



## FLES Spanish Language Arts: Second Grade Scope and Sequence

World-Readiness Standards for Language Learning	Novice Proficiency Benchmark	Novice Proficiency Indicator	Units
<b>Interpretive Communication</b>	I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.	<ul style="list-style-type: none"> <li>● I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts.</li> <li>● I can identify memorized or familiar words when they are supported by gestures or visuals in fictional texts.</li> <li>● I can understand memorized or familiar words when they are supported by gestures or visuals in conversations</li> </ul>	1, 2, 3, 4, 5, 6
<b>Interpersonal Communication</b>	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.	<ul style="list-style-type: none"> <li>● I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases with the help of gestures or visuals.</li> <li>● I can express some basic needs using practiced or memorized words and phrases with the help of gestures or visuals.</li> <li>● I can express basic preferences or feelings using practiced or memorized words and phrases with the help of gestures or visuals.</li> </ul>	1, 2, 3, 4, 5, 6
<b>Presentational Communication</b>	I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.	<ul style="list-style-type: none"> <li>● I can introduce myself using practiced or memorized words and phrases with the help of gestures or visuals.</li> <li>● I can express my likes and dislikes using practiced or memorized words and phrases with the help of gestures or visuals.</li> <li>● I can name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals.</li> </ul>	1, 2, 3, 4, 5, 6
<b>Intercultural Communication (Investigate)</b>	In my own and other cultures, I can identify products and practices to help me understand perspectives.	<ul style="list-style-type: none"> <li>● Products: In my own and other cultures, I can identify some typical products related to familiar everyday life.</li> <li>● Practices: In my own and other cultures, I can identify some typical practices related to familiar everyday life.</li> </ul>	3, 4, 5, 6
<b>Intercultural Communication (Interact)</b>	I can interact at a survival level in some familiar everyday contexts.	<ul style="list-style-type: none"> <li>● Language: I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.</li> <li>● Behavior: I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.</li> </ul>	1, 3, 4

<b>WIDA Spanish Language Development (SLD) Standards:</b>	<b>WIDA (SLD) Standard Description:</b>	<b>Units:</b>
Standard 1	Emergent bilinguals communicate for Social and Instructional purposes within the school setting	1, 2, 3, 4, 5, 6
Standard 2	Emergent bilinguals communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts	4, 6
Standard 3	Emergent bilinguals communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics	2, 3
Standard 4	Emergent bilinguals communicate information, ideas, and concepts necessary for academic success in the content area of Science	
Standard 5	Emergent bilinguals communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies	1, 4, 5

<b>Unit 1: Personal and Public Identities</b>			
<b>Review: Greetings, Feelings, and Spanish Speaking Countries</b>			
<b>Students will know and be able to:</b>	<b>Academic Language:</b>	<b>Spanish Language Development Standards</b>	<b>World-Readiness Standards &amp; Benchmarks:</b>
<ul style="list-style-type: none"> <li>• How to say Hello and Goodbye in Spanish</li> <li>• How to say Good morning, Good afternoon, and Good night in Spanish</li> <li>• How to say Thank you and You are welcome in Spanish</li> <li>• How to ask and answer What is your name, and How are you in Spanish</li> <li>• Engage in a conversation with another student using basic Spanish.</li> <li>• Orally identify and use common adjectives describing emotions in Spanish</li> <li>• Recount or describe key ideas or details from a text read aloud or information</li> </ul>	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Gratitude</li> <li>• Love</li> <li>• Joy</li> <li>• Surprise</li> <li>• Anger</li> <li>• Sadness</li> <li>• Fear</li> <li>• Disgust</li> <li>• Happiness</li> <li>• Grateful</li> <li>• Country</li> </ul>	<p><b>Standard 1:</b> Emergent bilinguals communicate for Social and Instructional purposes within the school setting</p> <p><b>Standard 5:</b> Emergent bilinguals communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies</p>	<p><b>Interpretive Communication, Novice Proficiency Benchmark:</b> I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.</p> <ul style="list-style-type: none"> <li>• <b>Performance Indicators:</b> I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts.</li> <li>• I can identify memorized or familiar words when they are supported by gestures or visuals in fictional texts.</li> <li>• I can understand memorized or familiar words when they are supported by gestures or visuals in conversations.</li> </ul> <p><b>Interpersonal Communication, Novice Proficiency Benchmark:</b> I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.</p> <ul style="list-style-type: none"> <li>• <b>Performance Indicators:</b> I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.</li> <li>• I can express basic preferences or feelings, using practiced or memorized words and phrases, with the help of gestures or visuals.</li> </ul>

<p>presented orally or through other media in Spanish with the aid of graphic organizers and other supports.</p> <ul style="list-style-type: none"> <li>● Identify emotions felt by a character using emotion vocabulary in Spanish.</li> <li>● Identify cultural and environmental characteristics of specific Spanish Speaking countries</li> </ul>			<p><b>Presentational Communication, Novice Proficiency</b>  <b>Benchmark:</b> I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.</p> <ul style="list-style-type: none"> <li>● <b>Performance Indicators:</b> I can introduce myself using practiced or memorized words and phrases with the help of gestures or visuals.</li> </ul> <p><b>Intercultural (Interact), Novice Proficiency</b>  <b>Benchmark:</b> I can interact at a survival level in some familiar everyday contexts.</p> <ul style="list-style-type: none"> <li>● <b>Performance Indicators: (Language)</b> I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.</li> </ul>
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<b>Unit 2: School Math</b>			
<b>Counting 1-30, Shapes, Colors, Calendar, &amp; Equations</b>			
<b>Interdisciplinary Connections:</b> Reason with Shapes and Attributes (2G): Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.			
<b>Students will know and be able to:</b>	<b>Academic Language:</b>	<b>Spanish Language Development Standards</b>	<b>World-Readiness Standards &amp; Benchmarks:</b>
<ul style="list-style-type: none"> <li>● Name and identify primary and secondary colors in Spanish</li> <li>● Describe specific shapes in Spanish.</li> <li>● Group objects by color, size, and shapes</li> <li>● Express likes and dislikes of colors.</li> <li>● Name shapes in Spanish</li> <li>● Count up to 50 in Spanish and count objects</li> <li>● Match and recognize numbers from 0-30 to the written word</li> <li>● The months of the year in Spanish</li> <li>● Express when their birthdays are and answer questions regarding student birthdays</li> </ul>	<ul style="list-style-type: none"> <li>● Primary color</li> <li>● Secondary color</li> <li>● Shape</li> <li>● Categorize/Group</li> <li>● Size</li> <li>● Color</li> <li>● Count</li> <li>● Numbers 1-30</li> <li>● Circle</li> <li>● Angle</li> <li>● Faces</li> <li>● Equal</li> <li>● Cube</li> <li>● Triangle</li> <li>● Cylinder</li> <li>● Rectangle</li> <li>● Square</li> <li>● Equation</li> <li>● Calendar</li> <li>● Date</li> <li>● Month</li> <li>● Day</li> <li>● Birthday</li> </ul>	<p><b>Standard 1:</b> Emergent bilinguals communicate for Social and Instructional purposes within the school setting</p> <p><b>Standard 3:</b> Emergent bilinguals communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics</p>	<p><b>Interpretive Communication, Novice Proficiency Benchmark:</b> I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.</p> <ul style="list-style-type: none"> <li>● <b>Performance Indicators:</b> I can understand memorized or familiar words when they are supported by gestures or visuals in conversations</li> </ul> <p><b>Interpersonal Communication, Novice Proficiency Benchmark:</b> I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.</p> <ul style="list-style-type: none"> <li>● <b>Performance Indicators:</b> I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.</li> <li>● I can express basic preferences or feelings using practiced or memorized words and phrases with the help of gestures or visuals</li> </ul> <p><b>Presentational Communication, Novice Proficiency</b></p>

			<p><b>Benchmark:</b> I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.</p> <ul style="list-style-type: none"><li>● <b>Performance Indicators:</b> I can name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals.</li></ul>
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Unit 3: Family/Life			
Family Members, Home Vocabulary, Personal Likes, and Dislikes			
Students will know and be able to:	Academic Language:	Spanish Language Development Standards	World-Readiness Standards & Benchmarks:
<ul style="list-style-type: none"> <li>● Read words used to describe members of a family in Spanish</li> <li>● Identify members of a family using Spanish terms</li> <li>● Use and read terms for spaces of a home in Spanish</li> <li>● Construct simple sentences in Spanish to describe likes and dislikes</li> <li>● Express orally and in writing members of their family</li> <li>● Differentiate between immediate and extended family</li> <li>● Recount or describe key ideas or details from a text read aloud or information presented orally or through other media in Spanish</li> </ul>	<ul style="list-style-type: none"> <li>● Family</li> <li>● Member</li> <li>● Immediate Family</li> <li>● Extended Family</li> <li>● Father</li> <li>● Mother</li> <li>● Grandmother</li> <li>● Grandfather</li> <li>● Sister</li> <li>● Brother</li> <li>● Aunt</li> <li>● Uncle</li> <li>● Cousin</li> <li>● House/home</li> <li>● Bedroom</li> <li>● Living room</li> <li>● Kitchen</li> <li>● Bathroom</li> <li>● Garage</li> <li>● Backyard</li> <li>● Dislike</li> <li>● Enjoy</li> </ul>	<p><b>Standard 1:</b> Emergent bilinguals communicate for Social and Instructional purposes within the school setting</p> <p><b>Standard 3:</b> Emergent bilinguals communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts</p>	<p><b>Interpretive Communication, Novice Proficiency Benchmark:</b> I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.</p> <ul style="list-style-type: none"> <li>● <b>Performance Indicators:</b> I can understand memorized or familiar words when they are supported by gestures or visuals in conversations.</li> </ul> <p><b>Interpersonal Communication, Novice Proficiency Benchmark:</b> I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.</p> <ul style="list-style-type: none"> <li>● <b>Performance Indicators:</b> I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.</li> </ul> <p><b>Presentational Communication, Novice Proficiency Benchmark:</b> I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.</p> <ul style="list-style-type: none"> <li>● <b>Performance Indicators:</b> I can name very</li> </ul>

<p>with the aid of graphic organizers and other supports</p>			<p>familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals.</p> <p><b>Intercultural (Investigate) Communication, Novice Proficiency Benchmark:</b> In my own and other cultures, I can identify products and practices to help me understand perspectives.</p> <ul style="list-style-type: none"><li>● <b>Performance Indicators:(Products)</b> In my own and other cultures, I can identify some typical products related to familiar everyday life.</li></ul> <p><b>Intercultural (Interact), Novice Proficiency Benchmark:</b> I can interact at a survival level in some familiar everyday contexts.</p> <ul style="list-style-type: none"><li>● <b>Language:</b> I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.</li></ul>
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<b>Unit 4: Food</b>			
<b>Fruits, Vegetables, Breakfast, Lunch, Dinner, Likes and Dislikes</b>			
<b>Students will know and be able to:</b>	<b>Academic Language:</b>	<b>Spanish Language Development Standards</b>	<b>World-Readiness Standards &amp; Benchmarks:</b>
<ul style="list-style-type: none"> <li>● Discuss food traditions in specific Spanish speaking countries</li> <li>● Identify foods from Spanish speaking regions</li> <li>● Identify specific fruits and vegetables in Spanish</li> <li>● Compose simple sentences to express likes and dislikes</li> <li>● Express likes and dislikes orally and in writing</li> <li>● Recount or describe key ideas or details from a text read aloud or information presented orally or through other media in Spanish with the aid of graphic organizers and other supports</li> </ul>	<ul style="list-style-type: none"> <li>● Fruits</li> <li>● Vegetables</li> <li>● Breakfast</li> <li>● Lunch</li> <li>● Dinner</li> <li>● Tradition</li> <li>● Food</li> </ul>	<p><b>Standard 1:</b> Emergent bilinguals communicate for Social and Instructional purposes within the school setting</p> <p><b>Standard 2:</b> Emergent bilinguals communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts</p> <p><b>Standard 5:</b> Emergent bilinguals communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies</p>	<p><b>Interpretive Communication, Novice Proficiency Benchmark:</b> I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.</p> <ul style="list-style-type: none"> <li>● <b>Performance Indicators:</b> I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts.</li> <li>● I can identify memorized or familiar words when they are supported by gestures or visuals in fictional texts.</li> <li>● I can understand memorized or familiar words when they are supported by gestures or visuals in conversations.</li> </ul> <p><b>Interpersonal Communication, Novice Proficiency Benchmark:</b> I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.</p> <ul style="list-style-type: none"> <li>● <b>Performance Indicators:</b> I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.</li> </ul>

			<ul style="list-style-type: none"><li>● I can express basic preferences or feelings using practiced or memorized words and phrases with the help of gestures or visuals</li></ul> <p><b>Presentational Communication, Novice Proficiency Benchmark:</b> I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.</p> <ul style="list-style-type: none"><li>● <b>Performance Indicators:</b> I can name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals.</li></ul> <p><b>Intercultural (Investigate) Communication, Novice Proficiency Benchmark:</b> In my own and other cultures, I can identify products and practices to help me understand perspectives.</p> <ul style="list-style-type: none"><li>● <b>Performance Indicators:</b>(Products) In my own and other cultures, I can identify some typical products related to familiar everyday life.</li></ul> <p><b>Intercultural (Interact), Novice Proficiency Benchmark:</b> I can interact at a survival level in some familiar everyday contexts.</p> <ul style="list-style-type: none"><li>● <b>Performance Indicators:</b> In my own and other cultures, I can identify some typical products related to familiar everyday life.</li></ul>
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## Unit 5: Community Vocabulary

**Interdisciplinary Connections:** SS.2.G.2. With guidance and support, identify some cultural and environmental characteristics of your community and compare to other places or regions.

Students will know and be able to:	Academic Language:	Spanish Language Development Standards	World-Readiness Standards & Benchmarks:
<ul style="list-style-type: none"> <li>Identify words used to describe places in a community in Spanish</li> <li>Compare and contrast the characteristics of their community with communities in Spanish speaking countries</li> </ul>	<ul style="list-style-type: none"> <li>Community</li> <li>Neighborhood</li> <li>School</li> <li>Park</li> <li>Library</li> <li>Hospital</li> <li>Grocery Store</li> <li>Playground</li> <li>Post office</li> <li>Restaurant</li> <li>Station (police/fire)</li> <li>Bakery</li> <li>Compare</li> <li>Contrast</li> <li>Characteristics</li> </ul>	<p><b>Standard 1:</b> Emergent bilinguals communicate for Social and Instructional purposes within the school setting</p> <p><b>Standard 5:</b> Emergent bilinguals communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies</p>	<p><b>Interpretive Communication, Novice Proficiency Benchmark:</b> I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.</p> <ul style="list-style-type: none"> <li><b>Performance Indicators:</b> I can understand memorized or familiar words when they are supported by gestures or visuals in conversations.</li> </ul> <p><b>Interpersonal Communication, Novice Proficiency Benchmark:</b> I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.</p> <ul style="list-style-type: none"> <li><b>Performance Indicators:</b> I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.</li> </ul> <p><b>Presentational Communication, Novice Proficiency Benchmark:</b> I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.</p> <ul style="list-style-type: none"> <li><b>Performance Indicators:</b> I can name very familiar people, places, and objects using</li> </ul>

			<p>practiced or memorized words and phrases, with the help of gestures or visuals.</p> <p><b>Intercultural (Investigate) Communication, Novice Proficiency Benchmark:</b> In my own and other cultures, I can identify products and practices to help me understand perspectives.</p> <ul style="list-style-type: none"><li>● <b>Performance Indicators:</b>(Products) In my own and other cultures, I can identify some typical products related to familiar everyday life.</li><li>● (Practices) In my own and other cultures, I can identify some typical practices related to familiar everyday life.</li></ul>
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<b>Unit 6: Animals</b>			
<b>Students will know and be able to:</b>	<b>Academic Language:</b>	<b>Spanish Language Development Standards</b>	<b>World-Readiness Standards &amp; Benchmarks:</b>
<ul style="list-style-type: none"> <li>● Identify animals native to Spanish speaking countries and regions</li> <li>● Identify animals that are household pets in Spanish</li> <li>● Read the names of specific animals in Spanish</li> <li>● Differentiate between wild and domesticated animals</li> <li>● Recount or describe key ideas or details from a text read aloud or information presented orally or through other media in Spanish with the aid of graphic organizers and other supports</li> </ul>	<ul style="list-style-type: none"> <li>● Animal</li> <li>● Pet</li> <li>● Dog</li> <li>● Cat</li> <li>● Fish</li> <li>● Bird</li> <li>● Country</li> <li>● Region</li> <li>● Native</li> <li>● Domesticated</li> <li>● Wild</li> </ul>	<p><b>Standard 1:</b> Emergent bilinguals communicate for Social and Instructional purposes within the school setting</p> <p><b>Standard 2:</b> Emergent bilinguals communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts</p>	<p><b>Interpretive Communication, Novice Proficiency Benchmark:</b> I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.</p> <ul style="list-style-type: none"> <li>● <b>Performance Indicators:</b> I can understand memorized or familiar words when they are supported by gestures or visuals in conversations.</li> </ul> <p><b>Interpersonal Communication, Novice Proficiency Benchmark:</b> I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.</p> <ul style="list-style-type: none"> <li>● <b>Performance Indicators:</b> I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.</li> </ul> <p><b>Presentational Communication, Novice Proficiency Benchmark:</b> I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.</p> <ul style="list-style-type: none"> <li>● <b>Performance Indicators:</b> I can name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals.</li> </ul>

			<p><b>Intercultural (Investigate) Communication, Novice Proficiency Benchmark:</b> In my own and other cultures, I can identify products and practices to help me understand perspectives.</p> <ul style="list-style-type: none"><li>● <b>Performance Indicators: (Practices)</b> In my own and other cultures I can identify some typical practices related to familiar everyday life.</li></ul>
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