, Act. 16; p. 199, Act. 7; p. 221, Tarea; p. 357, Tarea; p. 391, Tarea</p> <p>Teacher Edition:</p>
ML.C1.5.NM.c: Novice Mid Learners use memorized words and phrases to make lists that aid in day-to-day life.	<p>Student Edition: p. 83, Tarea (Prewrite); p. 199, Act. 6; p. 236, Act. 4; p. 304, Act. 3; p. 373, Act. 5</p> <p>Teacher Edition: p. 124C, El menú (#1–2)</p>
Novice High (NH) ML.C1.5.NH.a–c	
ML.C1.5.NH.a: Novice High Learners begin to use simple sentences to describe daily life in a letter, email, blog, or discussion board.	<p>Student Edition: p. 139, Act. 9; p. 257, Tarea; p. 373, Act. 5</p> <p>Teacher Edition:</p>
ML.C1.5.NH.b: Novice High Learners begin to use simple sentences to describe a familiar experience or event	<p>Student Edition: p. 203, Act. 6; p. 209, Act. 13; p. 257, Tarea; p. 289, Tarea</p>

using practiced material.	Teacher Edition: p. 158C, Chapter Project; p. 226C, Chapter Project; p. 246, Writing Development
ML.C1.5.NH.c: Novice High Learners begin to use simple sentences to ask for basic information.	Student Edition: p. 104, Act. 9; p. 142, Act. 17 Teacher Edition: p. 272, Comunidades

CORNERSTONE: Culture (C2) Relating Cultural Practices to Perspectives

STANDARDS	PAGE REFERENCES
Standard C2.1	
Performance Level	Investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.
Novice Range (NR)	
ML.C2.1.NR.a–g	
ML.C2.1.NR.a: Novice Range Learners in elementary and middle school use appropriate gestures and oral expressions in social interactions.	Student Edition: p. 2, Act. 1–2; p. 3, Act. 5–6; p. 322, Act. 5 Teacher Edition: p. 5, Tips for Success
ML.C2.1.NR.b: Novice Range Learners in elementary and middle school identify authentic or simulated age-appropriate cultural activities (e.g., games or birthday celebrations).	Student Edition: p. 273, Act. 9; p. 275, Comparaciones; eScape, “¡Entra en el agua y pide un deseo!” [http://mhed.us/ASD2], Share what you know Teacher Edition: p. 262C, Chapter Project
ML.C2.1.NR.c: Novice Range Learners in elementary and middle school 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).	Student Edition: p. 3, Act. 7 Teacher Edition: p. 124D, Connection to Fine Art; p. 158D, Connection to Fine Art; p. 226D, Connection to Fine Art
ML.C2.1.NR.d: Novice Range Learners in elementary and middle school list practices and ask simple questions after viewing media about everyday life.	Student Edition: Teacher Edition:
ML.C2.1.NR.e: Novice Range Learners in elementary and middle school identify characteristics of culturally specific events.	Student Edition: p. 3, Act. 7; p. 275, Comparaciones; p. 418, Act. A–B Teacher Edition: p. 226D, Carnaval
ML.C2.1.NR.f: In addition to the above, Novice Range Learners in high school simulate age-appropriate practices from the target culture.	Student Edition: p. 273, Act. 9; p. 322, Act. 5; eScape, “¡Entra en el agua y pide un deseo!” [http://mhed.us/ASD2], Share what you know Teacher Edition: p. 3, Differentiation; p. 192D, Recipe; p.

	262C, Chapter Project; p. 307, Differentiation
ML.C2.1.NR.g: In addition to the above, Novice Range Learners in high school identify cultural practices from authentic materials (e.g., videos or news articles).	Student Edition: eScape, "La Cabalgata de los Reyes Magos" [http://mhed.us/ASD3], Explore more #1 Teacher Edition:

CORNERSTONE: Culture (C2) Relating Cultural Products to Perspectives

STANDARDS	PAGE REFERENCES
Standard C2.2	
Performance Level	Investigate, explain, and reflect on the relationship between products and perspectives of the culture(s) studied.
Novice Range (NR) ML.C2.2.NR.a–d	
ML.C2.2.NR.a: Novice Range Learners in elementary and middle school identify tangible and intangible products of the target culture and their purpose.	Student Edition: p. 143, Cultura; p. 153, Photo and caption; p. 316, Reading Check (#2); p. 317, Act. E Teacher Edition: p. 283, Differentiation; p. 328D, Un lugar misterioso
ML.C2.2.NR.b Novice Range Learners in elementary and middle school determine and discuss the perspective of artwork, crafts, or graphic representations common within the peer group of the target culture.	Student Edition: p. 283, Act. B–C Teacher Edition: p. 226D, Connection to Fine Art; p. 328D, Un lugar misterioso; p. 328D, Connection to Fine Art; p. 353, Conexiones
ML.C2.2.NR.c In addition to the above, Novice Range Learners in high school identify the author and country of origin of short poems, stories, and plays from the target culture.	Student Edition: eScape, "Julio Cortázar y la rayuela literaria" [http://mhed.us/ASD4], Explore more #1 Teacher Edition:
ML.C2.2.NR.d In addition to the above, Novice Range Learners in high school provide simple reasons for the role and importance of products from the target culture.	Student Edition: p. 317, Act. E Teacher Edition:

CORNERSTONE: Connections (C3) Making Connections

STANDARDS	PAGE REFERENCES
Standard C3.1	
Performance Level	Build, reinforce, and expand knowledge of other

	content areas while using the target language to develop critical thinking and to solve problems creatively.
Novice Range (NR)	
ML.C3.1.NR.a–i	
ML.C3.1.NR.a: Novice Range Learners in elementary and middle school identify the target countries on a map.	Student Edition: Teacher Edition: p. 11, Cultura; p. 78, Conexiones; p. 207, Conexiones; p. 249, Conexiones; p. 310, Conexiones; p. 344, Conexiones; p. 353, Conexiones
ML.C3.1.NR.b: Novice Range Learners in elementary and middle school 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).	Student Edition: p. 79, Conexiones; p. 403, Photo and caption (top right) Teacher Edition: p. 79, Conexiones; p. 328C, Chapter Project; p. 350, Differentiation
ML.C3.1.NR.c: Novice Range Learners in elementary and middle school 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).	Student Edition: Teacher Edition: p. 45, Conexiones; p. 217, Conexiones
ML.C3.1.NR.d: Novice Range Learners in elementary and middle school use technology and resources introduced in other content areas to explore authentic resources in the target language.	Student Edition: p. 414, Act. D Teacher Edition: p. 192D, Campaña de salud; p. 328C, Chapter Project; p. 353, Conexiones
ML.C3.1.NR.e: In addition to the above, Novice Range Learners in high school identify the various systems (i.e. measurement and time) used throughout the target countries and in one's own in order to compare time, distance, and size.	Student Edition: p. 13, Cultura Teacher Edition: p. 13, Tips for Success
ML.C3.1.NR.f: In addition to the above, Novice Range Learners in high school discuss currency exchange rates between the target countries and the United States in order to understand the price of goods and services.	Student Edition: Teacher Edition: p. 9, Heritage Speakers; p. 9, Learning from Realia; p. 294C, Chapter Project (#2)
ML.C3.1.NR.g: In addition to the above, Novice Range Learners in high school observe climate around the world, giving reasons for weather patterns based on location and time of year.	Student Edition: p. 16, Act. 2–3; pp. 252–253, Lectura, ¿Comprendes? Teacher Edition: p. 252, Differentiation (Slower Paced Learners); p. 294D, Connection to Fine Art (Expansion)
ML.C3.1.NR.h: In addition to the above, Novice Range Learners in high school compare typical food items from the	Student Edition: p. 125, Aquí y allí; p. 153, Tarea

target countries and one's own.	Teacher Edition: pp. 126–127, Introducción al tema
ML.C3.1.NR.i: In addition to the above, Novice Range Learners in high school explore people from the past and present who have had an influence locally and/or globally.	Student Edition: p. 145, Conexiones; p. 416, Act A–B Teacher Edition: p. 115, Cultural Snapshot; p. 145, Conexiones

CORNERSTONE: Connections (C3) Acquiring Information and Diverse Perspectives

STANDARDS	PAGE REFERENCES
Standard C3.2	
Performance Level	Access and evaluate information and diverse perspectives that are available through the target language and its cultures.
Novice Range (NR)	
ML.C3.2.NR.a–d	
ML.C3.2.NR.a: Novice Range Learners in elementary and middle school identify the content areas and expand on vocabulary for each.	Student Edition: p. 145, Conexiones; p. 269, Act. 4; p. 285, Conexiones; pp. 350–351, Lectura cultural, Act. A–D; p. 355, Act. 7; p. 376, Conexiones Teacher Edition: p. 29, Conexiones
ML.C3.2.NR.b: In addition to the above, Novice Range Learners in high school interpret information from infographics.	Student Edition: p. 131, Conexiones; eScape, "Hispanos en Estados Unidos: ¿Cuántos somos?" [http://mhed.us/ASD5], Explore more #2, #4 Teacher Edition:
ML.C3.2.NR.c: In addition to the above, Novice Range Learners in high school use media from the target culture to increase knowledge of topics from other content areas.	Student Edition: p. 283, Act. B; p. 414, Act. D; eScape, "Maravillas audaces en lo alto de Bolivia" [http://mhed.us/ASD7], Share what you know; eScape, "Fernando Botero y su visión artística del mundo" [http://mhed.us/ASD6], Explore more #1, #2, Share what you know #1 Teacher Edition: p. 192D, Campaña de salud; p. 283, Differentiation; p. 328C, Chapter Project
ML.C3.2.NR.d: In addition to the above, Novice Range Learners in high school identify the main idea of current events reported in news from the target culture.	Student Edition: Teacher Edition:

CORNERSTONE: Comparisons (C4) Language Comparisons

STANDARDS	PAGE REFERENCES
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Standard C4.1	
Performance Level	Investigate, explain, and reflect on the nature of language through comparisons of the classical language and one's own.
Novice Range (NR)	
ML.C4.1.NR.a–f	
ML.C4.1.NR.a: Novice Range Learners in elementary and middle school 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.	Student Edition: p. 27, ¡Ojo!; p. 112, Antes de leer, Durante la lectura, Después de leer; p. 223, Juego; p. 269, Act. 4; p. 291, Juego; p. 402, Reading Tip Teacher Edition: p. 112, Comparaciones
ML.C4.1.NR.b: Novice Range Learners in elementary and middle school identify idioms and their functions in one's own language and target language.	Student Edition: p. 174, Act. 11 Teacher Edition: p. 66, Tips for Success; p. 303, Tips for Success
ML.C4.1.NR.c: Novice Range Learners in elementary and middle school compare formal and informal speech in one's own and target language.	Student Edition: p. 3, Act. 5–6; p. 37, Act. 14; p. 380, Act. 12 Teacher Edition: p. 2, Core Instruction (Step 8); p. 3, Comparaciones; p. 34, Core Instruction (Step 2); p. 35, Comparaciones
ML.C4.1.NR.d: Novice Range Learners in elementary and middle school compare and contrast the sounds and writing systems of one's own language with the target language.	Student Edition: p. 39, Pronunciación; p. 247, Pronunciación; p. 279, Pronunciación; p. 347, Pronunciación; p. 374, Conexiones; p. 375, Verbos reflexivos, #4 Teacher Edition: p. 73, Pronunciación
ML.C4.1.NR.e: In addition to the above, Novice Range Learners in high school identify features of language specific to the target language that may not exist in one's own language (e.g., gender, tense, character components).	Student Edition: p. 50, Comparaciones; p. 100, Comparaciones; p. 107, Las contracciones al y del (#2); p. 222, Comparaciones; p. 278, Palabras afirmativas y negativas Teacher Edition: p. 32, Adjetivos; p. 270, Differentiation (verbal-linguistic learners)
ML.C4.1.NR.f: In addition to the above, Novice Range Learners in high school compare word order between one's own and the target language.	Student Edition: p. 175, Los verbos interesar, aburrir, gustar; p. 211, Act. 19; p. 308, ¡Ojo! Teacher Edition:
CORNERSTONE: Comparisons (C4) Cultural Comparisons	
STANDARDS	PAGE REFERENCES
Standard C4.2	
Performance Level	Investigate, explain, and reflect on the concept of culture through comparisons of the target culture

	and one's own.
Novice Range (NR)	
ML.C4.2.NR.a–e	
ML.C4.2.NR.a: Novice Range Learners in elementary and middle school contrast tangible and intangible products of the target culture to one's own.	Student Edition: p. 10, Cultura; p. 141, Comparaciones; p. 143, Cultura; eScape, "El mate" [http://mhed.us/ASD1], Share what you know #2 Teacher Edition: p. 328D, Un lugar misterioso
ML.C4.2.NR.b: Novice Range Learners in elementary and middle school compare simple patterns of behavior or interaction in various cultural settings (e.g., transportation to school, eating habits).	Student Edition: p. 113, Act. C; p. 147, Act. D; p. 152, Act. 3; p. 165, Act. 7; p. 323, Tarea; p. 414, Act. B Teacher Edition: p. 71, Heritage Speakers
ML.C4.2.NR.c: Novice Range Learners in elementary and middle school compare appropriate gestures to greet friends, family, or new acquaintances in one's own and the target culture.	Student Edition: p. 3, Act. 7 Teacher Edition: p. 3, Comparaciones
ML.C4.2.NR.d: In addition to the above, Novice Range Learners in high school compare games, stories, songs, and rhymes from the target culture and one's own.	Student Edition: p. 269, Cultura Teacher Edition:
ML.C4.2.NR.e: In addition to the above, Novice Range Learners in high school contrast daily life, celebrations, and communities from the target culture and one's own.	Student Edition: p. 323, Tarea; p. 418, Act. B Teacher Edition: p. 267, Cultura

CORNERSTONE: Communities (C5)
School and Global Communities

STANDARDS	PAGE REFERENCES
Standard C5.1	
Performance Level	Use language to interact both within and beyond the classroom.
Novice Range (NR)	
ML.C5.1.NR.a–d	
ML.C5.1.NR.a: Novice Range Learners in elementary school and middle school identify places in the community where the target language is spoken.	Student Edition: p. 38, Comunidades; p. 138, Comunidades; p. 272, Comunidades Teacher Edition: p. 124C, El menú (#2); p. 272, Comunidades
ML.C5.1.NR.b: Novice Range Learners in elementary school and middle school	Student Edition: p. 357, Tarea

research opportunities for participation in school, community, or language competitions.	Teacher Edition: p. 362D, Los gauchos
ML.C5.1.NR.c Novice Range Learners in elementary school and middle school access speakers of the language either in person or using technology.	Student Edition: p. 236, Comunidades Teacher Edition: p. 43, Comunidades; p. 124C, El menú (#3); p. 236, Comunidades; p. 262C, Chapter Project (Expansión); p. 272, Comunidades
ML.C5.1.NR.d: In addition to the above, Novice Range Learners in high school explore professions that require proficiency in another language.	Student Edition: p. 210, Carreras; p. 240, Carreras Teacher Edition: p. 241, Carreras
CORNERSTONE: Communities (C5) Lifelong Learning	
STANDARDS	PAGE REFERENCES
Standard C5.2	
Performance Level	Use the target language for enrichment and advancement.
Novice Range (NR) ML.C5.2.NR.a–d	
ML.C5.2.NR.a: Novice Range Learners in elementary and middle school interpret materials and/or media from the target language and culture.	Student Edition: p. 416, Act. B; p. 423, Act. A Teacher Edition: p. 192D, Campaña de salud; p. 328D, Un lugar misterioso
ML.C5.2.NR.b: Novice Range Learners in elementary and middle school exchange information about topics of personal interest.	Student Edition: p. 164, Comunidades; eScape, "Mariano, Rivera" [http://mhed.us/ASD8], Share what you know Teacher Edition:
ML.C5.2.NR.c: Novice Range Learners in elementary and middle school identify music or songs in the target language.	Student Edition: p. 283, Act. D; eScape, "Música y tradiciones en Guinea Ecuatorial" [http://mhed.us/ASD9], Explore more #1 Teacher Edition: p. 262D, Maracas
ML.C5.2.NR.d: In addition to the above, Novice Range Learners in high school set learning goals for language acquisition.	Student Edition: p. 220, Act. 3; p. 357, Tarea Teacher Edition:

The following correlations represent material that meets benchmarks for the proficiency level above the targeted proficiency level.

**CORNERSTONE: Communication (C1)
Interpersonal Communication**

STANDARDS		PAGE REFERENCES
Standard C1.1		
Performance Level	Interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.	
Intermediate Low (IL) ML.C1.1.IL.a–d		
ML.C1.1.IL.a: Intermediate Low Learners create basic sentences to have a conversation on a number of everyday topics.	Student Edition: p. 418, Act A–B Teacher Edition:	
ML.C1.1.IL.b: Intermediate Low Learners create basic sentences to ask and answer questions about familiar factual information.	Student Edition: Teacher Edition:	
ML.C1.1.IL.c: Intermediate Low Learners create basic sentences to meet basic needs in familiar situations.	Student Edition: Teacher Edition:	
ML.C1.1.IL.d: Intermediate Low Learners create basic sentences to begin to indicate various time frames.	Student Edition: p. 256, Act. 5 Teacher Edition:	
Intermediate Mid (IM) ML.C1.1.IM.a–e		
ML.C1.1.IM.a: Intermediate Mid Learners create and begin to connect sentences to start, maintain, and end a conversation on a variety of familiar topics.	Student Edition: Teacher Edition: p. 348, Differentiation	
ML.C1.1.IM.b: Intermediate Mid Learners create and begin to connect sentences to discuss daily activities and personal preferences.	Student Edition: Teacher Edition:	
ML.C1.1.IM.c: Intermediate Mid Learners create and begin to connect sentences to handle tasks related to personal needs.	Student Edition: Teacher Edition:	
ML.C1.1.IM.d: Intermediate Mid Learners create and begin to connect sentences to	Student Edition: p. 416, Act. A	

exchange information about subjects of special interest.	Teacher Edition:
ML.C1.1.IM.e: Intermediate Mid Learners create and begin to connect sentences to indicate various time frames with occasional success.	Student Edition: Teacher Edition:
CORNERSTONE: Communication (C1) Interpretive Communication—Reading	
STANDARDS	PAGE REFERENCES
Standard C1.3	
Performance Level	Interpret, analyze, and demonstrate understanding of written materials on a variety of topics.
Intermediate Low (IL)	
ML.C1.3.IL.a–c	
ML.C1.3.IL.a: Intermediate Low Learners recognize basic sentences to understand short texts of personal interest.	Student Edition: p. 351, Act. A–D Teacher Edition:
ML.C1.3.IL.b: Intermediate Low Learners recognize basic sentences to identify some basic information needed to fill out forms.	Student Edition: Teacher Edition:
ML.C1.3.IL.c: Intermediate Low Learners recognize basic sentences to infer basic information from a variety of media (e.g., weather reports, job postings).	Student Edition: p. 114, Solicita Personal Teacher Edition:
Intermediate Mid (IM)	
ML.C1.3.IM.a–b	
ML.C1.3.IM.a: Intermediate Mid Learners begin to recognize connected sentences to articulate the main idea of simple texts related to everyday life (e.g., postcards from friends, entertainment magazines, social media posts).	Student Edition: Teacher Edition:
ML.C1.3.IM.b: Intermediate Mid Learners begin to recognize connected sentences to understand simple written exchanges between other people.	Student Edition: p. 409, Act. C Teacher Edition:
Intermediate High (IH)	
ML.C1.3.IH.a–b	
ML.C1.3.IH.a: Intermediate High Learners recognize connected sentences to articulate the main idea of texts related to everyday life, personal interests, and school studies.	Student Edition: p. 350, Después de leer; p. 414, Act. A Teacher Edition:

ML.C1.3.IH.b: Intermediate High Learners recognize connected sentences to follow some accounts of events and experiences in various time frames.	Student Edition: Teacher Edition:
CORNERSTONE: Communication (C1) Presentational—Speaking	
STANDARDS	PAGE REFERENCES
Standard C1.4	
Performance Level	Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.
Intermediate Low (IL) ML.C1.4.IL.a–e	
ML.C1.4.IL.a: Intermediate Low Learners create basic sentences to describe people, activities, events, and experiences.	Student Edition: p. 346, Act. 13 Teacher Edition:
ML.C1.4.IL.b: Intermediate Low Learners create basic sentences to express needs, wants, and preferences on topics of interest.	Student Edition: Teacher Edition:
ML.C1.4.IL.c: Intermediate Low Learners create basic sentences to interpret and discuss instructions, directions, and maps.	Student Edition: Teacher Edition:
ML.C1.4.IL.d: Intermediate Low Learners create basic sentences to present songs, short skits, or dramatic readings.	Student Edition: Teacher Edition: p. 226C, Chapter Project; p. 346, Differentiation
ML.C1.4.IL.e: Intermediate Low Learners create basic sentences to use practiced or memorized expressions to begin to indicate various time frames.	Student Edition: p. 232, Act. 2 Expansión Teacher Edition: p. 344, Teaching Options
Intermediate Mid (IM) ML.C1.4.IM.a–d	
ML.C1.4.IM.a: Intermediate Mid Learners create and begin to connect sentences to discuss one's personal and social experiences.	Student Edition: Teacher Edition:
ML.C1.4.IM.b: Intermediate Mid Learners create and begin to connect sentences to present information about something learned or researched.	Student Edition: p. 414, Act. G Teacher Edition:
ML.C1.4.IM.c: Intermediate Mid Learners create and begin to connect sentences to	Student Edition:

express a viewpoint about common interests and issues.	Teacher Edition:
ML.C1.4.IM.d: Intermediate Mid Learners create and begin to connect sentences to indicate various time frames with occasional success.	Student Edition: Teacher Edition:
CORNERSTONE: Communication (C1) Presentational—Writing	
STANDARDS	PAGE REFERENCES
Standard C1.5	
Performance Level	Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.
Intermediate Low (IL)	
ML.C1.5.IL.a–f	
ML.C1.5.IL.a: Intermediate Low Learners create basic sentences to describe people, activities, events, and experiences.	Student Edition: p. 414, Act. C Teacher Edition:
ML.C1.5.IL.b: Intermediate Low Learners create basic sentences to prepare materials for a presentation.	Student Edition: p. 419, Act. F Teacher Edition:
ML.C1.5.IL.c: Intermediate Low Learners create basic sentences to give basic instructions on how to make or do something.	Student Edition: Teacher Edition:
ML.C1.5.IL.d: Intermediate Low Learners create basic sentences to write about topics of student interest.	Student Edition: Teacher Edition: p. 362C, Chapter Project
ML.C1.5.IL.e: Intermediate Low Learners create basic sentences to ask questions to obtain information.	Student Edition: Teacher Edition:
ML.C1.5.IL.f: Intermediate Low Learners create basic sentences to use practiced or memorized expressions to begin to indicate various time frames.	Student Edition: Teacher Edition:
Intermediate Mid (IM)	
ML.C1.5.IM.a–d	
ML.C1.5.IM.a: Intermediate Mid Learners create and begin to connect sentences to write messages, announcements, and invitations.	Student Edition: Teacher Edition:
ML.C1.5.IM.b: Intermediate Mid Learners create and begin to connect sentences to compose a simple paragraph about a learned or researched topic.	Student Edition: p. 419, Act. E Teacher Edition:

ML.C1.5.IM.c: Intermediate Mid Learners create and begin to connect sentences to create communications for an authentic audience.	Student Edition: Teacher Edition:
ML.C1.5.IM.d: Intermediate Mid Learners create and begin to connect sentences to indicate various time frames with occasional success.	Student Edition: Teacher Edition:

CORNERSTONE: Culture (C2) Relating Cultural Practices to Perspectives

STANDARDS	PAGE REFERENCES
Standard C2.1	
Performance Level	Investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.
Intermediate Range (IR)	
ML.C2.1.IR.a–h	
ML.C2.1.IR.a: Intermediate Range Learners in elementary and middle school examine, analyze, and exchange information on patterns of behavior typical of their peer group in the target culture.	Student Edition: p. 147, Act. D; p. 181, Act. D; p. 273, Act. 9; p. 316, Durante la lectura Teacher Edition:
ML.C2.1.IR.b: Intermediate Range Learners in elementary and middle school identify and begin to use both formal and informal methods to interact with peers and adults.	Student Edition: p. 3, Act. 5–6 Teacher Edition:
ML.C2.1.IR.c: Intermediate Range Learners in elementary and middle school observe or identify a variety of authentic or simulated age-appropriate cultural activities (e.g., games, sports, or entertainment).	Student Edition: p. 273, Act 9 Teacher Edition:
ML.C2.1.IR.d: Intermediate Range Learners in elementary and middle school investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.	Student Edition: p. 414, Act. D; p. 418, Act. A–B Teacher Edition:
ML.C2.1.IR.e: In addition to the above, Intermediate Range Learners in high school identify and analyze cultural practices using authentic materials.	Student Edition: Teacher Edition:
ML.C2.1.IR.f: In addition to the above, Intermediate Range Learners in high school simulate culturally appropriate	Student Edition:

community interactions.	Teacher Edition:
ML.C2.1.IR.g: In addition to the above, Intermediate Range Learners in high school interact with peers or the peer group of the target culture to demonstrate an awareness of culturally respectful behavior.	Student Edition: Teacher Edition:
ML.C2.1.IR.h: In addition to the above, Intermediate Range Learners in high school begin to adjust language and message to acknowledge audiences with different cultural backgrounds.	Student Edition: Teacher Edition:

**CORNERSTONE: Culture (C2)
Relating Cultural Products to Perspectives**

STANDARDS	PAGE REFERENCES
Standard C2.2	
Performance Level	Investigate, explain, and reflect on the relationship between products and perspectives of the culture(s) studied.
Intermediate Range (IR) ML.C2.2.IR.a–c	
ML.C2.2.IR.a: Intermediate Range Learners in elementary and middle school identify and investigate the function of products of the target culture.	Student Edition: Teacher Edition:
ML.C2.2.IR.b: Intermediate Range Learners in elementary and middle school explore (e.g., read, listen to, observe, perform) products of the target culture and explain the origin and importance of these products today.	Student Edition: Teacher Edition: p. 362D, Los gauchos
ML.C2.2.IR.c: In addition to the above, Intermediate Range Learners in high school identify and analyze cultural products found in literature, news stories, and films from the target culture.	Student Edition: Teacher Edition:

**CORNERSTONE: Connections (C3)
Making Connections**

STANDARDS	PAGE REFERENCES
Standard C3.1	
Performance Level	Build, reinforce, and expand knowledge of other

	content areas while using the target language to develop critical thinking and to solve problems creatively.
Intermediate Range (IR)	
ML.C3.1.IR.a–e	
ML.C3.1.IR.a: Intermediate Range Learners in elementary and middle school identify and locate the target countries and their geographic features on a map.	Student Edition: Teacher Edition:
ML.C3.1.IR.b: In addition to the above, Intermediate Range Learners in high school relate topics from other content areas to the target culture.	Student Edition: p. 98, Conexiones; p. 131, Conexiones Teacher Edition: p. 350, Cultural Snapshot
ML.C3.1.IR.c: In addition to the above, Intermediate Range Learners in high school explain and sequence the significant events that shaped the identity of the target countries.	Student Edition: Teacher Edition:
ML.C3.1.IR.d: In addition to the above, Intermediate Range Learners in high school compare attitudes and reactions regarding current events of global importance.	Student Edition: Teacher Edition:
ML.C3.1.IR.e: In addition to the above, Intermediate Range Learners in high school contrast examples of contemporary culture (e.g., sports, music, art, architecture) from the target countries to one's own.	Student Edition: p. 180, Reading Strategy, Antes de leer, Durante la lectura Teacher Edition: p. 181, Cultura
CORNERSTONE: Connections (C3) Acquiring Information and Diverse Perspectives	
STANDARDS	PAGE REFERENCES
Standard C3.2	
Performance Level	Access and evaluate information and diverse perspectives that are available through the target language and its cultures.
Intermediate Range (IR)	
ML.C3.2.IR.a–e	
ML.C3.2.IR.a: Intermediate Range Learners in elementary and middle school use age-appropriate authentic sources to prepare presentations on familiar topics.	Student Edition: Teacher Edition:

ML.C3.2.IR.b: In addition to the above, Intermediate Range Learners in high school describe a current event article or broadcast in the target language and evaluate how it compares with the same event reported in the United States.	Student Edition: Teacher Edition:
ML.C3.2.IR.c: In addition to the above, Intermediate Range Learners in high school explore the various perspectives of a major figure in history, science, or the arts from the perspective of the target culture.	Student Edition: p. 414, Act. E Teacher Edition:
ML.C3.2.IR.d: In addition to the above, Intermediate Range Learners in high school compare preferences related to daily life of the local community to those of the target culture (e.g., music, movies, or leisure activities).	Student Edition: Teacher Edition:
ML.C3.2.IR.e: In addition to the above, Intermediate Range Learners in high school compare the perspective of local advertisements with advertisements of the target culture.	Student Edition: Teacher Edition:

CORNERSTONE: Comparisons (C4) Language Comparisons

STANDARDS	PAGE REFERENCES
Standard C4.1	
Performance Level	Investigate, explain, and reflect on the nature of language through comparisons of the classical language and one's own.
Intermediate Range (IR)	
ML.C4.1.IR.a–e	
ML.C4.1.IR.a: Intermediate Range Learners in elementary and middle school identify expressions that communicate respect and status in one's own and the target language.	Student Edition: Teacher Edition:
ML.C4.1.IR.b: Intermediate Range Learners in elementary and middle school determine words in one's own and target language that have no direct translation.	Student Edition: Teacher Edition:
ML.C4.1.IR.c: Intermediate Range Learners in elementary and middle school recognize on how different time frames are expressed in the target language and one's own.	Student Edition: p. 358, Comparaciones Teacher Edition:

<p>ML.C4.1.IR.d: In addition to the above, Intermediate Range Learners in high school predict language origins based on awareness of cognates and linguistic similarities.</p>	<p>Student Edition:</p> <p>Teacher Edition:</p>
<p>ML.C4.1.IR.e: In addition to the above, Intermediate Range Learners in high school investigate cognates that can have the same or different meanings among languages and speculate about the evolution of language over time.</p>	<p>Student Edition:</p> <p>Teacher Edition:</p>