



# ¡Así se dice!

Spanish Level 2

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Targeted Level of Proficiency: Intermediate Low

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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.

#### 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. 128, Act. 3; p. 175, Act. 8; p. 269, Act. 6; p. 279, Act. 16

**Teacher Edition:** p. 234, Comunidades; p. 246, Comunicación; p. 268, Conexiones

ML.C1.1.IL.b: Intermediate Low Learners create basic sentences to ask and answer questions about familiar factual information.

**Student Edition:** p. 96, Act. 1; p. 194, Act. 3

**Teacher Edition:** p. 157, Comunicación; p. 237, Tips for Success; p. 270, Tips for Success; p. 285, Tips for Success

ML.C1.1.IL.c: Intermediate Low Learners create basic sentences to meet basic needs in familiar situations.

**Student Edition:** p. 11, Act. 6; p. 28, Act. 2–3; p. 45, Act. 6; p. 75, Act. 7; p. 111, Act. 6; p. 179, Act. 5; p. 222, Act 5

**Teacher Edition:**

ML.C1.1.IL.d: Intermediate Low Learners create basic sentences to begin to indicate various time frames.

**Student Edition:** p. 82, Act. 5; p. 147, Act. 5; p. 149, Act. 9; p. 194, Act. 4–5; p. 209, Act. 4; p. 256, Act. 6; p. 290, Act. 1, Act. 5

<b>Teacher Edition:</b>	
<b>CORNERSTONE: Communication (C1) Interpretive Communication—Listening</b>	
<b>STANDARDS</b>	<b>PAGE REFERENCES</b>
<b>Standard C1.2</b>	
<b>Performance Level</b>	Demonstrate understanding, interpret, and analyze what is heard on a variety of topics.
<b>Intermediate Low (IL) ML.C1.2.IL.a–b</b>	
ML.C1.2.IL.a: Intermediate Low Learners recognize basic sentences to determine the main idea of texts and interactions related to everyday life.	<b>Student Edition:</b> p. 123, Act. E; p. 189, Act. D  <b>Teacher Edition:</b> p. 57, Differentiation (Bullet #3)
ML.C1.2.IL.b: Intermediate Low Learners recognize basic sentences to follow questions and simple statements on familiar topics when participating in a conversation.	<b>Student Edition:</b> p. 96, Act. 2; p. 111, Act. 6; p. 147, Act. 5; p. 179, Act. 7; p. 209, Act. 4; p. 222, Act. 5  <b>Teacher Edition:</b> p. 157, Comunicación
<b>CORNERSTONE: Communication (C1) Interpretive Communication—Reading</b>	
<b>STANDARDS</b>	<b>PAGE REFERENCES</b>
<b>Standard C1.3</b>	
<b>Performance Level</b>	Interpret, analyze, and demonstrate understanding of written materials on a variety of topics.
<b>Intermediate Low (IL) ML.C1.3.IL.a–c</b>	
ML.C1.3.IL.a: Intermediate Low Learners recognize basic sentences to understand short texts of personal interest.	<b>Student Edition:</b> pp. 88–91, Reading Checks, Act. A–E; pp. 120–123, Reading Checks, Act. A–C; pp. 154–157, Reading Checks, Act. A–F; pp. 312–313, Reading Checks, Act. A–C; pp. 344–345; Reading Checks, Act. A, Act. C; p. 347, ¿Comprendes?  <b>Teacher Edition:</b> p. 375, Tips for Success
ML.C1.3.IL.b: Intermediate Low Learners recognize basic sentences to identify some basic information needed to fill out forms.	<b>Student Edition:</b> p. 7, Act. 6  <b>Teacher Edition:</b>
ML.C1.3.IL.c: Intermediate Low Learners recognize basic sentences to infer basic	<b>Student Edition:</b> p. 178, Act. 4; p. 389, Act. C

information from a variety of media (e.g., weather reports, job postings).	<b>Teacher Edition:</b> p. 171, Introducción al tema (Nicaragua #1); p. 265, Introducción al tema (Ecuador); p. 274, Learning from Realia; p. 389, Act. G
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## CORNERSTONE: Communication (C1) Presentational—Speaking

STANDARDS	PAGE REFERENCES
<b>Standard C1.4</b>	
<b>Performance Level</b>	Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.
<b>Intermediate Low (IL)</b>	
<b>ML.C1.4.IL.a–e</b>	
ML.C1.4.IL.a: Intermediate Low Learners create basic sentences to describe people, activities, events, and experiences.	<b>Student Edition:</b> p. 128, Act. 4; p. 162, Act. 1–2; p. 175, Act. 9; p. 222, Act. 1, Act. 4; p. 256, Act. 1–4  <b>Teacher Edition:</b> p. 139, Differentiation (Heritage Speakers); p. 253, Comunidades, Comunicación
ML.C1.4.IL.b: Intermediate Low Learners create basic sentences to express needs, wants, and preferences on topics of interest.	<b>Student Edition:</b> p. 45, Act. 6; p. 128, Act. 1–3; p. 180, Act. 3; p. 222, Act. 6; p. 290, Act. 3  <b>Teacher Edition:</b> p. 204, Comunicación
ML.C1.4.IL.c: Intermediate Low Learners create basic sentences to interpret and discuss instructions, directions, and maps.	<b>Student Edition:</b> p. 269, Act 6; p. 290, Act. 1  <b>Teacher Edition:</b> p. 218, Differentiation
ML.C1.4.IL.d: Intermediate Low Learners create basic sentences to present songs, short skits, or dramatic readings.	<b>Student Edition:</b> p. 128, Act. 1  <b>Teacher Edition:</b> p. R40, Comunicación; p. 18, Differentiation (Bodily-kinesthetic/Interpersonal Learners); p. 204, Comunicación; p. 214, Core Instruction (Step 3); p. 275, Comunicación; p. 332, Differentiation (Multiple Intelligences)
ML.C1.4.IL.e: Intermediate Low Learners create basic sentences to use practiced or memorized expressions to begin to indicate various time frames.	<b>Student Edition:</b> p. 96, Act. 3; p. 151, Act. 14; p. 162, Act. 4; p. 183, Act. 10; p. 185, Act. 13; p. 222, Act. 1  <b>Teacher Edition:</b>

## CORNERSTONE: Communication (C1) Presentational—Writing

STANDARDS	PAGE REFERENCES
<b>Standard C1.5</b>	
<b>Performance Level</b>	Present information on multiple topics for a variety

	of purposes using appropriate formats, considering the intended audience.
<b>Intermediate Low (IL)</b>	
<b>ML.C1.5.IL.a–f</b>	
ML.C1.5.IL.a: Intermediate Low Learners create basic sentences to describe people, activities, events, and experiences.	<b>Student Edition:</b> p. 91, Act. B–C; p. 129, Tarea; p. 153, Act. C; p. 163, Tarea; p. 195, Tarea; p. 261, Act. 6 <b>Teacher Edition:</b> p. 114, Quick Start
ML.C1.5.IL.b: Intermediate Low Learners create basic sentences to prepare materials for a presentation.	<b>Student Edition:</b> p. 387, Un proyecto <b>Teacher Edition:</b> p. 34C, Chapter Project; p. 102C, Chapter Project; p. 198, Conexiones; p. 262C, Chapter Project; p. 296D, Connection to Fine Art; p. 324C, Chapter Project
ML.C1.5.IL.c: Intermediate Low Learners create basic sentences to give basic instructions on how to make or do something.	<b>Student Edition:</b> p. 291, Tarea; p. 319, Tarea <b>Teacher Edition:</b> p. 102C, Chapter Project
ML.C1.5.IL.d: Intermediate Low Learners create basic sentences to write about topics of student interest.	<b>Student Edition:</b> p. 189, Act. E; p. 223, Tarea; p. 257, Tarea; p. 322, Act. 4; p. 389, Act. C–D <b>Teacher Edition:</b> p. 228C, Chapter Project
ML.C1.5.IL.e: Intermediate Low Learners create basic sentences to ask questions to obtain information.	<b>Student Edition:</b> p. 291, Tarea <b>Teacher Edition:</b> p. 285, Tips for Success; p. 324C, Chapter Project
ML.C1.5.IL.f: Intermediate Low Learners create basic sentences to use practiced or memorized expressions to begin to indicate various time frames.	<b>Student Edition:</b> p. 97, Tarea; p. 151, Act. 14; p. 163, Tarea; p. 223, Tarea; p. 257, Tarea; p. 391, Act. B <b>Teacher Edition:</b> p. 68C, Chapter Project Expansión
<b>CORNERSTONE: Culture (C2)</b> <b>Relating Cultural Practices to Perspectives</b>	
<b>STANDARDS</b>	<b>PAGE REFERENCES</b>
<b>Standard C2.1</b>	
<b>Performance Level</b>	Investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.
<b>Intermediate Range (IR)</b>	
<b>ML.C2.1.IR.a–h</b>	
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.	<b>Student Edition:</b> pp. 120–123, Lectura cultural, Antes de leer, Reading Checks, Durante la lectura, Después de leer, Act. B–D; p. 162, Act. 3; p. 191, Act. B <b>Teacher Edition:</b> p. 22, Cultural Snapshot; p. 200D, Pensiones; p. 296D, La dieta

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.	<b>Student Edition:</b> p. 52, Mandatos con <b>favor de</b> (#1), Act. 12; p. 111, Act. 6; p. 128, Act. 1; p. 129, Tarea; p. 194, Act. 4  <b>Teacher Edition:</b>
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).	<b>Student Edition:</b> pp. 120–123, Lectura cultural, Reading Checks, Durante la lectura; p. 162, Act. 1  <b>Teacher Edition:</b> p. 102D; La sobremesa y la siesta; p. 134C, Chapter Project; p. 145, Differentiation
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.	<b>Student Edition:</b> p. 91, Act. E; pp. 154–157, Lectura cultural, Reading Checks, Act. B, Act. D; p. 346, Antes de leer  <b>Teacher Edition:</b> p. 68D, Connection to Fine Art; p. 90, Comparaciones; p. 102D, La sobremesa y la siesta; p. 262D, Connection to Fine Art
ML.C2.1.IR.e: In addition to the above, Intermediate Range Learners in high school identify and analyze cultural practices using authentic materials.	<b>Student Edition:</b> p. 313, Comparaciones; p. 346, Después de leer  <b>Teacher Edition:</b> p. 142, Differentiation; p. 296D, Connection to Fine Art; p. 311, Comunidades
ML.C2.1.IR.f: In addition to the above, Intermediate Range Learners in high school simulate culturally appropriate community interactions.	<b>Student Edition:</b>  <b>Teacher Edition:</b> p. 102D, La sobremesa y la siesta
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.	<b>Student Edition:</b>  <b>Teacher Edition:</b> p. 139, Differentiation (Heritage Speakers); p. 155, Differentiation
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.	<b>Student Edition:</b>  <b>Teacher Edition:</b>

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

STANDARDS	PAGE REFERENCES
<b>Standard C2.2</b>	
<b>Performance Level</b>	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.	<b>Student Edition:</b> p. 251, Act. B; p. 285, Act. D; p. 313, Comparaciones <b>Teacher Edition:</b> p. 168D, Música latina; p. 200D, Pensiones; p. 228C, Chapter Project
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.	<b>Student Edition:</b> p. 282, Reading Check 2; p. 359, Conexiones; p. 365, Conexiones; p. 370, Conexiones <b>Teacher Edition:</b> p. 134D, Connection to Fine Art; p. 168D, Música latina; p. 228D, Cascarones
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.	<b>Student Edition:</b> <b>Teacher Edition:</b> p. 168D, Música latina; p. 311, Comunidades; p. 315, Cultura

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

<b>STANDARDS</b>	<b>PAGE REFERENCES</b>
<b>Standard C3.1</b>	
<b>Performance Level</b>	Build, reinforce, and expand knowledge of other content areas while using the target language to develop critical thinking and to solve problems creatively.
<b>Intermediate Range (IR)</b>	
<b>ML.C3.1.IR.a–e</b>	
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.	<b>Student Edition:</b> <b>Teacher Edition:</b> p. 81, Conexiones; p. 113, Conexiones; p. 217, Conexiones; p. 253, Conexiones; p. 285, Conexiones; p. 343, Conexiones
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.	<b>Student Edition:</b> pp. 88–91, Reading Checks, Act. A–E; p. 359, Conexiones; p. 370, Conexiones; p. 386, Act. A, Act. C–H; p. 387, Un proyecto; p. 389, A–B, Act. D–F <b>Teacher Edition:</b> p. 296D, La dieta, Connection to Fine Art
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.	<b>Student Edition:</b> p. 93, Cultura; p. 155, Reading Check #2; p. 157, Act. D; p. 313, Comparaciones <b>Teacher Edition:</b> p. 155, Differentiation
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	<b>Student Edition:</b> p. 389, Act. C; p. 391, Act. D <b>Teacher Edition:</b>

importance.	
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.	<p><b>Student Edition:</b> p. 120, Durante la lectura; p. 122, Después de leer; p. 123, Act. D</p> <p><b>Teacher Edition:</b> p. 134D, Connection to Fine Art; p. 158, Comunidades; p. 228C, Chapter Project Expansion</p>
<p><b>CORNERSTONE: Connections (C3)</b>  <b>Acquiring Information and Diverse Perspectives</b></p>	
<b>STANDARDS</b>	<b>PAGE REFERENCES</b>
<b>Standard C3.2</b>	
<b>Performance Level</b>	Access and evaluate information and diverse perspectives that are available through the target language and its cultures.
<b>Intermediate Range (IR)</b>	
<b>ML.C3.2.IR.a–e</b>	
ML.C3.2.IR.a: Intermediate Range Learners in elementary and middle school use age-appropriate authentic sources to prepare presentations on familiar topics.	<p><b>Student Edition:</b> p. 175, Act. 9; p. 243, Act. 8; p. 387, Un proyecto; p. 389, Act. C</p> <p><b>Teacher Edition:</b> p. 134D, Connection to Fine Art; p. 168C, Chapter Project; p. 296D, Connection to Fine Art</p>
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.	<p><b>Student Edition:</b> p. 389, Act. C</p> <p><b>Teacher Edition:</b></p>
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.	<p><b>Student Edition:</b> p. 359, Conexiones; p. 365, Conexiones; p. 370, Conexiones; p. 381, Act. Q; p. 391, Act. A–C</p> <p><b>Teacher Edition:</b> p. 359, Cultura</p>
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).	<p><b>Student Edition:</b></p> <p><b>Teacher Edition:</b> p. 200D, Pensiones; p. 234, Comparaciones; p. 247, Comparaciones; p. 262D, Connection to Fine Art</p>
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.	<p><b>Student Edition:</b> p. 175, Act. 9</p> <p><b>Teacher Edition:</b></p>

**CORNERSTONE: Comparisons (C4)  
Language Comparisons**

STANDARDS		PAGE REFERENCES	
<b>Standard C4.1</b>			
<b>Performance Level</b>		Investigate, explain, and reflect on the nature of language through comparisons of the classical language and one's own.	
<b>Intermediate Range (IR)</b>			
<b>ML.C4.1.IR.a–e</b>			
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.		<b>Student Edition:</b> p. 129, Tarea; p. 274, Imperativo familiar—formas regulares (#1); p. 308, ¿Te acuerdas?; p. 319, Tarea p. 354, Act. 1  <b>Teacher Edition:</b> p. 186, Quick Start	
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.		<b>Student Edition:</b> p. 81, Pretérito de los verbos irregulares (#4); p. 145, Cultura  <b>Teacher Edition:</b> p. 102D, La sobremesa y la siesta; p. 145, About the Spanish Language	
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.		<b>Student Edition:</b> p. 146, Imperfecto de los verbos en <b>–ar</b> ; p. 163, Tarea (#2, Write); p. 183, Act. 9–10; p. 185, Act. 14–15; p. 223, Tarea; p. 240, Futuro de los verbos regulares, Conexiones  <b>Teacher Edition:</b> p. 146, ¡Ojo!	
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.		<b>Student Edition:</b>  <b>Teacher Edition:</b>	
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.		<b>Student Edition:</b> p. 345, Después de leer  <b>Teacher Edition:</b> p. 351, About the Spanish Language	

**CORNERSTONE: Comparisons (C4)  
Cultural Comparisons**

STANDARDS		PAGE REFERENCES	
<b>Standard C4.2</b>			



<b>Performance Level</b>	Investigate, explain, and reflect on the concept of culture through comparisons of the target culture and one's own.
<b>Intermediate Range (IR)</b>	
<b>ML.C4.2.IR.a–f</b>	
ML.C4.2.IR.a: Intermediate Range Learners in elementary and middle school discuss products' origins and importance by comparing products in the one's own and the target culture.	<p><b>Student Edition:</b> p. 286, Antes de leer; eScape, "El casado tico: una delicia costarricense" [<a href="http://mhed.us/ASD10">http://mhed.us/ASD10</a>] Explore more, #1, #2, Share what you know, #1</p> <p><b>Teacher Edition:</b> p. 68D, Connection to Fine Art; p. 90, Comparaciones; p. 134D, Connection to Fine Art; p. 228C, Chapter Projects (Expansion); p. 262D, Las señales de tráfico</p>
ML.C4.2.IR.b: Intermediate Range Learners in elementary and middle school 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><b>Student Edition:</b> p. 128, Act. 5; pp. 154–156, Lectura cultural, Reading Checks; p. 158, Antes de leer; p. 162, Act. 3; p. 188, Durante la lectura, Después de leer</p> <p><b>Teacher Edition:</b> p. 156, Comunicación, Comparaciones; p. 324D, ¿Caminar o conducir?</p>
ML.C4.2.IR.c: Intermediate Range Learners in elementary and middle school compare and contrast the role and importance of family in one's own and the target culture.	<p><b>Student Edition:</b></p> <p><b>Teacher Edition:</b></p>
ML.C4.2.IR.d: In addition to the above, Intermediate Range Learners in high school juxtapose school schedules, course offerings, and attitudes toward school in one's own and the target culture.	<p><b>Student Edition:</b></p> <p><b>Teacher Edition:</b> p. 247, Comparaciones</p>
ML.C4.2.IR.e: In addition to the above, Intermediate Range Learners in high school compare and contrast career choices and preparation in one's own and the target culture.	<p><b>Student Edition:</b></p> <p><b>Teacher Edition:</b> p. 200C, Chapter Project (Expansion)</p>
ML.C4.2.IR.f: In addition to the above, Intermediate Range Learners in high school explore entertainment and leisure options in one's own and the target culture.	<p><b>Student Edition:</b> p. 120, Durante la lectura; p. 122, Después de leer; p. 123, Act. D; p. 128, Act. 5;</p> <p><b>Teacher Edition:</b> p. 234, Comparaciones;</p>
<b>CORNERSTONE: Communities (C5)</b> <b>School and Global Communities</b>	
<b>STANDARDS</b>	<b>PAGE REFERENCES</b>
<b>Standard C5.1</b>	
<b>Performance Level</b>	Use language to interact both within and beyond the

	classroom.
<b>Intermediate Range (IR)</b>	
<b>ML.C5.1.IR.a–c</b>	
ML.C5.1.IR.a: Intermediate Range Learners in elementary and middle school 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><b>Student Edition:</b></p> <p><b>Teacher Edition:</b> p. 296C, Chapter Project Technology (Expansion); p. 311, Comunidades</p>
ML.C5.1.IR.b: In addition to the above, Intermediate Range Learners in high school research the use of the target language in various fields of work in today's world.	<p><b>Student Edition:</b> eEscape, "El día que Miami amaneció de luto" [<a href="http://mhed.us/ASD14">http://mhed.us/ASD14</a>], Share what you know #2</p> <p><b>Teacher Edition:</b> p. 200C, Chapter Project (Expansion); p. 207, Comunidades; p. 346, Conexiones</p>
ML.C5.1.IR.c: In addition to the above, Intermediate Range Learners in high school explore real-world opportunities to connect with the target language community.	<p><b>Student Edition:</b> eEscape, "Mariano Rivera" [<a href="http://mhed.us/ASD8">http://mhed.us/ASD8</a>], Share what you know</p> <p><b>Teacher Edition:</b> p. 296C, Chapter Project (Technology Expansion); p. 311, Comunidades</p>
<b>CORNERSTONE: Communities (C5)</b> <b>Lifelong Learning</b>	
<b>STANDARDS</b>	<b>PAGE REFERENCES</b>
<b>Standard C5.2</b>	
<b>Performance Level</b>	Use the target language for enrichment and advancement.
<b>Intermediate Range (IR)</b>	
<b>ML.C5.2.IR.a–b</b>	
ML.C5.2.IR.a: Intermediate Range Learners in elementary and middle school consult various sources in the target language to obtain information on topics of personal interest.	<p><b>Student Edition:</b> p. 175, Act 9; p. 387, Un proyecto; eEscape, "Ritmos a la vanguardia: la música tribal" [<a href="http://mhed.us/ASD15">http://mhed.us/ASD15</a>], Explore more #3</p> <p><b>Teacher Edition:</b> p. 134C, Chapter Project; p. 134D, Connection to Fine Art; p. 168D, Música latina; p. 311, Comunicación</p>
ML.C5.2.IR.b: In addition to the above, Intermediate Range Learners in high school reflect and collect evidence on learning acquisition goals to plan one's next steps in the language learning process.	<p><b>Student Edition:</b> p. 207, Carreras</p> <p><b>Teacher Edition:</b> p. 200C, Chapter Project (Expansion)</p>

**The following represents material that serves as a bridge for students to attain the targeted proficiency level of the course. These benchmarks recycle material from the proficiency level below the targeted level as added support.**

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

STANDARDS	PAGE REFERENCES
<b>Standard C1.1</b>	
<b>Performance Level</b>	Interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.
<b>Novice Low (NL) ML.C1.1.NL.a–c</b>	
ML.C1.1NL.a: Novice Low Learners use memorized words and some phrases to greet peers.	<b>Student Edition:</b>  <b>Teacher Edition:</b>
ML.C1.1NL.b: Novice Low Learners use memorized words and some phrases to state one's name.	<b>Student Edition:</b> p. 49, Act. 4  <b>Teacher Edition:</b> p. 5, Teaching Options
ML.C1.1NL.c: Novice Low Learners use memorized words and some phrases to answer a few basic questions.	<b>Student Edition:</b> p. R6, Act. 1; p. R35, Act. 6; p. R39, Act. 1; p. 13, Act. 2; p. 60, Act. 3  <b>Teacher Edition:</b> p. 4, Core Instruction (Step 2); p. 38, Core Instruction (Step 3)
<b>Novice Mid (NM) ML.C1.1.NM.a–g</b>	
ML.C1.1.NM.a: Novice Mid Learners use memorized words and phrases to greet and leave people in a polite way.	<b>Student Edition:</b> p. 17, Act. 10  <b>Teacher Edition:</b>
ML.C1.1.NM.b: Novice Mid Learners use memorized words and phrases to introduce oneself and others.	<b>Student Edition:</b>  <b>Teacher Edition:</b> p. R3, Act. 2
ML.C1.1.NM.c: Novice Mid Learners use memorized words and phrases to answer a variety of basic questions.	<b>Student Edition:</b> p. R8, Act. 8; p. R9, Act. 10; p. R34, Act. 1; p. R45, Act. 8; p. 10, Act. 1; p. 44, Act. 2  <b>Teacher Edition:</b> p. 42, Core Instruction (Step 2)

ML.C1.1.NM.d: Novice Mid Learners use memorized words and phrases to make some basic statements in a conversation.	<b>Student Edition:</b> p. R23, Act. 5; p. R35, Act. 7; p. 11, Act. 4; p. 14, Act. 5; p. 28, Act. 5 <b>Teacher Edition:</b>
ML.C1.1.NM.e: Novice Mid Learners use memorized words and phrases to ask some basic questions.	<b>Student Edition:</b> p. R9, Act. 13; p. 11, Act. 6; p. 28, Act. 2–3 <b>Teacher Edition:</b>
ML.C1.1.NM.f: Novice Mid Learners use memorized words and phrases to communicate basic information about oneself and familiar people.	<b>Student Edition:</b> p. R9, Act. 11; p. R16, Act. 1, Act. 3; p. R18, Act. 6; p. R26, Act. 1 <b>Teacher Edition:</b>
ML.C1.1.NM.g: Novice Mid Learners use memorized words and phrases to communicate some basic information about everyday life.	<b>Student Edition:</b> p. R6, Act. 3; p. R7, Act. 7; p. R19, Act. 9; p. R35, Act. 7; p. 45, Act. 6; p. 62, Act. 1 <b>Teacher Edition:</b>
<b>Novice High (NH)</b> <b>ML.C1.1.NH.a–e</b>	
ML.C1.1.NH.a: Novice High Learners begin to use simple sentences to exchange some personal information.	<b>Student Edition:</b> p. R6, Act. 3; p. R9, Act. 10, Act. 12; p. R39, Act. 1; p. R52, Act. 1; p. 51, Act. 8 <b>Teacher Edition:</b> p. 5, Teaching Options; p. 49, Teaching Options
ML.C1.1.NH.b: Novice High Learners begin to use simple sentences to exchange information based on texts, graphs, or pictures.	<b>Student Edition:</b> p. R4, Act. 7; p. R41, Act. A; p. R49, Act. 3; p. 2, Introducción al tema (Estados Unidos) <b>Teacher Edition:</b> p. R2, Core Instruction (Step 3); p. R5, Teaching Options; p. R30, Teaching Options
ML.C1.1.NH.c: Novice High Learners begin to use simple sentences to ask for and give simple directions.	<b>Student Edition:</b> p. 52, Act. 12 Expansión, Act. 13; p. 62, Act. 5; p. 75, Act. 8; <b>Teacher Edition:</b> p. 52, Differentiation
ML.C1.1.NH.d: Novice High Learners begin to use simple sentences to make plans with others.	<b>Student Edition:</b> p. 28, Act. 5; p. 52, Act. 13; p. 62, Act. 3 <b>Teacher Edition:</b>
ML.C1.1.NH.e: Novice High Learners begin to use simple sentences to interact with others in everyday situations.	<b>Student Edition:</b> p. R34, Act. 4; p. 17, Act. 10; p. 45, Act. 6; p. 51, Act. 11; p. 62, Act. 1 <b>Teacher Edition:</b> p. 17, Comunicación

**CORNERSTONE: Communication (C1)**  
**Interpretive Communication—Listening**

STANDARDS	PAGE REFERENCES
<b>Standard C1.2</b>	
<b>Performance Level</b>	Demonstrate understanding, interpret, and analyze what is heard on a variety of topics.
<b>Novice Low (NL)</b> <b>ML.C1.2.NL.a–b</b>	
ML.C1.2.NL.a: Novice Low Learners recognize memorized words and some phrases to identify the sound of a letter or character.	<b>Student Edition:</b> p. 19, Pronunciación; p. 53, Pronunciación <b>Teacher Edition:</b> p. 19, Pronunciación; p. 53, Pronunciación
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.	<b>Student Edition:</b> p. 6, Act. 1; p. 40, Act. 1 <b>Teacher Edition:</b>
<b>Novice Mid (NM)</b> <b>ML.C1.2.NM.a–b</b>	
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).	<b>Student Edition:</b> p. 52, Act. 12, Expansión; p. 52, Act. 13 <b>Teacher Edition:</b> p. 52, Differentiation
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.	<b>Student Edition:</b> p. R13, Act. 1; p. R23, Act. 1 <b>Teacher Edition:</b> p. 4, Total Physical Response; p. 9, Total Physical Response; pp. 38–39, Total Physical Response; p. 43, Total Physical Response
<b>Novice High (NH)</b> <b>ML.C1.2.NH.a–d</b>	
ML.C1.2.NH.a: Novice High Learners begin to recognize simple sentences to comprehend basic questions or statements on familiar topics.	<b>Student Edition:</b> p. R13, Act. 1; p. R23, Act. 1; p. R41, Act. A; p. 44, Act. 1; p. 51, Act. 8 <b>Teacher Edition:</b> p. 38, Core Instruction (Step 2); p. 42, Core Instruction (Step 2)
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.	<b>Student Edition:</b> p. R41, Act. A; p. 6, Act. 1; p. 40, Act. 1 <b>Teacher Edition:</b> p. R22, Core Instruction (Step 2); p. R41, Teaching Options; pp. 2–3, Introducción al tema; p. 42, Core Instruction (Step 2)
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.	<b>Student Edition:</b> <b>Teacher Edition:</b>

ML.C1.2.NH.d: Novice High Learners begin to follow the narrative of a simple story being read aloud.	<b>Student Edition:</b> p. 57, Act. A, C, D; p. 59, ¿Comprendes? <b>Teacher Edition:</b>
<b>CORNERSTONE: Communication (C1) Interpretive Communication—Reading</b>	
<b>STANDARDS</b>	<b>PAGE REFERENCES</b>
<b>Standard C1.3</b>	
<b>Performance Level</b>	Interpret, analyze, and demonstrate understanding of written materials on a variety of topics.
<b>Novice Low (NL) ML.C1.3.NL.a–b</b>	
ML.C1.3.NL.a: Novice Low Learners recognize memorized words and some phrases to identify a few letters or characters.	<b>Student Edition:</b> p. 19, Pronunciación; p. 53, Pronunciación <b>Teacher Edition:</b> p. 19, Pronunciación
ML.C1.3.NL.b: Novice Low Learners recognize memorized words and some phrases to connect some words, phrases, or characters to their meaning.	<b>Student Edition:</b> p. R13, Act. 3; p. R23, Act. 3; p. 44, Act. 4 <b>Teacher Edition:</b>
<b>Novice Mid (NM) ML.C1.3.NM.a–b</b>	
ML.C1.3.NM.a: Novice Mid Learners recognize memorized words and phrases to identify words, phrases, and characters with support of visuals.	<b>Student Edition:</b> <b>Teacher Edition:</b>
ML.C1.3.NM.b: Novice Mid Learners recognize memorized words and phrases to distinguish words, phrases, and characters associated with familiar topics.	<b>Student Edition:</b> p. R31, Act. 2 <b>Teacher Edition:</b> p. R9, Quick Start
<b>Novice High (NH) ML.C1.3.NH.a–c</b>	
ML.C1.3.NH.a: Novice High Learners begin to recognize simple sentences to understand short, simple texts on familiar topics.	<b>Student Edition:</b> p. 23, A–D; p. 41, Act. 4, Act. 7; p. 57, Act. A–D; p. 59, ¿Comprendes? <b>Teacher Edition:</b>
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).	<b>Student Edition:</b> <b>Teacher Edition:</b> p. 37, 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.	<p><b>Student Edition:</b> p. 25, ¿Comprendes?</p> <p><b>Teacher Edition:</b></p>
<p><b>CORNERSTONE: Communication (C1)</b>  <b>Presentational—Speaking</b></p>	
<b>STANDARDS</b>	<b>PAGE REFERENCES</b>
<b>Standard C1.4</b>	
<b>Performance Level</b>	Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.
<p><b>Novice Low (NL)</b>  <b>ML.C1.4.NL.a–c</b></p>	
ML.C1.4.NL.a: Novice Low Learners use memorized words and some phrases to present limited personal information.	<p><b>Student Edition:</b> p. R17, Act. 5; p. R26, Act. 4; p. R34, Act. 3; p. 28, Act. 1; p. 62</p> <p><b>Teacher Edition:</b> p. R3, Activity 2; p. 174, Comunicación</p>
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.	<p><b>Student Edition:</b> p. R23, Act. 4; p. 13, Act. 13; p. 67, Act. 7</p> <p><b>Teacher Edition:</b> p. R4, Differentiation; p. R12, Teaching Options; p. 42, Differentiation</p>
ML.C1.4.NL.c: Novice Low Learners use memorized words and some phrases to recite short songs and simple rhymes or chants.	<p><b>Student Edition:</b></p> <p><b>Teacher Edition:</b></p>
<p><b>Novice Mid (NM)</b>  <b>ML.C1.4.NM.a–e</b></p>	
ML.C1.4.NM.a: Novice Mid Learners use memorized words and phrases to describe familiar items in one's immediate environment.	<p><b>Student Edition:</b> p. 28, Act. 4</p> <p><b>Teacher Edition:</b> p. R4, Act. 6</p>
ML.C1.4.NM.b: Novice Mid Learners use memorized words and phrases to describe oneself and others.	<p><b>Student Edition:</b> p. R16, Act. 1 Expansión; p. R26, Act. 1</p> <p><b>Teacher Edition:</b> p. R2, Differentiation</p>
ML.C1.4.NM.c: Novice Mid Learners use memorized words and phrases to state likes and dislikes.	<p><b>Student Edition:</b></p> <p><b>Teacher Edition:</b></p>
ML.C1.4.NM.d: Novice Mid Learners use memorized words and phrases to describe daily activities.	<p><b>Student Edition:</b> p. R52, Act. 1; p. 41, Act. 6; p. 62, Act. 2</p> <p><b>Teacher Edition:</b> p. 39, Heritage Speakers</p>

ML.C1.4.NM.e: Novice Mid Learners use memorized words and phrases to present simple information about familiar topics.	<b>Student Edition:</b> p. R26, Act. 3; p. 18, Act. 13; p. 28, Act. 1; p. 67, Act. 7  <b>Teacher Edition:</b> p. R22, Teaching Options; p. 8, Differentiation
<b>Novice High (NH)</b> <b>ML.C1.4.NH.a–c</b>	
ML.C1.4.NH.a: Novice High Learners begin to use simple sentences to describe a familiar event, experience, or topic.	<b>Student Edition:</b> p. 67, Act. 7; p. R4, Act. 6; p. R7, Act. 6; p. R52, Act. 3–5; p. 13, Act. 2; p. 62, Act. 2  <b>Teacher Edition:</b> p. R4, Differentiation; p. 9, Differentiation
ML.C1.4.NH.b: Novice High Learners begin to use simple sentences to present basic information about a familiar person, place, or thing.	<b>Student Edition:</b> p. R17, Act. 5; p. R52, Act. 3–5; p. 41, Act. 6  <b>Teacher Edition:</b> p. R2, Differentiation
ML.C1.4.NH.c: Novice High Learners begin to use simple sentences to give basic instructions.	<b>Student Edition:</b> eScape, “El mate” [ <a href="http://mhed.us/ASD1">http://mhed.us/ASD1</a> ], Explore more #1  <b>Teacher Edition:</b> p. R23, Tips for Success
<b>CORNERSTONE: Communication (C1)</b> <b>Presentational—Writing</b>	
<b>STANDARDS</b>	<b>PAGE REFERENCES</b>
<b>Standard C1.5</b>	
<b>Performance Level</b>	Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.
<b>Novice Low (NL)</b> <b>ML.C1.5.NL.a–b</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.	<b>Student Edition:</b> p. 19, Pronunciación (Dictado); p. 53, Pronunciación (Dictado)  <b>Teacher Edition:</b> p. R48, Quick Start
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.	<b>Student Edition:</b> p. 11, Act. 7, p. 67, Act. 7  <b>Teacher Edition:</b>
<b>Novice Mid (NM)</b> <b>ML.C1.5.NM.a–c</b>	
ML.C1.5.NM.a: Novice Mid Learners use memorized words and phrases to fill out a simple form with some basic personal	<b>Student Edition:</b> p. 7, Act. 6



information.	<b>Teacher Edition:</b>
ML.C1.5.NM.b: Novice Mid Learners use memorized words and phrases to write about oneself.	<b>Student Edition:</b> p. R26, Act. 4; p. 29, Tarea; p. 63, Tarea <b>Teacher Edition:</b> p. R6, Quick Start; p. R9, Quick Start; p. R33, Quick Start
ML.C1.5.NM.c: Novice Mid Learners use memorized words and phrases to make lists that aid in day-to-day life.	<b>Student Edition:</b> p. R13, Act. 4; p. 45, Act. 5 <b>Teacher Edition:</b> p. R19, Act. 9; p. 34C, Chapter Project
<b>Novice High (NH)</b>	
<b>ML.C1.5.NH.a–c</b>	
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.	<b>Student Edition:</b> p. 63, Tarea <b>Teacher Edition:</b>
ML.C1.5.NH.b: Novice High Learners begin to use simple sentences to describe a familiar experience or event using practiced material.	<b>Student Edition:</b> p. R45, Act. 6; p. 18, Act. 13; p. 55, Act. B; p. 67, Act. 7 <b>Teacher Edition:</b> p. R12, Quick Start; p. 18, Differentiation (Advanced/Verbal linguistic learners); p. 55, Writing Development
ML.C1.5.NH.c: Novice High Learners begin to use simple sentences to ask for basic information.	<b>Student Edition:</b> <b>Teacher Edition:</b>
<b>CORNERSTONE: Culture (C2)</b> <b>Relating Cultural Practices to Perspectives</b>	
<b>STANDARDS</b>	<b>PAGE REFERENCES</b>
<b>Standard C2.1</b>	
<b>Performance Level</b>	Investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.
<b>Novice Range (NR)</b>	
<b>ML.C2.1.NR.a–g</b>	
ML.C2.1.NR.a: Novice Range Learners in elementary and middle school use appropriate gestures and oral expressions in social interactions.	<b>Student Edition:</b> <b>Teacher Edition:</b> p. R22, Cultura
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).	<b>Student Edition:</b> eEscape, “¡Entra en el agua y pide un deseo!” [ <a href="http://mhed.us/ASD2">http://mhed.us/ASD2</a> ], Share what you know <b>Teacher Edition:</b>

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).	<b>Student Edition:</b>  <b>Teacher Edition:</b> p. 2, Introducción al tema (Perú); p. 324D, 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.	<b>Student Edition:</b>  <b>Teacher Edition:</b>
ML.C2.1.NR.e: Novice Range Learners in elementary and middle school identify characteristics of culturally specific events.	<b>Student Edition:</b> p. 128, Act. 5; p. 153, Act. C; p. 322, Act. 4  <b>Teacher Edition:</b>
ML.C2.1.NR.f: In addition to the above, Novice Range Learners in high school simulate age-appropriate practices from the target culture.	<b>Student Edition:</b> eScape, "¡Entra en el agua y pide un deseo!" [ <a href="http://mhed.us/ASD2">http://mhed.us/ASD2</a> ], Share what you know  <b>Teacher Edition:</b> p. 228D, Cascarones
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).	<b>Student Edition:</b> eScape, "La Cabalgata de los Reyes Magos" [ <a href="http://mhed.us/ASD3">http://mhed.us/ASD3</a> ], Explore more #1  <b>Teacher Edition:</b>

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

STANDARDS	PAGE REFERENCES
<b>Standard C2.2</b>	
<b>Performance Level</b>	Investigate, explain, and reflect on the relationship between products and perspectives of the culture(s) studied.
<b>Novice Range (NR)</b>	
<b>ML.C2.2.NR.a–d</b>	
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.	<b>Student Edition:</b>  <b>Teacher Edition:</b> p. 1D, Un lugar misterioso; p. 68D, Quipus, Connection to Fine Art; p. 102C, Chapter Project
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.	<b>Student Edition:</b>  <b>Teacher Edition:</b> p. 24, Differentiation; p. 102D, Connection to Fine Art
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	<b>Student Edition:</b> eScape, "Julio Cortázar y la rayuela literaria" [ <a href="http://mhed.us/ASD4">http://mhed.us/ASD4</a> ], Explore more #1

the target culture.	<b>Teacher Edition:</b> p. 359, Cultura; p. 365, Differentiation
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.	<b>Student Edition:</b> p. 93, Cultura <b>Teacher Edition:</b>
<b>CORNERSTONE: Connections (C3) Making Connections</b>	
<b>STANDARDS</b>	<b>PAGE REFERENCES</b>
<b>Standard C3.1</b>	
<b>Performance Level</b>	Build, reinforce, and expand knowledge of other content areas while using the target language to develop critical thinking and to solve problems creatively.
<b>Novice Range (NR) ML.C3.1.NR.a–i</b>	
ML.C3.1.NR.a: Novice Range Learners in elementary and middle school identify the target countries on a map.	<b>Student Edition:</b> <b>Teacher Edition:</b> p. 1C, Chapter Project; p. 13, Cultural Snapshot; p. 16, Conexiones; p. 25, 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).	<b>Student Edition:</b> p. 78, Conexiones; <b>Teacher Edition:</b> p. 1C, Chapter Project; p. 1D, Un lugar misterioso; p. 22, Differentiation; p. 25, Conexiones
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).	<b>Student Edition:</b> <b>Teacher Edition:</b> p. 34D, Los gauchos
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.	<b>Student Edition:</b> <b>Teacher Edition:</b> p. 1C, Chapter Project; p. 16, Conexiones; p. 25, Conexiones; p. 34C, Chapter Project
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	<b>Student Edition:</b> p. 78, Conexiones <b>Teacher Edition:</b>

size.	
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.	<b>Student Edition:</b> p. 215, Act. D <b>Teacher Edition:</b> p. 68C, Chapter Project (#3)
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.	<b>Student Edition:</b> <b>Teacher Edition:</b>
ML.C3.1.NR.h: In addition to the above, Novice Range Learners in high school compare typical food items from the target countries and one's own.	<b>Student Edition:</b> eScape, "El casado tico; una delicia costarricense" [ <a href="http://mhed.us/ASD10">http://mhed.us/ASD10</a> ], Explore more #1 <b>Teacher Edition:</b>
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.	<b>Student Edition:</b> eScape, "Los libertadores no tan conocidos" [ <a href="http://mhed.us/ASD11">http://mhed.us/ASD11</a> ], Explore more #1, Share what you know #1 <b>Teacher Edition:</b>

## CORNERSTONE: Connections (C3) Acquiring Information and Diverse Perspectives

STANDARDS	PAGE REFERENCES
<b>Standard C3.2</b>	
<b>Performance Level</b>	Access and evaluate information and diverse perspectives that are available through the target language and its cultures.
<b>Novice Range (NR)</b>	
<b>ML.C3.2.NR.a–d</b>	
ML.C3.2.NR.a: Novice Range Learners in elementary and middle school identify the content areas and expand on vocabulary for each.	<b>Student Edition:</b> p. 22-23, Lectura cultural, Act. A–D; p. 25, ¿Comprendes?; p. 48, Conexiones <b>Teacher Edition:</b> p. 1C, Chapter Project; p. 25, Conexiones; p. 48, Conexiones; p. 113, Conexiones
ML.C3.2.NR.b: In addition to the above, Novice Range Learners in high school interpret information from infographics.	<b>Student Edition:</b> eScape, "Hispanos en Estados Unidos: ¿Cuántos somos?" [ <a href="http://mhed.us/ASD5">http://mhed.us/ASD5</a> ], Explore more #2, #4 <b>Teacher Edition:</b>
ML.C3.2.NR.c: In addition to the above, Novice Range Learners in high school use media from the target culture to	<b>Student Edition:</b> eScape, "Maravillas audaces en lo alto de Bolivia" [ <a href="http://mhed.us/ASD7">http://mhed.us/ASD7</a> ], Share what you know; eScape, "Fernando Botero y su visión artística del mundo"

increase knowledge of topics from other content areas.	<a href="http://mhed.us/ASD6">[http://mhed.us/ASD6]</a> , Explore more #1, #2, Share what you know #1  <b>Teacher Edition:</b> p. 1C, Chapter Project; p. 1D, Un lugar misterioso; p. 1D, Connection to Fine Art
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.	<b>Student Edition:</b> p. 389, Act. C  <b>Teacher Edition:</b>
<b>CORNERSTONE: Comparisons (C4) Language Comparisons</b>	
<b>STANDARDS</b>	<b>PAGE REFERENCES</b>
<b>Standard C4.1</b>	
<b>Performance Level</b>	Investigate, explain, and reflect on the nature of language through comparisons of the classical language and one's own.
<b>Novice Range (NR) ML.C4.1.NR.a–f</b>	
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.	<b>Student Edition:</b> p. 31, Juego; p. 65, Juego  <b>Teacher Edition:</b>
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.	<b>Student Edition:</b> p. R8, El verbo <b>tener</b> (#2 and #3); p. R19, Act. 8  <b>Teacher Edition:</b> p. 8, Core Instruction (Step 4), Differentiation
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.	<b>Student Edition:</b> p. R15, Presente de los verbos regulares (#4), Photo and caption  <b>Teacher Edition:</b> p. R15, Core Instruction (Step 4); p. R15, Differentiation
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.	<b>Student Edition:</b> p. R44, Comparativo y superlativo, Comparaciones; p. 19, Pronunciación; p. 46, Conexiones; p. 47, Verbos reflexivos (#4); p. 53, Pronunciación  <b>Teacher Edition:</b> p. 19, Pronunciación (Step 1); p. 53, 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	<b>Student Edition:</b> p. R7, Sustantivos, artículos y adjetivos  <b>Teacher Edition:</b> p. R7, Teaching Options

one's own language (e.g., gender, tense, character components).	
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.	<b>Student Edition:</b> p. R35, Verbos como <b>aburrir, interesar y gustar</b>  <b>Teacher Edition:</b>
<b>CORNERSTONE: Comparisons (C4)</b> <b>Cultural Comparisons</b>	
<b>STANDARDS</b>	<b>PAGE REFERENCES</b>
<b>Standard C4.2</b>	
<b>Performance Level</b>	Investigate, explain, and reflect on the concept of culture through comparisons of the target culture and one's own.
<b>Novice Range (NR)</b> <b>ML.C4.2.NR.a–e</b>	
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.	<b>Student Edition:</b> eScape, "El mate" [ <a href="http://mhed.us/ASD1">http://mhed.us/ASD1</a> ], Share what you know #2  <b>Teacher Edition:</b>
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).	<b>Student Edition:</b> p. 120, Durante la lectura; p. 122, Después de leer; p. 123, Act. D; eScape, "Las cebras urbanas de Bolivia" [ <a href="http://mhed.us/ASD12">http://mhed.us/ASD12</a> ], Explore more #1  <b>Teacher Edition:</b> p. R19, Comunidades; p. 102D, La sobremesa y la siesta; p. 296D, La dieta
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.	<b>Student Edition:</b>  <b>Teacher Edition:</b>
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.	<b>Student Edition:</b>  <b>Teacher Edition:</b>
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.	<b>Student Edition:</b> p. 175, Act. 9; eScape, "La tomatina" [ <a href="http://mhed.us/ASD13">http://mhed.us/ASD13</a> ], Share what you know #1  <b>Teacher Edition:</b>
<b>CORNERSTONE: Communities (C5)</b> <b>School and Global Communities</b>	

STANDARDS		PAGE REFERENCES	
<b>Standard C5.1</b>			
<b>Performance Level</b>		Use language to interact both within and beyond the classroom.	
<b>Novice Range (NR)</b>			
<b>ML.C5.1.NR.a–d</b>			
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.		<b>Student Edition:</b> <b>Teacher Edition:</b> p. 253, Conexiones	
ML.C5.1.NR.b: Novice Range Learners in elementary school and middle school research opportunities for participation in school, community, or language competitions.		<b>Student Edition:</b> p. 29, Tarea <b>Teacher Edition:</b> p. 102C, Chapter Project #4; p. 168C, Chapter Project	
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.		<b>Student Edition:</b> eScape, "Las cebras urbanas de Bolivia" [ <a href="http://mhed.us/ASD12">http://mhed.us/ASD12</a> ], Explore more #1 <b>Teacher Edition:</b> p. 39, Heritage Speakers; p. 43, Heritage Speakers; p. 139, Heritage Speakers	
ML.C5.1.NR.d: In addition to the above, Novice Range Learners in high school explore professions that require proficiency in another language.		<b>Student Edition:</b> p. 207, Carreras <b>Teacher Edition:</b> p. 200C, Chapter Project (Expansion)	
<b>CORNERSTONE: Communities (C5)</b>			
<b>Lifelong Learning</b>			
STANDARDS		PAGE REFERENCES	
<b>Standard C5.2</b>			
<b>Performance Level</b>		Use the target language for enrichment and advancement.	
<b>Novice Range (NR)</b>			
<b>ML.C5.2.NR.a–d</b>			
ML.C5.2.NR.a: Novice Range Learners in elementary and middle school interpret materials and/or media from the target language and culture.		<b>Student Edition:</b> eScape, "Las cebras urbanas de Bolivia" [ <a href="http://mhed.us/ASD12">http://mhed.us/ASD12</a> ], Explore more #1 <b>Teacher Edition:</b> p. 1C, Chapter Project; p. 34C, Chapter Project; p. 68D, Quipus	
ML.C5.2.NR.b: Novice Range Learners in elementary and middle school exchange information about topics of		<b>Student Edition:</b> eScape, "Mariano Rivera" [ <a href="http://mhed.us/ASD8">http://mhed.us/ASD8</a> ], Share what you know	

personal interest.	<b>Teacher Edition:</b> p. 1C, Chapter Project; p. 1D, Un lugar misterioso; p. 68D, Connection to Fine Art; p. 200C, Chapter Project
ML.C5.2.NR.c: Novice Range Learners in elementary and middle school identify music or songs in the target language.	<b>Student Edition:</b> eScape, "Música y tradiciones en Guinea Ecuatorial" [ <a href="http://mhed.us/ASD9">http://mhed.us/ASD9</a> ], Explore more #1; eScape, "Toledo y la cultura sefardita" [ <a href="http://mhed.us/ASD20">http://mhed.us/ASD20</a> ], Explore more #3  <b>Teacher Edition:</b> p. 168D, Música latina
ML.C5.2.NR.d: In addition to the above, Novice Range Learners in high school set learning goals for language acquisition.	<b>Student Edition:</b> p. 29, Tarea  <b>Teacher Edition:</b>



***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	
<b>Standard C1.1</b>			
<b>Performance Level</b>		Interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.	
<b>Intermediate Mid (IM) ML.C1.1.IM.a–e</b>			
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.		<b>Student Edition:</b> p. 306, Act. 5; p. 318, Act. 3, Act. 5; p. 350, Act. 1, Act. 5; p. 389, Act. F  <b>Teacher Edition:</b> p. 324C, Chapter Project; p. 335, Comunicación	
ML.C1.1.IM.b: Intermediate Mid Learners create and begin to connect sentences to discuss daily activities and personal preferences.		<b>Student Edition:</b> p. 303, Act. 7; p. 318, Act. 2; p. 331, Act. 8; p. 338, Act. 9; p. 350, Act. 1  <b>Teacher Edition:</b> p. 329, Comunicación (Interpersonal)	
ML.C1.1.IM.c: Intermediate Mid Learners create and begin to connect sentences to handle tasks related to personal needs.		<b>Student Edition:</b>  <b>Teacher Edition:</b>	
ML.C1.1.IM.d: Intermediate Mid Learners create and begin to connect sentences to exchange information about subjects of special interest.		<b>Student Edition:</b> p. 386, Act. I; p. 389, Act. B  <b>Teacher Edition:</b>	
ML.C1.1.IM.e: Intermediate Mid Learners create and begin to connect sentences to indicate various time frames with occasional success.		<b>Student Edition:</b> p. 350, Act. 3; p. 389, Act. F  <b>Teacher Edition:</b>	

**CORNERSTONE: Communication (C1)  
Interpretive Communication—Listening**

STANDARDS		PAGE REFERENCES	
<b>Standard C1.2</b>			

<b>Performance Level</b>	Demonstrate understanding, interpret, and analyze what is heard on a variety of topics.
<b>Intermediate Mid (IM)</b>	
<b>ML.C1.2.IM.a–b</b>	
ML.C1.2.IM.a: Intermediate Mid Learners begin to recognize connected sentences to determine some details of texts and interactions related to everyday life.	<b>Student Edition:</b> p. 311, Act. D; p. 345, Act. A–C <b>Teacher Edition:</b>
ML.C1.2.IM.b: Intermediate Mid Learners begin to recognize connected sentences to recognize the main idea and some details in advertisements, announcements, and other simple texts related to their everyday life.	<b>Student Edition:</b> <b>Teacher Edition:</b>
<b>CORNERSTONE: Communication (C1)</b> <b>Interpretive Communication—Reading</b>	
<b>STANDARDS</b>	<b>PAGE REFERENCES</b>
<b>Standard C1.3</b>	
<b>Performance Level</b>	Interpret, analyze, and demonstrate understanding of written materials on a variety of topics.
<b>Intermediate Mid (IM)</b>	
<b>ML.C1.3.IM.a–b</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).	<b>Student Edition:</b> p. 189, Act. D; p. 386, Act. E <b>Teacher Edition:</b>
ML.C1.3.IM.b: Intermediate Mid Learners begin to recognize connected sentences to understand simple written exchanges between other people.	<b>Student Edition:</b> <b>Teacher Edition:</b>
<b>CORNERSTONE: Communication (C1)</b> <b>Presentational—Speaking</b>	
<b>STANDARDS</b>	<b>PAGE REFERENCES</b>
<b>Standard C1.4</b>	
<b>Performance Level</b>	Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.

<b>Intermediate Mid (IM)</b>	
<b>ML.C1.4.IM.a–d</b>	
ML.C1.4.IM.a: Intermediate Mid Learners create and begin to connect sentences to discuss one's personal and social experiences.	<b>Student Edition:</b> p. 389, Act. G <b>Teacher Edition:</b> p. 329, Comunicación (Presentational)
ML.C1.4.IM.b: Intermediate Mid Learners create and begin to connect sentences to present information about something learned or researched.	<b>Student Edition:</b> p. 386, Act. C–D; p. 391, Act. A–B <b>Teacher Edition:</b> p. 365, Differentiation; p. 370, Core Instruction (Step 2)
ML.C1.4.IM.c: Intermediate Mid Learners create and begin to connect sentences to express a viewpoint about common interests and issues.	<b>Student Edition:</b> p. 381, Act. Q; p. 389, Act. C–D, Act. G <b>Teacher Edition:</b> p. 376, Core Instruction
ML.C1.4.IM.d: Intermediate Mid Learners create and begin to connect sentences to indicate various time frames with occasional success.	<b>Student Edition:</b> p. 350, Act. 3 <b>Teacher Edition:</b>
<b>CORNERSTONE: Communication (C1) Presentational—Writing</b>	
STANDARDS	PAGE REFERENCES
<b>Standard C1.5</b>	
<b>Performance Level</b>	Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.
<b>Intermediate Mid (IM)</b>	
<b>ML.C1.5.IM.a–d</b>	
ML.C1.5.IM.a: Intermediate Mid Learners create and begin to connect sentences to write messages, announcements, and invitations.	<b>Student Edition:</b> <b>Teacher Edition:</b>
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.	<b>Student Edition:</b> p. 351, Tarea; p. 363, Act. E; p. 393, Act. A <b>Teacher Edition:</b>
ML.C1.5.IM.c: Intermediate Mid Learners create and begin to connect sentences to create communications for an authentic audience.	<b>Student Edition:</b> <b>Teacher Edition:</b> p. 296C, Chapter Project Technology Expansion;
ML.C1.5.IM.d: Intermediate Mid Learners create and begin to connect sentences to indicate various time frames with occasional success.	<b>Student Edition:</b> <b>Teacher Edition:</b>