



# ¡Así se dice!

Spanish Level 4

© 2016

**Targeted Level of Proficiency: Intermediate Mid**

**NOTE:** To access hyperlinked material, either click on link or copy link and paste directly into your browser. Please be advised that the URLs may change after the review period is over.

## 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. 13, Act. 5; p. 19, Act. 8; p. 85, Act. 2; p. 125, Act. 15; p. 176, Act. 6; p. 225, Act. 1

**Teacher Edition:**

ML.C1.1.IM.b: Intermediate Mid Learners create and begin to connect sentences to discuss daily activities and personal preferences.

**Student Edition:** p. 122, Act. 10; p. 126, Act. 17; p. 135, Act. 1–2; p. 257, Act. N

**Teacher Edition:** p. 11, 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. 266, Act. 8; p. 318, Act. A

**Teacher Edition:**

ML.C1.1.IM.d: Intermediate Mid Learners create and begin to connect sentences to exchange information about subjects of special interest.

**Student Edition:** p. 87, Act. B; p. 117, Act. 5; p. 189, Act. H; p. 229, Act. F; p. 280, Act. G; p. 347, Act. D

**Teacher Edition:** p. 347, Heritage Speakers

ML.C1.1.IM.e: Intermediate Mid Learners create and begin to connect sentences to indicate various time frames with occasional success.	<p><b>Student Edition:</b> p. 20, Act. 11; p. 85, Act. 1–4; p. 101, Act. D; p. 176, Act. 6; p. 219, Act. 12; p. 225, Act. 2–3; p. 271, Act. 1</p> <p><b>Teacher Edition:</b></p>
--	--

**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.	<p><b>Student Edition:</b> pp. 93–94, ¡Quién sabe!, Después de leer (Act. A–C); pp. 142–143, <i>Martín Fierro</i>, Act. A–C; pp. 147–151, <i>Historia de dos cachorros de coatí y dos cachorros de hombre</i>, Reading Checks; p. 365, <i>Desde la nieve</i>, Después de leer (Act. A–D); pp. 369–373, <i>El caballo mago</i>, Después de leer (Act. A–C)</p> <p><b>Teacher Edition:</b> pp. 369–372, Reading Checks</p>
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.	<p><b>Student Edition:</b> pp. 187–188, <i>Lo fatal</i>, <i>Canción de otoño en primavera</i>, Después de leer (Act. A, Act. F); p. 319, Act. E</p> <p><b>Teacher Edition:</b></p>

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

STANDARDS	PAGE REFERENCES
<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	<p><b>Student Edition:</b> p. 29, Act. A; p. 229, Act. H; p. 274, Act. F; p. 362, Act. J</p>

related to everyday life (e.g., postcards from friends, entertainment magazines, social media posts).	<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> pp. 191–195, <i>Mis primeros versos</i> , Después de leer (Act. B); p. 288, Reading Checks #1 and #2; p. 289, Reading Checks #1 and #2; p. 291, Después de leer (Act. C); p. 338, Después de leer (Act. G)  <b>Teacher Edition:</b>

## 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 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. 85, Act. 5; p. 135, Act. 3; p. 271, Act. 3; p. 317, Act. 1–2; p. 349, Act. 1  <b>Teacher Edition:</b>
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. 112, Act. E; p. 171, Act. 1–3; p. 213, Act. 1; p. 304, Visitas históricas, Act. H; p. 307, Act. 1–2; p. 349, Act. 2  <b>Teacher Edition:</b> p. 163, Comunicación
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. 87, Act. B; p. 138, Act. E; p. 183, Act. B; p. 273, Act. C  <b>Teacher Edition:</b> p. 361, Act. C
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. 27, Act. 1–3; p. 253, Act. G; p. 271, Act. 3; p. 307, Act. 3; p. 317, Act. 3  <b>Teacher Edition:</b> p. 252, Conexiones; p. 253, Heritage Speakers

## 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 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> p. 27, Composición; p. 86, Act. A; p. 117, Composición; p. 137, Act. 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. 13, Composición; p. 71, Composición; p. 143, Act. E; p. 171, Composición; p. 203, Act. C; p. 226, Act. B <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> p. 183, Act. B; p. 225, Composición; p. 319, Act. D <b>Teacher Edition:</b>
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> p. 85, Composición; p. 139, Composición; p. 226, Act. B; p. 228, Act. D; p. 271, Composición; p. 349, Composición <b>Teacher Edition:</b>

## CORNERSTONE: Culture (C2)

### Relating Cultural Practices to Perspectives

STANDARDS	PAGE REFERENCES
<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> p. 137, Act. B; p. 321, Act. J; p. 362, Act. G <b>Teacher Edition:</b>
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. 179, Act. 11; p. 181, Act. 1; p. 347, Act. D; p. 362, Act. G; p. 363, Composición <b>Teacher Edition:</b>
ML.C2.1.IR.c: Intermediate Range Learners in elementary and middle school observe or identify a variety of	<b>Student Edition:</b> p. 138, Act. E; p. 320, Act. H; p. 360, Act. B; eEscape, "¡Tu turno al bate!" [ <a href="http://mhed.us/ASD17">http://mhed.us/ASD17</a> ] Explore more #1, #2

authentic or simulated age-appropriate cultural activities (e.g., games, sports, or entertainment).	<b>Teacher Edition:</b> p. 67, Conexiones
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. 112, El gaucho y las pampas, Act. E; p. 137, Act. C–D; p. 171, Composición; p. 259, Act. 4; p. 320, Act. G <b>Teacher Edition:</b> p. 63, Cultura; p. 137, Act. C
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. 88, Act. F; p. 137, Act. B; p. 226, Act. B <b>Teacher Edition:</b>
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> p. 362, Act. I <b>Teacher Edition:</b> p. 257, Comunicación
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> p. 362, Act. G; p. 363, Composición <b>Teacher Edition:</b>
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> p. 360, Act. A <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>Intermediate Range (IR)</b>	
<b>ML.C2.2.IR.a–c</b>	
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. 71, Composición; p. 274, Act. H; eScape, "Maravillas audaces en lo alto de Bolivia" [ <a href="http://mhed.us/ASD7">http://mhed.us/ASD7</a> ] Explore more, #2 <b>Teacher Edition:</b> p. 63, Cultura
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	<b>Student Edition:</b> p. 188, Act. D; eScape, "Uruguay al ritmo del tambor" [ <a href="http://mhed.us/ASD18">http://mhed.us/ASD18</a> ] Explore more #1, #2 <b>Teacher Edition:</b> p. 40, Conexiones; p. 231, Cultura

importance of these products today.	
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> p. 87, Act. C; p. 117, Act. 4; p. 184, Act. D; eEscape, "¡Vamos a volar en globo!" [ <a href="http://mhed.us/ASD19">http://mhed.us/ASD19</a> ] Explore more, #3 <b>Teacher Edition:</b> p. 257, Comunicación

## CORNERSTONE: Connections (C3) Making Connections

STANDARDS	PAGE REFERENCES
<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> p. 27, Act. 4; p. 213, Act. 1 <b>Teacher Edition:</b> p. 60, Core Instruction (#1); p. 110, Conexiones; p. 202, 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. 60–61, La geografía, Act. A; p. 71, Act. 1–2; p. 203, Comparaciones; pp. 298–299, La geografía, Act. A–C; p. 325, Act. E <b>Teacher Edition:</b> p. 33, Differentiation; p. 232, 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.	<b>Student Edition:</b> p. 71, Act. 3; p. 171, Act. 2; pp. 204–205, Una ojeada histórica, Act. D–F; p. 213, Act. 2; pp. 236–239, Estrategia, Historia verdadera de la conquista de la Nueva España, Capítulo XXXVII, Act. A–C; p. 259, Act. 3 <b>Teacher Edition:</b> p. 236, Introducción
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.	<b>Student Edition:</b> p. 30, Act. C; p. 87, Act. B; p. 88, Act. E; p. 182, Act. A; p. 183, Act. B–C; p. 226, Act. A; p. 227 Act. C <b>Teacher Edition:</b>
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.	<b>Student Edition:</b> p. 100, Comparaciones; p. 226, Act. B; p. 360, Act. B <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>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.		<b>Student Edition:</b> p. 30, Act. D; p. 184, Act. E; p. 228, Act. E; p. 274, Act. G; p. 318, Act. B <b>Teacher Edition:</b> p. 252, Comunicación	
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.		<b>Student Edition:</b> p. 30, Act. C; p. 226, Act. A; p. 272, Act. A; p. 319, Act. D; p. 361, Act. E <b>Teacher Edition:</b> p. 86, Current event	
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.		<b>Student Edition:</b> p. 13, Act. 3–4; p. 117, Act. 4; p. 213, Act. 5; p. 226, Act. B; p. 301, Act. E; p. 307, Act. 4; p. 319, Act. C <b>Teacher Edition:</b>	
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).		<b>Student Edition:</b> p. 272, Act. B; p. 360, Act B; eEscape, "Uruguay al ritmo del tambor" [ <a href="http://mhed.us/ASD18">http://mhed.us/ASD18</a> ] Share what you know #1, #2 <b>Teacher Edition:</b>	
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.		<b>Student Edition:</b> p. 362, Act. H <b>Teacher Edition:</b>	
<b>CORNERSTONE: Comparisons (C4)</b>			
<b>Language Comparisons</b>			
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.	

**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.	<b>Student Edition:</b> p. 179, Act. 11; p. 225, Composición; pp. 345–347, Latinos en Estados Unidos, Act. D <b>Teacher Edition:</b>
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. 185, Act. G; p. 257, Act. M; p. 347, Act. C <b>Teacher Edition:</b>
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. 218, Presente perfecto y pluscuamperfecto, (#5); p. 260, Futuro y condicional (#3 and #4); p. 262, Futuro perfecto y condicional perfecto, (#3) <b>Teacher Edition:</b>
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> <b>Teacher Edition:</b> p. 4, Reading Strategy; p. 109, Tips for Success

**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.	<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, #2, Share what you know, #1; p. 38, Conexiones; p. 319, Act. F <b>Teacher Edition:</b> p. 211, Heritage Speakers
ML.C4.2.IR.b: Intermediate Range Learners in elementary and middle school explore the origins and importance of cultural practices (e.g.,	<b>Student Edition:</b> p. 112, El gaucho y las pampas, Act. E; pp. 142–143, <i>Martín Fierro</i> , Act. F



holidays, celebrations, work habits) by comparing practices in one's own and the target culture.	<b>Teacher Edition:</b> p. 217, Comunidades
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.	<b>Student Edition:</b> <b>Teacher Edition:</b>
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.	<b>Student Edition:</b> p. 227, Act. C <b>Teacher Edition:</b> p. 227, Act. C
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.	<b>Student Edition:</b> p. 349, Act. 4; p. 362, Act. J <b>Teacher Edition:</b>
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.	<b>Student Edition:</b> p. 272, Act. B; p. 362, Act. H <b>Teacher Edition:</b>

## CORNERSTONE: Communities (C5) School and Global Communities

STANDARDS	PAGE REFERENCES
<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).	<b>Student Edition:</b> p. 181, Act. 4; p. 347, Act. D; p. 363, Composición  <b>Teacher Edition:</b> p. 86, Videos; p. 257, 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.	<b>Student Edition:</b> eScape, "El día que Miami amaneció de luto" [ <a href="http://mhed.us/ASD14">http://mhed.us/ASD14</a> ], Share what you know #2; p. 122, Carreras; p. 349, Act. 4; p. 362, Act. J  <b>Teacher Edition:</b>
ML.C5.1.IR.c: In addition to the above, Intermediate Range Learners in high school explore real-world opportunities to	<b>Student Edition:</b> eScape, "Mariano Rivera" [ <a href="http://mhed.us/ASD8">http://mhed.us/ASD8</a> ], Share what you know; p. 273, Act. D

connect with the target language community.	<b>Teacher Edition:</b>
<b>CORNERSTONE: Communities (C5) 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.	<b>Student Edition:</b> p. 88, Act. G; p. 136, Act. A; p. 181, Act. 4; p. 228, Act. F; p. 273, Act. D; p. 360, Act. C  <b>Teacher Edition:</b>
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.	<b>Student Edition:</b> p. 122, Carreras; p. 317, Act. 3; p. 349, Act. 4; p. 362, Act. J  <b>Teacher Edition:</b>

***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:**

**Teacher Edition:**

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

**Student Edition:** p. 13, Act. 2

**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:**

**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)**

<b>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> <b>Teacher Edition:</b>
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. 181, Act. 5; p. 362, Act. G <b>Teacher Edition:</b> p. 202, Conexiones; p. 254, 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)</b>	
<b>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. 162–163, Civilización precolombina—los mayas, Act. B <b>Teacher Edition:</b>
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> <b>Teacher Edition:</b>
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).	<b>Student Edition:</b> p. 138, Act. F <b>Teacher Edition:</b>
<b>CORNERSTONE: Communication (C1) 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 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. 359, Act. 1; p. 362, Act G <b>Teacher Edition:</b>
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. 171, Act. 3; p. 307, Act. 6 <b>Teacher Edition:</b>
ML.C1.4.IL.c: Intermediate Low Learners create basic sentences to interpret and discuss instructions, directions, and maps.	<b>Student Edition:</b> p. 181, Act. 4 <b>Teacher Edition:</b> p. 257, Comunicación
ML.C1.4.IL.d: Intermediate Low Learners create basic sentences to present songs, short skits, or dramatic readings.	<b>Student Edition:</b> p. 53, Act. D <b>Teacher Edition:</b> p. 193, Core Instruction
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> <b>Teacher Edition:</b>
<b>CORNERSTONE: Communication (C1) 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>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> <b>Teacher Edition:</b> p. 16, Comunicación
ML.C1.5.IL.b: Intermediate Low Learners create basic sentences to prepare materials for a presentation.	<b>Student Edition:</b> <b>Teacher Edition:</b>
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. 181, Act. 4 <b>Teacher Edition:</b> p. 69, Comunicación
ML.C1.5.IL.d: Intermediate Low Learners create basic sentences to write about topics of student interest.	<b>Student Edition:</b> <b>Teacher Edition:</b>
ML.C1.5.IL.e: Intermediate Low Learners	<b>Student Edition:</b>

create basic sentences to ask questions to obtain information.	<b>Teacher Edition:</b>
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> <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 High (IH) ML.C1.1.IH.a–d</b>		
ML.C1.1.IH.a: Intermediate High Learners create and connect sentences to explore information related to areas of personal interest.	<b>Student Edition:</b>	
	<b>Teacher Edition:</b>	
ML.C1.1.IH.b: Intermediate High Learners create and connect sentences to handle a task that requires multiple steps.	<b>Student Edition:</b>	
	<b>Teacher Edition:</b>	
ML.C1.1.IH.c: Intermediate High Learners create and connect sentences to navigate a situation that may have a complication.	<b>Student Edition:</b>	p. 79, Act. 14; p. 266, Act. 8
	<b>Teacher Edition:</b>	
ML.C1.1.IH.d: Intermediate High Learners create and connect sentences to indicate various time frames with regular success.	<b>Student Edition:</b>	
	<b>Teacher Edition:</b>	

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

STANDARDS		PAGE REFERENCES
<b>Standard C1.3</b>		
<b>Performance Level</b>	Interpret, analyze, and demonstrate understanding of written materials on a variety of topics.	
<b>Intermediate High (IH) ML.C1.3.IH.a–b</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.	<b>Student Edition:</b>  <b>Teacher Edition:</b>
ML.C1.3.IH.b: Intermediate High Learners recognize connected sentences to follow some accounts of events and experiences in various time frames.	<b>Student Edition:</b> pp. 302–303, La independencia, Act. G  <b>Teacher Edition:</b>

**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 High (IH) ML.C1.4.IH.a–d</b>	
ML.C1.4.IH.a: Intermediate High Learners create and connect sentences to research and describe more sophisticated academic topics within the content areas.	<b>Student Edition:</b>  <b>Teacher Edition:</b>
ML.C1.4.IH.b: Intermediate High Learners create and connect sentences to present information about events, activities, and topics of particular interest.	<b>Student Edition:</b>  <b>Teacher Edition:</b>
ML.C1.4.IH.c: Intermediate High Learners create and connect sentences to defend a point of view with supporting evidence.	<b>Student Edition:</b> p. 280, Act. D  <b>Teacher Edition:</b>
ML.C1.4.IH.d: Intermediate High Learners create and connect sentences to indicate various time frames with some success.	<b>Student Edition:</b>  <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 High (IH)</b>	
<b>ML.C1.5.IH.a–b</b>	
ML.C1.5.IH.a: Intermediate High Learners create and connect sentences to research a problem or topic (e.g. academic, career, community, entertainment, or social).	<b>Student Edition:</b> p. 349, Act. 4 <b>Teacher Edition:</b>
ML.C1.5.IH.b: Intermediate High Learners create and connect sentences to indicate various time frames with some success.	<b>Student Edition:</b> <b>Teacher Edition:</b>