

# 3-5 Nontransferable Spanish LA Standards Map

In Support of SLD in a Spanish/English Dual Immersion Program

3rd	4th	5th
Differentiate between similar sounding letters (b-v, c-s-z-x, c-k-qu, g-j, y-ll, r-rr, m-n) being sure to spell words correctly	Differentiate between similar sounding letters (b-v, c-s-z-x, c-k-qu, g-j, y-ll, r-rr, m-n) being sure to spell words correctly	Differentiate between similar sounding letters (b-v, c-s-z-x, c-k-qu, g-j, y-ll, r-rr, m-n) being sure to spell words correctly
Spell <i>triptongos</i> ( <b>bu<sup>ue</sup>y</b> ), compound words ( <i>sacapuntas</i> ), <i>hiatos</i> (dí-a) and common homophones ( <i>casa/caza</i> )	Spell roots, inflections, suffixes and prefixes and syllable constructions	Recognize and use simple words and make them compound through the use of prefixes and suffixes (forma: trans-form-ar-se)
		Recognize and use the morphology of words (roots, suffixes, prefixes)
		Understand and explain the figurative and metaphorical use of words in context
Recognize and use accents for words that are <i>agudas</i> (café, camión), <i>graves</i> (lápiz, árbol) and <i>esdrújulas</i> (pájaro, teléfono)	Recognize that all <i>sobreesdrújulas</i> words are words with accented syllables preceding the 2nd to the last syllable (recuerdamelo, corrígemelo, cuéntamelo). They are almost always formed by a verb plus an enclitic and by many words ending in “mente”	
	Recognize and use words with diacritic accents (mí, mi; él, el)	
	Use the <i>diéresis</i> /umlaut to indicate how to pronounce the “u” (bilingüe)	
Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words and articles correctly in writing and speaking		Know how to form these 4 sentence types: <i>enunciativas</i> /statements (Ana vendrá.), <i>imperativas</i> /commands (Ven aquí.), <i>interrogativas</i> /interrogative (¿Ana vendrás?), <i>exclamativas</i> /exclamatory (¡Me encanta Ana!) (Standard revised to match sentence types taught in <u>Bien Dicho</u> .)
Identify and use masculine, feminine and neutral agreements		

Grade level standards are color coded.  
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		Identify and use demonstrative pronouns (este, esta, aquel, aquella, ese)
	Identify and use <i>copulativas/conjunctions</i> (y, e, ni, que), <i>disyuntivas</i> (o, y, u), <i>adversativas</i> (pero, aunque, mas, sino, sin embargo), <i>causales</i> (pues, porque, como, puesto que)	
Study simple or compound words and their function in a sentence - nouns, proper nouns (names), adjectives, verbs, adverbs, articles, pronouns, prepositions, conjunctions and interjections (¡Ay!, ¡Oh!)	Study simple or compound words and their function in a sentence - nouns, proper nouns (names), adjectives, verbs, adverbs, articles, pronouns, prepositions, conjunctions and interjections (¡Ay!, ¡Oh!)	Study simple or compound words and their function in a sentence - nouns, proper nouns (names), adjectives, verbs, adverbs, articles, pronouns, prepositions, conjunctions and interjections (¡Ay!, ¡Oh!)
Know and use correct endings on adjectives (-oso/osa; hermoso/hermosa)		
Know and use diminutives (-ito, -ita) and superlatives (-ote, -ota)		
		Write <i>palabras enclíticas/enclitic</i> words which consist of a verb + a pronoun or article or both (cántamela, lávame, consíguemela)
	Apply knowledge of synonyms, antonyms and idioms ( <i>esta en la luna</i> ) to determine the meaning of words and phrases.	Understand and explain frequently used synonyms, antonyms and homographs
Recognize and use the <i>guión corto</i> (short dash -) to separate syllables		
Recognize and use the <i>guión largo</i> (long dash –) in dialogue and <i>acotaciones</i>		Use quotation marks when quoting from other publications (2nd gr. standard)
Recognize and use periods - <i>punto y seguido</i> (period ending a sentence that's followed by another sentence), <i>punto y aparte</i> (period ending the last sentence in a paragraph) and <i>punto final</i> (period ending the composition)	Recognize and use periods - <i>punto y seguido</i> (period ending a sentence that's followed by another sentence), <i>punto y aparte</i> (period ending the last sentence in a paragraph) and <i>punto final</i> (period ending the composition)	

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Recognize and use these punctuation marks: semicolons, periods, colons, the ellipsis, parentheses, dashes, <i>guiónes largos</i> (-), quotation marks, question marks, exclamation points, the umlaut, underlining and asterisks	Recognize and use these punctuation marks: semicolons, periods, colons, the ellipsis, parentheses, dashes, <i>guiónes largos</i> (-), quotation marks, question marks, exclamation points, the umlaut, underlining and asterisks	Recognize and use these punctuation marks: semicolons, periods, colons, the ellipsis, parentheses, dashes, <i>guiónes largos</i> (-), quotation marks, question marks, exclamation points, the umlaut, and underlining and asterisks
	Capitalize the first word of the names of magazines, newspapers, works of art, musical compositions and organizations	
Identify and use verbs in the present, past, future, and indicative moods both orally and in writing	Identify and use regular and irregular verbs in writing and speaking	Identify and use verbs that end with -zar, -car, -gar. Know that when conjugated, the letter preceding the -ar changes ( <i>analizar/analice, educar/eduque, pagar/pague</i> )
Identify and use regular and irregular verbs in the indicative past and imperfect	Recognize and use the <i>copretérito/imperfect</i> (ar: <i>amaba</i> , er: <i>ponía</i> , ir: <i>partía</i> ) and the <i>pospretérito/conditional</i> (ar: <i>amaría</i> , er: <i>pondría</i> , ir: <i>partiría</i> )	
	Recognize the influence of regional words (nopal, aguacate)	Recognize the influence of regional words (huracán, cacao, chile)
Study the cultural and economic use and impact of Spanish in our communities including the names of streets, cities and geographic places. Recognize the advantages of speaking and writing more than one language.	Study the influence of regional tongues in the Spanish language (Náhuatl: aguacate, nopal, guajolote, chocolate). Study "El Tratado de Guadalupe de Hidalgo," which guarantees Spanish will remain the main language of Mexican descendants and that their traditions will be respected in California. (social studies/novels)	Study and recognize the social, cultural and economic impact of Spanish in the U.S. (names of cities, geographic places, last names). Study the words that have transferred from Spanish to English (chaparral, mosquito, patio) (social studies)
Recognize that language is a medium in which verbal and written communication exists among individuals in a given community. Study the origin, transformation and importance of the Spanish language. Study the function of words, their structure and correct spelling. Show mastery in writing and speaking a 3rd grade level of Spanish.	Recognize that language is a medium in which verbal and written communication exists among individuals in a given community. Study the origin, transformation and importance of the Spanish language. Study the function of words, their structure and correct spelling. Show mastery in writing and speaking a 4th grade level of Spanish.	Recognize that language is a medium in which verbal and written communication exists among individuals in a given community. Study the origin, transformation and importance of the Spanish language. Study the function of words, their structure and correct spelling. Show mastery in writing and speaking a 5th grade level of Spanish.

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