

K-2 Nontransferable Spanish LA Standards Map

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

| K | 1st | 2nd |
|--|---|---|
| Match unique letter sounds (ch, g suave, h, ñ, rr, v, ll, z) and vowel sounds to appropriate letters (not specified in SLA standards; teacher created) | 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 |
| | | Recognize and use silent "h" (hormiga, humanidad) |
| | Read words with double consonants (chivo, llave, carreta, acción) | |
| | Recognize the difference between r (pero) and rr (perro) | |
| | Distinguish between consonant and vowel sounds in words spoken orally | |
| Write consonant-vowel (la), vowel-consonant (al), and consonant-vowel-consonant-vowel words (casa) | Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (phonograms) and blend those sounds into recognizable words | |
| | Distinguish diphthongs (hue-vo, a-gua) | Recognize, spell and use the knowledge of diphthongs (agua, llueve, hielo) |
| | | Write consonant groups |
| Spell familiar words correctly (mamá, papá, yo) | Read common word families (día, tía, mía) | |
| | Read common, irregular sight words (y, que, ven, aquí, huevo, quizás) | Spell irregular words (hago/de hacer, hueles/de oler) |

K-2 Nontransferable Spanish LA Standards Map

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

| K | 1st | 2nd |
|---|--|---|
| Distinguish between words with accents and words without (mamá/mama, papá/papa) | Recognize and enunciate accented syllables in words that are not written with accents (mesa, Juan, escribe) | Recognize the syllable patterns used to apply accent rules of <i>agudas</i> (café, camión), <i>graves</i> (lápiz, árbol) and <i>esdrújulas</i> (pájaro, teléfono) and write correctly |
| Understand that an accent can change the meaning of a word. | Identify the accent (á) in a word | Write an accent mark on the stressed syllable and understand that changing an accent changes the meaning (habito, hábito, habitó) |
| | | Use accent marks in words which emphasize (que/qué, cuando/cuándo) |
| Understand that when you change letters in a word, it also changes the meaning (masculine/feminine - niño/niña, singular/plural - niña/niñas) | Identify and use singular and plural nouns | Identify and use regular plurals (casa/casas) and irregular plurals (lápiz/lápices) |
| | Use masculine, feminine and neutral agreements | Use masculine, feminine and neutral agreements |
| | Identify determinate articles (el, la, los, las), indeterminate articles (un, una, unos, unas) and the neutral article (lo) | Identify and use articles (la, el, las, los, una,un) |
| | When talking and writing, identify and use the contractions of articles and possessive pronouns (de + el = del, a + el = al) | Identify and use personal and possessive pronouns (la mía, el mío, la nuestra, el nuestro) |
| | | Identify and use possessive adjectives (mi, tu, nuestro, su) |
| | | Identify simple multi-meaning words, homophones (casa/caza), homonyms (solar/solar), synonyms (carro/coche) and antonyms (día/noche) |

Grade level standards are color coded.
Standards in shaded boxes are not covered in Houghton Mifflin or ¡Bien dicho!

K-2 Nontransferable Spanish LA Standards Map

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

| K | 1st | 2nd |
|---|--|---|
| | | Recognize and use common abbreviations (Sr., Sra., Srta., Dr., Dra.) |
| | | Identify affirmative and negative sentences (si, siempre, no, nunca, jamás) |
| | Use question marks and exclamation points to mark the sentences that need them | Use question marks and exclamation points |
| | Recognize the use of the <i>guión largo</i> (–) in dialogue (– Ven, amiga – le dice la gallina.) | Recognize the use of <i>guión largo</i> (–) in dialogue and know that it indicates a change of speaker |
| | | Use a colon (<i>dos puntos al final</i>) in the greeting of a letter (Querido hermano:) |
| | | Recognize and use punctuation marks including the semicolon, colon, dash (<i>guión corto</i> -), underline (<i>subraya</i>), parenthesis, ellipsis (<i>puntos suspensivos</i>), asterisk, umlaut (<i>diéresis</i>) |
| | | Capitalize the first letter in the title of a book, article, movie or play |
| | Conjugate regular verbs in the present, past, future and indicative tenses | Conjugate verbs in the present, past, future and indicative tenses |
| Identify poems, riddles and tongue twisters | | Compare and contrast the use and purpose of riddles, sayings and proverbs |
| | Recognize Spanish names as part of people's cultural heritage (taught in Social Studies) | |

Grade level standards are color coded.

Standards in shaded boxes are not covered in Houghton Mifflin or ¡Bien dicho!

K-2 Nontransferable Spanish LA Standards Map

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

| K | 1st | 2nd |
|---|--|---|
| | | Recognize language as a medium for communication. Learn the origins and importance of the Spanish language. Study words and their function, structure and proper spelling. Show mastery in writing and speaking a 2nd grade level of Spanish. |
| Understand that Spanish is one of the most important languages in the world & that all languages are for us to learn & get along better with others | Learn that the Spanish language is spoken by more than 450 million people in 22 countries of the world and in our community (taught in Social Studies) | Know that Spanish is one of the modern languages, comes from Latin and is the official language in Latin America and Spain. The language traveled from Europe to America for the first time in 1492 and spread throughout Latin America. |