



FLES Spanish Language Arts: Fifth Grade Scope and Sequence

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

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

Unit 1: Spanish/English Cognates and Decoding			
Students will know and be able to:	Academic Language:	ISBE Spanish Language Arts Standards:	World-Readiness Standards & Benchmarks:
<ul style="list-style-type: none"> ● Create basic sentences using cognates ● Students will be able to identify cognates when read-aloud to ● Identify Spanish/English cognates and false cognates ● Identify common greek and latin roots that are English/Spanish cognates ● Match a letter or a combination of letters to their sounds ● Identify and pronounce individual syllables in Spanish words, including recognizing common syllable patterns such as open syllables (e.g., "ca-sa") and closed syllables (e.g., "pan") ● Blend individual sounds together to form complete words in Spanish ● Recognize high-frequency Spanish words ● Apply decoding strategies such as segmenting words into syllables, identifying prefixes and suffixes, and use context clues to determine the pronunciation and meaning of words 	<ul style="list-style-type: none"> ● Cognatos (Cognates) ● Raíces griegas y latinas (Greek & Latin roots) aud, astir, bio, port, dict) ● Fonemas (Phonemes) /a/, /e/, /i/, /o/, /u/ ● Vocal (Vowel) ● Consonante (Consonant) ● Letra (Letter) ● Sílabas (Syllable) ● Pronunciar (Pronounce) ● Sonido (Sound) 	<p>Foundational Skills Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Language Standards: Vocabulary & Acquisition Use B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p>	<p>Interpretive Communication, Novice Proficiency Benchmark: Performance Indicators:</p> <ul style="list-style-type: none"> ● I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts. ● I can identify memorized or familiar words when they are supported by gestures or visuals in fictional texts. ● I can understand memorized or familiar words when they are supported by gestures or visuals in conversations. <p>Presentational Communication, Novice Proficiency Benchmark: Performance Indicators:</p> <ul style="list-style-type: none"> ● I can name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals.

<ul style="list-style-type: none">● Recognize word families, cognates, and morphological patterns in Spanish● Understand how knowledge of English can support the learning of Spanish, especially through recognizing cognates			
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Unit 2: Grammatical Structures: Present, Past, Future, Conjugating Verbs			
Students will know and be able to:	Academic Language:	ISBE Spanish Language Arts Standards:	World-Readiness Standards & Benchmarks:
<ul style="list-style-type: none"> ● Identify and use the present tense of regular and irregular verbs in Spanish ● Conjugate regular verbs (-ar, -er, -ir) in the present tense for different subjects (yo, tú, él/ella, nosotros/as, vosotros/as, ellos/ellas) ● Recognize common irregular verbs (e.g., ser, estar, tener, hacer) and conjugate them appropriately in the present tense ● Apply the concept of the future tense in Spanish ● Apply the concept of the past tense in Spanish and understand its basic usage in narrating past events ● Apply their knowledge of present, future and past tense structures in writing sentences and short paragraphs and engaging in oral communication ● Conjugate irregular verbs in the past tense 	<ul style="list-style-type: none"> ● Presente (Present) ● Futuro (Future) ● Verbos Regulares (Regular Verbs) ● Verbos Irregulares (Irregular Verbs) ● Conjugación (Conjugation) ● Formas Verbales (Verb Forms) ● Infinitivo (Infinitive) ● Sujeto (Subject) ● Terminaciones Verbales (-ar, -er, -ir Endings) ● Verbos Irregulares (Irregular Verbs) ● Conjugación Irregular (Irregular Conjugation) ● Verbos Comunes (Common Verbs) ● Uso del Verbo (Verb Usage) ● Irregularidades (Irregularities) ● Pretérito (Past Tense) ● Pasado (Past) ● Escritura (Writing) ● Habla (Speaking) ● Oraciones 	<p>Foundational Skills: Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Language Standards Conventions of Standard Spanish</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>K. Recognize and correctly use irregular verbs in their tenses and modes, such as future.</p> <p>Knowledge of Language</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>Interpretive Communication, Novice Proficiency Benchmark:</p> <p>Performance Indicators:</p> <ul style="list-style-type: none"> ● I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts. ● I can understand memorized or familiar words when they are supported by gestures or visuals in conversations. <p>Interpersonal Communication, Novice Proficiency Benchmark:</p> <p>Performance Indicators:</p> <ul style="list-style-type: none"> ● 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. <p>Presentational Communication, Novice Proficiency Benchmark:</p> <p>Performance Indicators:</p> <ul style="list-style-type: none"> ● I can name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals.

	(Sentences) • Párrafos (Paragraphs)		
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Unit 3: Influence of Latinos & the Spanish Language on US Culture			
Students will know and be able to:	Academic Language:	ISBE Spanish Language Arts Standards:	World-Readiness Standards & Benchmarks:
<ul style="list-style-type: none"> Identify and appreciate the cultural diversity of the United States, recognizing the contributions of Latinos and the Spanish language to American society Explain the historical events and significant figures that have shaped Latino heritage in the United States, including key movements and migrations (Cesar Chavez, Dolores Huerta, Farm Workers movement) Analyze the influence of the Spanish language on American culture, including 	<ul style="list-style-type: none"> Diversidad Cultural (Cultural Diversity) Contribuciones (Contributions) Sociedad (Society) Hispanos/Latinos (Hispanics/Latinos) Integración (Integration) Contribuciones Culturales (Cultural Contributions) Arte (Art) Literatura (Literature) Música (Music) Cocina (Cuisine) Influencia (Influence) Impacto (Impact) Comida (Food) Música (Music) Herencia Latina (Latino Heritage) Historia (History) Eventos Significativos (Significant Events) Figuras Importantes (Important Figures) Tradiciones Culturales (Cultural Traditions) 	<p>Reading Standards for Informational Text</p> <p>Key Ideas & Details:</p> <p>3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	<p>Interpretive Communication, Novice Proficiency Benchmark:</p> <p>Performance Indicators:</p> <ul style="list-style-type: none"> I can understand memorized or familiar words when they are supported by gestures or visuals in conversations. <p>Interpersonal Communication, Novice Proficiency Benchmark:</p> <p>Performance Indicators:</p> <ul style="list-style-type: none"> 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. <p>Presentational Communication, Novice Proficiency Benchmark:</p> <p>Performance Indicators:</p> <ul style="list-style-type: none"> I can name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals. <p>Intercultural Communication (Interact) Novice Proficiency Benchmark:</p> <p>Performance Indicators:</p> <ul style="list-style-type: none"> Language: I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.

<p>its presence in language, food, music, and daily life</p>			<p>Intercultural Communication (Investigate) Novice Proficiency Benchmark: Performance Indicators:</p> <ul style="list-style-type: none">● Practices: In my own and other cultures, I can identify some typical practices related to familiar everyday life.
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Unit 4: Life Science: Plant & Animal Life Processes			
Interdisciplinary Connections: Shared Reading Module 1: Unit 2 - Animal and Plant Cells			
Students will know and be able to:	Academic Language:	ISBE Spanish Language Arts Standards:	World-Readiness Standards & Benchmarks:
<ul style="list-style-type: none"> ● Identify and describe key life processes in plants and animals ● Compare and Contrast Plant and Animal Life Processes ● Explore and describe the life cycles of different plants and animals, including stages of growth, development, and reproduction ● Practice decoding and reading simple Spanish words related to life science concepts ● Segment into syllables and decode word lists or sentences containing plant and animal life process vocabulary ● Practice blending individual phonemes to pronounce complete words related to life science concepts ● Create sentences or short paragraphs using vocabulary words related to life science concepts 	<ul style="list-style-type: none"> ● Respiración (Respiration) ● Fotosíntesis (Photosynthesis) ● Digestión (Digestion) ● Circulación (Circulation) ● Reproducción (Reproduction) ● Similitudes (Similarities) ● Diferencias (Differences) ● Organismo (Organism) ● Energía (Energy) ● Etapas (Stages) ● Crecimiento (Growth) ● Desarrollo (Development) ● Reproducción (Reproduction) ● Vocabulario (vocabulario) 	<p>Speaking & Listening Comprehension and Collaboration</p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>Language Standards</p> <p>Conventions of Standard Spanish</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p>	<p>Interpretive Communication, Novice Proficiency Benchmark:</p> <p>Performance Indicators:</p> <ul style="list-style-type: none"> ● I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts. ● I can understand memorized or familiar words when they are supported by gestures or visuals in conversations. <p>Interpersonal Communication, Novice Proficiency Benchmark:</p> <p>Performance Indicators:</p> <ul style="list-style-type: none"> ● 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.

Unit 5: Earth Science: Volcanoes, Oceans, & Sun			
Interdisciplinary Connections: Shared Reading Module 2: Unit 1: Earth Sciences			
Students will know and be able to:	Academic Language:	ISBE Spanish Language Arts Standards:	World-Readiness Standards & Benchmarks:
<ul style="list-style-type: none"> Identify and describe key features and characteristics of volcanoes, oceans, and the sun Recall earth science-related vocabulary such as "volcán" (volcano), "erupción" (eruption), "magma," and "ceniza" (ash) Identify vowel sounds in ocean-related words and differentiate between short and long vowel sounds (e.g., o-ce-á-no) Break down each word into its syllables (e.g., vol-cán, e-rup-ción) and practice pronouncing each syllable separately Create word cards with pictures of volcanoes and related vocabulary Practice decoding multisyllabic words related to the earth science by breaking them down into syllables and 	<ul style="list-style-type: none"> Volcán (Volcano) Océano (Ocean) Sol (Sun) Características (Characteristics) Features (Características) Geología (Geology) Hidrología (Hydrology) Actividad Volcánica (Volcanic Activity) Sistemas Terrestres (Earth Systems) Erupción Volcánica (Volcanic Eruption) Funciones (Functions) Océano (ocean) mar (sea) Olas (waves) 	<p>Comprehension and Collaboration 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>Language Standards Conventions of Standard Spanish f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p>	<p>Interpersonal Communication, Novice Proficiency Benchmark: Performance Indicators:</p> <ul style="list-style-type: none"> I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts. 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. <p>Presentational Communication, Novice Proficiency Benchmark: Performance Indicators:</p> <ul style="list-style-type: none"> I can name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals. <p>Intercultural Communication (Interact) Novice Proficiency Benchmark: Performance Indicators:</p> <ul style="list-style-type: none"> Language: I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.

identifying phonetic patterns (e.g., a-ma-ne-cer)			
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