



## **CORNERSTONE: Communication (C1) Interpersonal Communication STANDARDS PAGE REFERENCES** Standard C1.1 Interact and negotiate meaning in spoken or written **Performance Level** conversations to share information, reactions, feelings, and opinions. **Intermediate Mid (IM)** ML.C1.1.IM.a-e **Student Edition:** p. 90, Act. 1; p. 160, Act. 1; p. 266, Act. 2; p. ML.C1.1.IM.a: Intermediate Mid Learners 271, Act. 6 create and begin to connect sentences to start, maintain, and end a conversation on a variety of familiar topics.

special interest.

from friends, entertainment magazines, social media posts).	Comunicación
ML.C1.3.IM.b: Intermediate Mid Learners begin to recognize connected sentences	Student Edition:
to understand simple written exchanges between other people.	Teacher Edition:

CORNERSTONE: Communication (C1)
Presentational—Speaking

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## ML.C1.5.IM.a-d

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	<b>Student Edition:</b> p. 17, Comparaciones; p. 50, Después de leer; p. 67, Act. 6
practices using authentic materials.	<b>Teacher Edition:</b> p. 15, Comunidades; p. J [(5(E)8.4 (d (653

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culture and explain the origin and importance of these products today.	<b>Teacher Edition:</b> p. 60D, Ojo de Dios; p. 202D, Chachachá; p. 207, Differentiation; p. 211, Differentiation

countries to smale sum		
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	<b>Student Edition:</b> p. 55, Tarea; p. 87, Act. F; p. 209, Act. 6; p. 232, Act. 4; p. 301, Tarea; p. 351, Act. A	
familiar topics.	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	Student Edition:	
evaluate how it compares with the same event reported in the United States.	<b>Teacher Edition:</b> 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	<b>Student Edition:</b> p. 115, Act. C; pp. 222–223, Lectura cultural, Reading Checks; p. 229, Act. C; p. 267, Tarea	
the arts from the perspective of the target culture.	<b>Teacher Edition:</b> p. 202C, Chapter Project; p. 209, Conexiones;	

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	Student Edition: p. 23, Tarea; p. 58, Act. 1; p. 129, Tarea; pp. 150–152, Lectura cultural, Reading Checks; p. 153, Act. D
own and the target language.	<b>Teacher Edition:</b> 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	Student Edition: p. 146, Sufijos, Comparaciones
target language that have no direct translation.	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	Student Edition: p. 108, Otros tiempos compuestos; p. 128, Act. 4
language and one's own.	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	Student Edition: p. 291, Act. E (#2)
similarities.	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	Student Edition: p. R5, Ojo!; p. 259, Conexiones
among languages and speculate about the evolution of language over time.	Teacher Edition: p. 185, Learning from Realia

CORNERSTONE: Comparisons (C4)
Cultural Comparisons

Teacher Edition:

elementary school and middle school	[http://mhed.us/ASD12], Explore more, #1; p. 67, Act. 6
access speakers of the language either	Teacher Edition:
in person or using technology.	
ML.C5.1.NR.d: In addition to the above, Novice Range Learners in high school	Student Edition:
explore professions that require	
proficiency in another language.	Teacher Edition:
Intermediate Range (IR)	
ML.C5.1.IR.a-c	
ML.C5.1.IR.a: Intermediate Range	
Learners in elementary and middle	<b>Student Edition:</b> p. 141, Act. 8; p. 255, Act. E; p. 266, Act. 1;
school interact with members of the local	p. 279, Act. 7; p. 326, Antes de leer
community or with contacts made	
electronically to hear how they use the	<b>Teacher Edition:</b> p. 134C, Una escena de telenovela; p. 243,
language (e.g., law enforcement,	Comunidades
interpreters, heritage speakers).	0. 1 ( 5 1/4 ) 0     51   / 1   1   1   1   1   1   1   1   1
ML.C5.1.IR.b: In addition to the above,	Student Edition: eScape, "El día que Miami amaneció de
Intermediate Range Learners in high	luto" [http://mhed.us/ASD14], Share what you know #2; p. 250, Carreras; p. 327, Act. C
school research the use of the target	Carreras, p. 327, Act. C
language in various fields of work in	
today's world.	<b>Teacher Edition:</b> p. 50, Conexiones; p. 250, Carreras; p.
	306C, Chapter Project; p. 326, Carreras
ML.C5.1.IR.c: In addition to the above,	Student Edition: eScape, "Mariano Rivera" [http://mhed.us/ASD8], Share what you know; p. 255, Act. E;
Intermediate Range Learners in high	p. 266, Act. 1; p. 323, Act. 12
school explore real-world opportunities to connect with the target language	p. 200, Act. 1, p. 323, Act. 12
community.	Tanahar Edition, n. 45. Comunidades, n. 220D. Taiona
,	<b>Teacher Edition:</b> p. 15, Comunidades; p. 238D, Tejano
CODVEDO	TONE Communities (OF)
	TONE: Communities (C5)
Li	felong Learning
STANDARDS	PAGE REFERENCES
Standard C5.2	
	Use the target language for enrichment and
Performance Level	advancement.
Intermediate Range (IR)	
ML.C5.2.IR.a-b	

learning acquisition goals to plan one's	
next steps in the language learning	Teacher Edition:
process.	

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	<b>Student Edition:</b> p. R9, Act. 5–6; p. R21, Act. 10–11; p. R30, Act. 3; p. R39, Act. 2; p. R47, Act. 9
topics.	<b>Teacher Edition:</b> 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.	<b>Student Edition:</b> 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 everyda (and)(ner)nt008 Tw 5.01 0

	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:

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, Wri 1ncedier