



FLES Spanish Language Arts: Third 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, 3, 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. 	1, 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. 	2, 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. 	1

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
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	
Standard 5	Emergent bilinguals communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies	2, 3, 4, 5

Unit 1: Greetings, School, & The Spanish Alphabet			
Students will know and be able to:	Academic Language:	Spanish Language Development Standards:	World-Readiness Standards & Benchmarks:
<ul style="list-style-type: none"> The way you greet people around your age (siblings, cousins, friends) is different from how you would greet adults or people of authority. Some countries use the informal way of greeting parents, grandparents, uncles, aunts. In contrast, other Spanish-speaking countries would use the formal greeting when speaking to parents, grandparents, uncles, aunts, etc. Greetings are ways of starting a conversation and are essential for verbal communication. Determine who they are speaking with and correctly 	<ul style="list-style-type: none"> Tu Usted Informal Formal Authority Mathematics Science Social Studies Music Band Art Physical Education English Language Arts Desk Chair Textbook Bookbag Pen Pencil Folder Clock Bookcase Paper Notebook Telephone Intercom Restroom Classroom Auditorium Cafeteria Hallway 	<ul style="list-style-type: none"> Emergent bilinguals communicate for Social and Instructional purposes within the school setting Emergent bilinguals communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts 	<p>Interpretive Communication, Novice Proficiency Benchmark: 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"> Performance Indicators: 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: 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"> Performance Indicators: 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. <p>Presentational Communication, Novice Proficiency</p>

<p>apply the correct greeting form.</p> <ul style="list-style-type: none"> ● Use greetings to start a conversation. ● Appropriately respond to greeting questions asked. ● Know when to use greetings in a conversation ● Classroom objects are used universally and, therefore, part of their daily school environment. ● School subjects are taught in every country, and similarities exist in what is taught at each grade level. ● Express which classroom object is needed in a given scenario. ● Describe classroom objects using colors. ● Ask and answer what you need in a given scenario. ● Identify what the classroom object looks like by reading description sentences. 	<ul style="list-style-type: none"> ● Recess ● Playground ● Library ● Computer ● Laptop ● Keyboard ● Monitor ● Mouse ● Alphabet ● Pronunciation 		<p>Benchmark: 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"> ● Performance Indicators: I can introduce myself 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. <p>Intercultural (Interact), Novice Proficiency</p> <p>Benchmark: I can interact at a survival level in some familiar everyday contexts.</p> <ul style="list-style-type: none"> ● Performance Indicators: 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.
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| <ul style="list-style-type: none">● Create sentences in Spanish.● Say the alphabet in Spanish.● Use the letter sounds to read sentences in Spanish.● The Spanish alphabet has 30 letters.● The name of each letter.● The sounds of the letters in Spanish.● Examples of words that start with that letter.● How to use letter sounds to read words. | | | |
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Unit 2: Community & Culture			
Interdisciplinary Connections:			
SS.3.G.2. Explain how culture influences the way people modify and adapt to the environment or the way people do not modify and adapt to their environments.			
SS.3.H.2. Explain how the diverse perspectives of people and events develop and shape communities and/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"> Distinguish between a community and a group Define community Identify what makes their classroom and school a community Analyze personal membership in various communities Define culture Describe orally and in writing the role culture plays in shaping our lives and communities Understand that people share their unique talents, perspectives, abilities, and interests to help create a diverse 	<ul style="list-style-type: none"> Community Culture Diverse Membership Beliefs Customs Values Traditions Perspectives Empathy Respect Acceptance Tolerance 	<ul style="list-style-type: none"> Emergent bilinguals communicate for Social and Instructional purposes within the school setting Emergent bilinguals communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts Emergent bilinguals communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies 	<p>Interpretive Communication, Novice Proficiency Benchmark: 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"> Performance Indicators: 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: 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"> Performance Indicators: I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases,

community			<p>with the help of gestures or visuals.</p> <p>Intercultural (Investigate) Communication, Novice Proficiency Benchmark: In my own and other cultures, I can identify products and practices to help me understand perspectives.</p> <ul style="list-style-type: none">● Performance Indicators: (Practices) In my own and other cultures, I can identify some typical practices related to familiar everyday life.
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Unit 3: Geography & Landforms

Interdisciplinary Connections:

SS.3.G.1. Using print and digital maps, globes, and other simple geographic models to identify topographic and other graphic representations of both familiar and unfamiliar locations.

SS.3.G.2. Explain how culture influences the way people modify and adapt to the environment or the way people do not modify and adapt to their environments.

Students will know and be able to:	Academic Language:	Spanish Language Development Standards:	World-Readiness Standards & Benchmarks:
<ul style="list-style-type: none"> ● Identify the continents and oceans in Spanish and locate them on a map ● Interpret information on maps using basic map elements (title, orientation, north, south, east, west, legend, map key) in Spanish ● Identify landforms in Spanish and use words in Spanish to describe their key characteristics ● Identify how the Andes Mountains and Amazon River shape the climate 	<ul style="list-style-type: none"> ● Continents ● Oceans ● Title ● Orientation ● North ● South ● East ● West ● Legend ● Map Key ● Landforms ● Volcano ● Desert ● River ● Valley ● Peninsula ● Glacier ● Mountains ● Island ● Andes Mountains ● Amazon River ● Climate ● Adapt ● Environment ● Region ● Equator 	<ul style="list-style-type: none"> ● Emergent bilinguals communicate for Social and Instructional purposes within the school setting ● Emergent bilinguals communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts ● Emergent bilinguals communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies 	<p>Interpretive Communication, Novice Proficiency Benchmark: 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"> ● Performance Indicators: I can understand memorized or familiar words when they are supported by gestures or visuals in conversations. <p>Interpersonal Communication, Novice Proficiency Benchmark: 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"> ● Performance Indicators: 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: I can present information on both very familiar and everyday topics using a variety of practiced</p>

<p>and environment of the region</p> <ul style="list-style-type: none"> Describe orally and in writing how the people of the Andes adapted to their environment 			<p>or memorized words, phrases, and simple sentences through spoken, written, or signed language.</p> <ul style="list-style-type: none"> Performance Indicators: 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: In my own and other cultures, I can identify products and practices to help me understand perspectives.</p> <ul style="list-style-type: none"> Performance Indicators:(Practices) In my own and other cultures, I can identify some typical practices related to familiar everyday life.
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Unit 4: Spanish Speaking Countries

Interdisciplinary Connections:

SS.3.G.1. Using print and digital maps, globes, and other simple geographic models to identify topographic and other graphic representations of both familiar and unfamiliar locations.

Students will know and be able to:	Academic Language:	Spanish Language Development Standards:	World-Readiness Standards & Benchmarks:
<ul style="list-style-type: none"> ● Identify and locate on a map the countries with Spanish as their official language (Spain, Mexico, Argentina, Colombia, Uruguay, Ecuador, Paraguay, Bolivia, Chile, Costa Rica, Cuba, Dominican Republic, Panama, Peru, Equatorial Guinea, El Salvador, Guatemala, Honduras, Nicaragua, Venezuela) ● Identify what countries are in certain directions of other countries. ● Locate what countries border other countries. ● Describe orally and in writing the 	<ul style="list-style-type: none"> ● Official Language ● Capital ● Sloth ● Quetzal ● Iguana ● Howler Monkeys ● Plantains ● Guava ● Passion Fruit ● Avocado ● Panama Canal ● Chichen Itza ● Machu Picchu ● Lauca National Park ● Maya Ruins of Tikal ● Poas Volcano ● Viejo San Juan ● Old Havana ● Santa Ana Volcano ● Geographic ● Vegetation ● Landmarks ● Native 	<ul style="list-style-type: none"> ● Emergent bilinguals communicate for Social and Instructional purposes within the school setting ● Emergent bilinguals communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies 	<p>Interpretive Communication, Novice Proficiency Benchmark: 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"> ● Performance Indicators: 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: 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"> ● Performance Indicators: 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: I can present information on both very</p>

<p>landforms and climate of specific Spanish-speaking countries orally and in writing with the aid of sentence stems and frames.</p> <ul style="list-style-type: none"> ● Identify the capital and geographic location of Spanish Speaking countries ● Identify animals and vegetation native to specific Spanish speaking countries ● Identify famous landmarks specific to Spanish Speaking countries ● Understand the culture of Spanish speaking countries 			<p>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"> ● Performance Indicators: 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: In my own and other cultures, I can identify products and practices to help me understand perspectives.</p> <ul style="list-style-type: none"> ● Performance Indicators: (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.
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Unit 5: Influence of Latinos and the Spanish Language on US Culture

Interdisciplinary Connections:

SS.3.H.2. Explain how the diverse perspectives of people and events develop and shape communities and/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"> ● Identify how Latinos have influenced American cuisine ● Identify how Latinos have influenced Hollywood cinema and music ● Understand the influence of Latinos in sports (baseball and soccer) ● Analyze and discuss the contributions of influential Latinos in American society and popular culture 	<ul style="list-style-type: none"> ● Cultural Influences ● Society ● Cuisine ● Cinema ● Influential ● Popular culture ● Impact ● Origins 	<ul style="list-style-type: none"> ● Emergent bilinguals communicate for Social and Instructional purposes within the school setting ● Emergent bilinguals communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies 	<p>Interpretive Communication, Novice Proficiency Benchmark: 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"> ● Performance Indicators: I can understand memorized or familiar words when they are supported by gestures or visuals in conversations. <p>Interpersonal Communication, Novice Proficiency Benchmark: 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"> ● Performance Indicators: 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: 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"> ● Performance Indicators: I can name very familiar people, places, and objects using

			<p>practiced or memorized words and phrases, with the help of gestures or visuals.</p> <p>Intercultural (Investigate) Communication, Novice Proficiency Benchmark: In my own and other cultures, I can identify products and practices to help me understand perspectives.</p> <ul style="list-style-type: none">● Performance Indicators: (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.
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