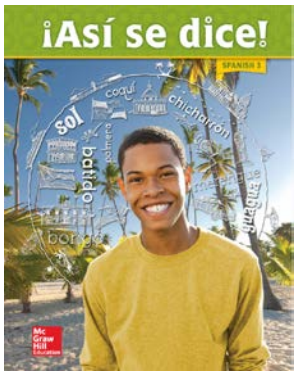

¡Así se dice!

Spanish Level 3
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Targeted Level of Proficiency: Intermediate Mid

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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 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:** p. 90, Act. 1; p. 160, Act. 1; p. 266, Act. 2; p. 271, Act. 6 **Teacher Edition:** p. 74, Learning from Realia; p. 115, Comunicación; p. 175, Comunicación
ML.C1.1.IM.b: Intermediate Mid Learners create and begin to connect sentences to discuss daily activities and personal preferences.	**Student Edition:** p. 128, Act. 1; p. 177, Act. 7; p. 213, Act. 7; p. 232, Act. 1–3; p. 336, Act. 1–2, Act. 4 **Teacher Edition:** p. 74, Learning from Realia; p. 255, Comunicación
ML.C1.1.IM.c: Intermediate Mid Learners create and begin to connect sentences to handle tasks related to personal needs.	**Student Edition:** p. 196, Act. 1–3 **Teacher Edition:** p. 171, Comunicación; p. 175, Comunicación
ML.C1.1.IM.d: Intermediate Mid Learners create and begin to connect sentences to exchange information about subjects of	**Student Edition:** p. 71, Act. 7; p. 90, Act. 3; p. 106, Act. 7; p. 209, Act. 5; p. 300, Act. 1–2; p. 349, Act. C–D

special interest.	**Teacher Edition:** p. 82, Heritage Speakers
ML.C1.1.IM.e: Intermediate Mid Learners create and begin to connect sentences to indicate various time frames with occasional success.	**Student Edition:** p. 90, Act. 1; p. 105, Act. 4–5; p. 111, Act. 17; p. 128, Act. 3; p. 232, Act. 6; p. 266, Act. 2; p. 300, Act. 3 **Teacher Edition:**

CORNERSTONE: Communication (C1)
Interpretive Communication—Listening

STANDARDS	PAGE REFERENCES
Standard C1.2	
Performance Level	Demonstrate understanding, interpret, and analyze what is heard on a variety of topics.
Intermediate Mid (IM) **ML.C1.2.IM.a–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.	**Student Edition:** pp. 78–79, Act. A–C; pp. 112–113, Conversación, Act. A–B; pp. 148–149, Conversación, Act. A–B; pp. 184–185, Conversación, Act. A–C; pp. 220–221, Conversación, Act. A–B; pp. 254–255, Conversación, Act. C–D; pp. 324–325, Act. A–C **Teacher Edition:**
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.	**Student Edition:** pp. 148–149, Conversación, Act. D; pp. 155–157, El conde Lucanor, Después de leer **Teacher Edition:** p. 137, Introducción al tema (Ecuador); p. 243, Comunidades

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 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	**Student Edition:** p. 51, Act. B **Teacher Edition:** p. 243, Comunidades; p. 313,

from friends, entertainment magazines, social media posts).	Comunicación
ML.C1.3.IM.b: Intermediate Mid Learners begin to recognize connected sentences to understand simple written exchanges between other people.	**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 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:** p. 67, Act. 5; p. 90, Act. 4; p. 191, Durante la lectura; p. 196, Act. 4 **Teacher Edition:** p. 257, Heritage Speakers
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. 83, Act. B; p. 115, Act. B; p. 232, Act. 4; p. 349, Act. F–G **Teacher Edition:** p. 82, Comparaciones; p. 202D, Carnaval; p. 241, Comunicación
ML.C1.4.IM.c: Intermediate Mid Learners create and begin to connect sentences to express a viewpoint about common interests and issues.	**Student Edition:** p. 90, Act. 2; p. 160, Act. 5; p. 225, Act. A; p. 349, Act. C **Teacher Edition:** p. 75, Teaching Options; p. 134C, Chapter Project; p. 295, Nota
ML.C1.4.IM.d: Intermediate Mid Learners create and begin to connect sentences to indicate various time frames with occasional success.	**Student Edition:** p. 67, Act. 5; p. 185, Act. B; p. 191, Durante la lectura; p. 196, Act. 4; p. 336, Act. 3 **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 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:** p. 129, Tarea **Teacher Edition:** p. 60C, Chapter Project; p. 65, Differentiation; p. 69, Differentiation
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. 115, Act. C; p. 149, Act. E; p. 267, Tarea; p. 291, Act. F; p. 351, Act. F **Teacher Edition:** p. 134D, Día de los Santos Inocentes; p. 241, Comunicación
ML.C1.5.IM.c: Intermediate Mid Learners create and begin to connect sentences to create communications for an authentic audience.	**Student Edition:** p. 161, Tarea; p. 323, Act. 12 **Teacher Edition:** p. 202C, Chapter Project Expansion
ML.C1.5.IM.d: Intermediate Mid Learners create and begin to connect sentences to indicate various time frames with occasional success.	**Student Edition:** p. 115, Act. C; p. 149, Act. E; p. 157, Act. D; p. 267, Tarea; p. 291, Act. F; p. 337, Tarea **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. 141, Act. 8; p. 160, Act. 2; p. 266, Act. 3 **Teacher Edition:** p. 134D, Día de los Santos Inocentes; pp. 136–137, Introducción al tema; p. 139, Cultura; p. 149, Heritage Speakers
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. 196, Act. 1–3; p. 266, Act. 3; p. 314, Act. 10 **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	**Student Edition:** p. R39, Act. 2 **Teacher Edition:** p. R39, Act. 2; p. 202D, Chachachá; p. 238D, Tejano

entertainment).	
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. 50, Antes de leer; p. 83, Act. B; p. 141, Act. 8; p. 160, Act. 2; p. 266, Act. 3 **Teacher Edition:** p. 50, Conexiones; p. 60D, Ojo de Dios
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:** p. 17, Comparaciones; p. 50, Después de leer; p. 67, Act. 6 **Teacher Edition:** p. 15, Comunidades; p. 202D, Carnaval; p. 238D, Día de los Niños, Tejano; p. 306D, Inti Raymi
ML.C2.1.IR.f: In addition to the above, Intermediate Range Learners in high school simulate culturally appropriate community interactions.	**Student Edition:** p. 314, Act. 10 **Teacher Edition:** p. 134D, Día de los Santos Inocentes; p. 202D, Chachachá
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:** p. 160, Act. 2–3; p. 266, Act. 3 **Teacher Edition:** p. 141, Cultura
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:** pp. 150–152, Lectura cultural, Reading Checks, Act. A–D **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:** p. 17, Comparaciones; p. 255, Act. B, Comunidades; p. 351, Act. C **Teacher Edition:** p. 96D, Tango; p. 223, Conexiones; p. 286, Conexiones; p. 306D, La música andina
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	**Student Edition:** pp. 222–223, Lectura cultural; Reading Checks; p. 225, Act A; pp. 288–290, Lectura cultural, Reading Checks

culture and explain the origin and importance of these products today.	**Teacher Edition:** p. 60D, Ojo de Dios; p. 202D, Chachachá; p. 207, Differentiation; p. 211, Differentiation
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:** p. 67, Act. 6; p. 209, Act. 6; p. 353, Act. C **Teacher Edition:** p. 15, Comunidades; p. 19, Cultura; p. 294, Tips for Success

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:** p. 71, Conexiones; p. 85, Conexiones; p. 115, Conexiones; p. 140, Conexiones; p. 186, Conexiones; p. 216, Conexiones; p. 228, 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.	**Student Edition:** p. 209, Act. 5–6; p. 233, Tarea; p. 249, Conexiones; pp. 256–259, Lectura cultural, Reading Checks, Act. A; pp. 288–290, Lectura cultural; Reading Checks; pp. 354–355, La biología, Act. A–H **Teacher Edition:** p. 210, Core Instruction, Conexiones
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:** p. 17, Comparaciones; pp. 257–258, Lectura cultural, Reading Checks; p. 290, Reading Check; p. 291, Act. E (#1) **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:** eScape, "Agua limpia para todos" [http://mhed.us/ASD16] Share what you know, #2, #3 **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	**Student Edition:** p. 83, Act. D **Teacher Edition:** p. 82, Comparaciones; p. 134D, Día de los Santos Inocentes; p. 151, Comparaciones; p. 238D, Día de los niños

countries to one's own.	

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:** p. 55, Tarea; p. 87, Act. F; p. 209, Act. 6; p. 232, Act. 4; p. 301, Tarea; p. 351, Act. A **Teacher Edition:** pp. 238C, Chapter Project
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:** p. 243, Comunidades
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. 115, Act. C; pp. 222–223, Lectura cultural, Reading Checks; p. 229, Act. C; p. 267, Tarea **Teacher Edition:** p. 202C, Chapter Project; p. 209, Conexiones; p. 223, Conexiones
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:** p. 353, Act. D **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:** p. 243, Comunidades

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:** p. 23, Tarea; p. 58, Act. 1; p. 129, Tarea; pp. 150–152, Lectura cultural, Reading Checks; p. 153, Act. D **Teacher Edition:** p. 151, Tips for Success; p. 152, Cultura
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:** p. 146, Sufijos, Comparaciones **Teacher Edition:** p. 121, 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.	**Student Edition:** p. 108, Otros tiempos compuestos; p. 128, Act. 4 **Teacher Edition:**
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.	**Student Edition:** p. 291, Act. E (#2) **Teacher Edition:**
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.	**Student Edition:** p. R5, Ojo!; p. 259, Conexiones **Teacher Edition:** p. 185, Learning from Realia

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.
Intermediate Range (IR) **ML.C4.2.IR.a–f**	
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.	**Student Edition:** eScape, "El casado tico: una delicia costarricense" [http://mhed.us/ASD10] Explore more, #1, #2, Share what you know, #1

	Teacher Edition:
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.	**Student Edition:** p. 18, Antes de leer; p. 70, Act. 4; p. 83, Act. D; pp. 150–152, Antes de leer, Lectura cultural, Reading Checks **Teacher Edition:** p. 28D, ¿Caminar o conducir?; p. 65, Comparaciones
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.	**Student Edition:** p. 83, Act. B, Act. D; p. 86, Estrategia, Reading Checks **Teacher Edition:** p. 87, Teaching Options
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.	**Student Edition:** **Teacher Edition:** p. R9, Comparaciones
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.	**Student Edition:** p. 327, Act. C–D **Teacher Edition:** p. 326, Carreras
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.	**Student Edition:** p. 353, Act. D **Teacher Edition:** p. 238D, Tejano; p. 243, Comunidades

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:** **Teacher Edition:**
ML.C5.1.NR.b: Novice Range Learners in elementary school and middle school research opportunities for participation in school, community, or language competitions.	**Student Edition:** **Teacher Edition:**
ML.C5.1.NR.c Novice Range Learners in	**Student Edition:** eScape, "Las cebras urbanas de Bolivia"

elementary school and middle school access speakers of the language either in person or using technology.	[http://mhed.us/ASD12]**,** Explore more, #1; p. 67, Act. 6 **Teacher Edition:**
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:** **Teacher Edition:**
Intermediate Range (IR) **ML.C5.1.IR.a–c**	
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).	**Student Edition:** p. 141, Act. 8; p. 255, Act. E; p. 266, Act. 1; p. 279, Act. 7; p. 326, Antes de leer **Teacher Edition:** p. 134C, Una escena de telenovela; p. 243, Comunidades
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.	**Student Edition:** eScape, "El día que Miami amaneció de luto" [http://mhed.us/ASD14], Share what you know #2; p. 250, Carreras; p. 327, Act. C **Teacher Edition:** p. 50, Conexiones; p. 250, Carreras; p. 306C, Chapter Project; p. 326, Carreras
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.	**Student Edition:** eScape, "Mariano Rivera" [http://mhed.us/ASD8]**,** Share what you know; p. 255, Act. E; p. 266, Act. 1; p. 323, Act. 12 **Teacher Edition:** p. 15, Comunidades; p. 238D, Tejano

CORNERSTONE: Communities (C5)
Lifelong Learning

STANDARDS	PAGE REFERENCES
Standard C5.2	
Performance Level	Use the target language for enrichment and advancement.
Intermediate Range (IR) **ML.C5.2.IR.a–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.	**Student Edition:** eScape, "Ritmos a la vanguardia: la música tribal" [http://mhed.us/ASD15], Explore more #3; p. 67, Act. 6; p. 232, Act. 4; p. 255, Act. E; p. 351, Act. 1 **Teacher Edition:** p. 202C, Chapter Project; p. 272C, Chapter Project
ML.C5.2.IR.b: In addition to the above, Intermediate Range Learners in high school reflect and collect evidence on	**Student Edition:** pp. 326–327, Lectura cultural, Act. A–C; p. 336, Act. 5

learning acquisition goals to plan one's next steps in the language learning process.	**Teacher Edition:** p. 238D, Tejano; p. 306C, Chapter Project

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**
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. R9, Act. 5–6; p. R21, Act. 10–11; p. R30, Act. 3; p. R39, Act. 2; p. R47, Act. 9 **Teacher Edition:** p. R12, Comunicación; p. R25, Comunicación
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:** p. R40, 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. R9, Act. 5–6; p. R30, Act. 3; p. R45, Act. 4; p. R67, Act. 9 **Teacher Edition:**
CORNERSTONE: Communication (C1) Interpretive Communication—Listening	
STANDARDS	**PAGE REFERENCES**
Standard C1.2	
Performance Level	Demonstrate understanding, interpret, and analyze

	what is heard on a variety of topics.
Intermediate Low (IL) **ML.C1.2.IL.a–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.	**Student Edition:** **Teacher Edition:**
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.	**Student Edition:** p. R15, Act. 6 **Teacher Edition:** p. R25, Comunicación

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. 17, Act. A–C; p. 19, ¿Comprendes?; pp. 48–49; Reading Checks; p. 49, Act. A, Act. C; p. 51, ¿Comprendes? **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:** **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. R19, Act. 4; p. R21, Act. 9, Comunidades; p. R45, Act. 5; p. R62, Act. 4 **Teacher Edition:** p. R25, Cultura; p. R61, Differentiation (Multiple Intelligences);
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. R28, Core Instruction (Step 3); p. R62, Comunicación; p. R65, Differentiation; p. 28C, Chapter Project; p. 36, 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.	**Student Edition:** p. R33, Act. 7–8; p. R45, Act. 5; p. R57, Act. 8–9; p. R67, Act. 7–8; p. 54, Act. 3 **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. R62, Act. 4 **Teacher Edition:** p. R27, Writing Development
ML.C1.5.IL.b: Intermediate Low Learners create basic sentences to prepare materials for a presentation.	**Student Edition:** **Teacher Edition:** p. 1D, Connection to Fine Art; p. 28C, Chapter Project
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:** p. 23, Tarea; p. 55, Tarea **Teacher Edition:** p. R57, Writing Development; p. 26, Act. 4
ML.C1.5.IL.e: Intermediate Low Learners create basic sentences to ask questions to obtain information.	**Student Edition:** **Teacher Edition:** p. 28C, 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.	**Student Edition:** **Teacher Edition:** p. R33, Writing Development; p. R52, Writing Development; p. R57, Writing Development