



FLES Spanish Language Arts: Fourth 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, 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. 	3, 4, 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	1, 2, 3, 4, 5
Standard 2	Emergent bilinguals communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts	1, 2, 3, 5
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, 5
Standard 5	Emergent bilinguals communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies	3, 4

Unit 1: Spanish Alphabet: Letter and Vowel Sounds, Syllables, Blending			
Students will know and be able to:	Academic Language:	ISBE Spanish Language Arts Standards:	World-Readiness Standards & Benchmarks:
<ul style="list-style-type: none"> ● Recite the Spanish alphabet ● Identify the Spanish letters by name ● Produce the letter sounds in Spanish ● Identify the vowel sounds in Spanish (a, e, i, o,u) ● Name the consonant letters in Spanish and produce their sounds ● Read and write words with open syllables (ni-ña, ca-sa, ma-ma) ● Produce and identify letter blends in Spanish ● Identify the consonants that have similar sounds in English and the different sounding consonants (H is always silent, J sounds like the “h” in hat, and V is pronounced B) ● Pronounce and identify the letter "ñ" (called "eñe") ● Match letters to sounds ● Distinguish between upper-case and lower-case Spanish letters ● Create alphabet books that represent the different sounds each letter makes 	<ul style="list-style-type: none"> ● Vowels (vocales) ● Consonants (Consonantes) ● Syllables (Sílabas) ● Letter Blends (mezclas de letras) 	<p>Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</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 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:</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.

Unit 2: Natural Disasters: Vocabulary & Transition Words

Interdisciplinary Connections: ELA Module 1, Unit 2: Natural Disasters

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 vocabulary related to natural disasters Read and produce a sentence with basic information about natural disasters Match the Spanish words for specific natural disasters to the English word Use Spanish transition words for explaining when composing sentences 	<ul style="list-style-type: none"> Natural disasters (Desastres naturales) Hurricane (Huracán) Tornado (Tornado) Fire (Incendio) Flood (Inundación) Monsoon (Monzón) Tsunami (Tsunami) Earthquake (Terremoto) Thunder (Trueno) Lightning (Relámpago) Volcano (Volcán) Eruption (Erupción) For example (por ejemplo) Since (cómo, ya que) Including (entre ellos / ellas) 	<p>Language Standards Conventions of Standard English f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>Writing Standards: Research to Build and Present Knowledge 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</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>Interpersonal Communication, Novice Proficiency Benchmark: 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 3: Culture and Food: Compare & Contrast			
Interdisciplinary Connections: ELA Unit 1: Informative Writing compare and contrast ELA Unit 2: Opinion Writing compare and contrast			
Students will know and be able to:	Academic Language:	ISBE Spanish Language Arts Standards:	World-Readiness Standards & Benchmarks:
<ul style="list-style-type: none"> Interview others about their preferences and use comparisons to say what you and others like more or less (Me gustan más las frutas que los vegetales. No me gusta) Make an oral presentation about your favorite foods and compare them with others using más que and menos que. Agree and disagree with others' likes and dislikes using también and tampoco. Show familiarity with the concept of informal tú and formal usted through writing and speaking Understand how food is an essential aspect of culture Use Bookworms Vocabulary Words for Compare and Contrast in Spanish 	<ul style="list-style-type: none"> You (Tu) informal You (Usted) formal Compare (Comparar) Contrast (Contrastar) Agree (Estoy de acuerdo) Disagree (No estoy de acuerdo) Culture (Cultura) I like (Me gusta) I don't like (No, me gusta) More or Less (Mas o menos) Also / too (también) Neither / either (tampoco) 	<p>Speaking and Listening Standards 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>Presentation of Ideas</p> <p>4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<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 express my likes and dislikes using practiced or memorized words and phrases with the help of gestures or visuals. <p>Intercultural (Investigate) Communication, Novice Proficiency Benchmark:</p> <p>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. <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.

Unit 4: US Geography: Locations & Directions			
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 transition words for location when speaking and composing sentences ● Students will be able to identify regions of the US on a map using Spanish terms ● Share information about the United States in Spanish orally and in writing ● Identify cardinal directions in Spanish and use them in conversations with peers ● Use cardinal directions to describe the locations of places on a map ● Repeat sentences, words, and phrases with correct pronunciation in Spanish 	<ul style="list-style-type: none"> ● Here (aquí / aca) ● There (ahí) ● Over there (allí / allá) ● Next to (al lado de) ● Outside (afuera / fuera) ● Inside (adentro) ● Center (centro) ● Above (por encima de) ● On the left (a la izquierda) ● On the right (a la derecha) ● Under (de bajo de) ● Near (cerca) ● Behind (detrás de) ● In front of (delante de) ● Middle (medio) ● Land Region ● Southeast Region (sudeste) ● Southwest Region (suroeste) ● Midwest Region (Medio oeste) ● Northeast Region (noreste) ● West Region (oeste) ● United States 	<p>Speaking and Listening Standards</p> <p>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 English</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. <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 (Investigate) Communication, Novice Proficiency Benchmark:</p> <p>Performance Indicators:</p> <ul style="list-style-type: none"> ● (Products) In my own and other cultures, I can identify some typical products

	<p>(Estado Unidos)</p> <ul style="list-style-type: none">● State (estado)● North (norte)● East (este)● West (oeste)● South (sur)		<p>related to familiar everyday life.</p>
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Unit 5: Climate: Informative Questions, Adjectives, & Nouns			
Students will know and be able to:	Academic Language:	ISBE Spanish Language Arts Standards:	World-Readiness Standards & Benchmarks:
<ul style="list-style-type: none"> Recall Spanish adjectives and nouns related to climate Ask and answer questions related to the weather using complete sentences Orally describe the weather using correct Spanish helping verbs, adjectives, and nouns Use the words que, cuando, por que, quien, and donde to ask questions Compose 3-4 sentences describing the weather 	<ul style="list-style-type: none"> What (que) When (cuando) Why (por que) Who (quien) Where (donde) How (como) Climate (clima) Sun (sol) Clouds (nubles) Wind (viento) Rain (lluvia) Winter (invierno) Spring (primavera) Fall (otoño) Temperature (temperatura) Season (temporada) Sunny (soleado) Cloudy (nublado) Windy (ventoso) Misty (neblina) Foggy (niebla) Clear (despejado) Bad weather (mal tiempo) Good weather (buen tiempo) Hot (calor) Cold (frío) Warm (cálido) Cool (fresco) Humid (húmedo) 	<p>Speaking and Listening Standards 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 Conventions of Standard English</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 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.

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