



## Course Numbers

Exploratory Spanish- WL600, WL700, WL800  
MYP Exploratory Spanish- WL600IB, WL700IB, WL800IB

Heritage Spanish- WL610, WL710, WL810  
MYP Heritage Spanish- WL610IB, WL710IB, WL810IB

# Middle School Spanish

Hours 0-150 (Middle school: 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> grades)

**2021-2022**

World language courses develop essential global awareness and functional target-language skills in reading, writing, listening and speaking. The exploratory Spanish course is for students with Novice Low language proficiency, or no prior Spanish language instruction. Students will interact with Spanish every class through a variety of scaffolded experiences with readings, oral stories, music, short partner exchanges, and more. Because learning to navigate multiple languages is only one component of becoming global citizens, students will study the many aspects of world cultures while using Spanish. Through these explorations, focusing on growing language proficiency, and teacher supports, students can expect to develop their receptive skills (Listening and Reading), begin to develop conversational Spanish (Speaking and Writing), and expand cross-cultural communication skills.

Heritage Spanish language classes focus on building and developing personal identities as multilingual and multicultural people. Through this exploration, Heritage Spanish students (those who understand native speaker Spanish as part of the home environment) will develop their Listening, Reading, Speaking, and Writing skills. Goals for each area are set with the teacher and student on an individual basis.

<http://worldlanguages.dmschools.org>

<http://grading.dmschools.org>

## **World Language Mission and Vision**

World language courses at DMPS exist to empower all students as global citizens who are both culturally and linguistically prepared to enter the next stages of life.

The world language program at DMPS strives to offer relevant, rigorous, and proficiency-based instruction to build students' abilities to communicate in an additional language. We acknowledge that all students can develop an additional language with appropriate support and coaching. We believe our world language courses help our students grow both academically and socially as community members. By focusing on what students can accomplish, we seek to build communicative skills and advance literacy development in the student's primary and additional languages.

Students should exit world language courses with the confidence to communicate effectively with others as their careers and education paths continue beyond their experiences in DMPS.

## Standards-Referenced Grading Basics

Our purpose in collecting a body of evidence is to:

- Allow teachers to determine a defensible and credible topic score based on a representation of student learning over time.
- Clearly communicate where a student’s learning is based on a topic scale to inform instructional decisions and push student growth.
- Show student learning of Level 3 targets through multiple and varying points of data
- Provide opportunities for feedback between student and teacher.

### Scoring

A collaborative scoring process is encouraged to align expectations of the scale to artifacts collected. Routine use of a collaborative planning and scoring protocol results in calibration and a collective understanding of evidence of mastery. Enough evidence should be collected to accurately represent a progression of student learning as measured by the topic scale. Teachers look at all available evidence to determine a topic score. All topic scores should be defensible and credible through a body of evidence.

**Note: Only scores of 4, 3.5, 3, 2.5, 2, 1.5, 1, and 0 can be entered as Topic Scores.**

Language acquisition focuses on developing communicative competency in an additional language. This focus on skill development makes these courses much more similar to a band or ceramics course than an English Language Arts course. Students new to language study develop their receptive skills (listening and reading) prior to being able to produce the language (speaking and writing). It also takes multiple years of practice to use the new language with accuracy. Because of this, Topic Scores are consistent throughout all years of study with proficiency level expectations adjusted based on the amount of time studied.

### Multiple Opportunities

There are two forms of multiple opportunities; both require intentional planning by both the student and the teacher. One form is the opportunities planned by the teacher throughout the semester. The other form is reassessment of learning which happens after completing assessment of learning at the end of a unit or chunk of learning (see information in [SRG Handbook](#)). Students will be allowed multiple opportunities to demonstrate proficiency. Teachers need reliable pieces of evidence over time to be confident students have developed a skill set at a certain proficiency before deciding a final topic score.

Evidence shows the student can...	Topic Score
Demonstrate expected language abilities at the next proficiency level	4.0
Demonstrate all language abilities from Level 3 with partial success at the next proficiency level	3.5
Consistently demonstrate all expected language abilities at target proficiency level	3.0
Demonstrate expected language abilities with partial success at the target proficiency level	2.5
Demonstrate all expected language abilities of the previous proficiency level	2.0
Demonstrate expected language abilities of the previous proficiency level with scaffolds and inconsistencies	1.5
Demonstrate language abilities two levels below target proficiency level	1.0
Produce no evidence of language ability within two proficiency levels of the target	0
Level 3 target proficiency levels are indicated in World Language Course Guides. Target proficiency levels are research-informed by course and potential exposure time to the language per semester.	

### Guiding Practices of Standards-Referenced Grading

1. Use a consistent 4-point grading scale.
2. Report student achievement and behavior separately.
3. Base scores on a body of evidence.
4. Achievement is organized by learning topic and converted to a grade at semester’s end.
5. Students have multiple opportunities to demonstrate proficiency.
6. Provide extension and support for learners.

## ACTFL National Standards for Learning Languages- Communication

The ACTFL National Standards for Learning Languages - Communication standard and corresponding proficiency levels are the foundation to all world language curriculum and are aligned with the Common Core. The target proficiency for each world language course is adjusted by semester using potential instructional time with consideration of the difficulty of the world language in relationship to English. It is understood that the world language curricula content purposefully integrates the additional and essential National Standards for Learning Languages- Cultures, Connections, Comparisons, and Communities- and are also aligned with the Common Core. The Common Core-ELA focus is the “weave element” known as the “Language System” and evidenced in the adjusted proficiency levels in each content guide and thus is not listed on the CCSS alignment table below. Access to the full alignment by ACTFL [can be found here](#).

National Standards for Learning Languages- Communication		Corresponding CCSS for ELA Standards			
		Reading Literature	Reading Informational Text	Writing	Speaking and Listening
I.1	<b>Listening</b> <ul style="list-style-type: none"> <li>Demonstrate comprehension of content from authentic audio and visual resources.</li> <li>Identify distinguishing features of authentic and aural texts (type of resource, intended audience, purpose).</li> </ul>			4, 6	1, 2, 3
I.2	<b>Reading</b> <ul style="list-style-type: none"> <li>Understand the purpose of a message and point of view of its author.</li> <li>Interpret content from authentic multimedia and digital/print resources</li> <li>Apply critical reading skills to authentic written and aural sources.</li> </ul>	4, 5, 6, 7, 8, 9, 10	1, 2, 3, 7, 8, 10	7, 8, 9	
I.3	<b>Writing</b> <ul style="list-style-type: none"> <li>Produce a variety of creative oral and written presentations (e.g. original story, personal narrative, script).</li> <li>Retell or summarize information in narrative form, demonstrating a consideration of audience</li> <li>Create and give persuasive speeches and essays.</li> <li>Produce expository writing.</li> <li>Self-edit written work for content, organization, and grammar.</li> </ul>			1, 2, 3, 4, 5, 6, 7, 8, 9	4, 5, 6
I.4	<b>Speaking</b> <ul style="list-style-type: none"> <li>Self-monitor and adjust language production.</li> <li>State and support opinions in oral interactions.</li> <li>Converse in ways that reflect knowledge of target culture communities (e.g. historical, artistic, social, and/or political).</li> <li>Create and give persuasive speeches and essays.</li> <li>Produce a variety of creative oral and written presentations (e.g. original story, personal narrative, script).</li> </ul>			4, 6	1, 2, 3

## Topic Scores

### Organizing Principles

Language acquisition is unique from core content areas. Core content areas often contain content-specific units of study that have focused outcomes and verb-oriented scales (e.g. ELA- Unit three- Argumentation: evaluating arguments and purpose). Additionally, some skills in core content areas are specific to a “level” based on the cognitive complexity. World language courses focus on students’ progression of skills and not grammar-focused linguistics.

Language proficiency continues to build and no one proficiency indicator can be measured in isolation. The content of a language acquisition class should reflect the cultural uniqueness and perspectives of, and in, the target language. World language scales measure the student’s ability to navigate the language, independent of specific content instruction. Thus, the world language scales reflect the proficiency continuum with the level three being the research-informed proficiency level expectation by the end of the term.

All learners new to a language, regardless of age, start at a Novice Low proficiency. Students are provided with continuous comprehensible input of high frequency vocabulary to build communicative capacity. Any student with an existing linguistic system can develop and grow an additional language.

Topic scores in the World Language program are essential to the function and organization of a course and persist throughout the course and between levels. Topics are to be assessed using proficiency-based learning targets with unit-based instruction throughout the instructional period. All topics are reported, in equal weight and importance, in all terms. Proficiency indicators are updated based on hours of instruction and may change between semesters and school years due to scheduling considerations.

### Topic Scores:

1. Listening
2. Reading
3. Using Spanish
  - a. Speaking
  - b. Writing

### Teacher-Resources

ACTFL Performance Descriptors for Language Learners- [pdf](#) & [website](#)  
ACTFL Proficiency Guidelines by language- [pdf](#) & [website](#): [Spanish](#)  
NCSSFL and ACTFL Can-Do Statements- [novice pdf](#), [intermediate pdf](#), & [website](#)  
AVANT assessment, STAMP resources- [website](#)

## Current Curricula Adoptions & Resources

(Parentheses are year of adoption of materials, not year of publication)

	<b>Core Curriculum</b>	<b>Supplements</b>	<b>Considerations &amp; Recommendations</b>
<b>6<sup>th</sup> grade</b>	Somos 1: Units 1-3 (2020)	El mundo en tus manos (biweekly) (2020) <i>selective articles only</i> Señor Wooly	
<b>7<sup>th</sup> grade</b>	Somos 1: Units 1-3 (2020)	El mundo en tus manos (biweekly) (2020) Señor Wooly	Schools offering Spanish before FY22 will offer additional/different experiences due to previous exposure to this content
<b>8<sup>th</sup> grade</b>	Somos 1: Units 1-3 (2020)	El mundo en tus manos (biweekly) (2020) Señor Wooly	Schools offering Spanish before FY22 will offer additional/different experiences due to previous exposure to this content
<b>Heritage 6<sup>th</sup> grade</b>	<i>En comunidad</i> por España y Herrera: Unidades 1-3 (2021)	El mundo en tus manos (biweekly) (2020) Novels: <i>Bilingüe</i> por Gómez (2020) Señor Wooly <i>selective</i>	
<b>Heritage 7<sup>th</sup> grade</b>	<i>En comunidad</i> por España y Herrera: Unidades 1-3 (2021)	El mundo en tus manos (biweekly) (2020) Novels: <i>Bilingüe</i> por Gómez (2020) Señor Wooly <i>selective</i>	
<b>Heritage 8<sup>th</sup> grade</b>	<i>En comunidad</i> por España y Herrera: Unidades 1-3 (2021)	El mundo en tus manos (biweekly) (2020) Novels: <i>Bilingüe</i> por Gómez (2020) Señor Wooly <i>selective</i>	

# Standard 1.1: Listening- Novice Low

## Hours 0-100; (grades 6, 7, and 8)

ACTFL proficiency standards indicate student abilities when interacting with a listening prompt from an authentic source and have no previous preparation. It is known that students working with a teacher to acquire language in a comprehension-focused classroom would have a higher degree of accuracy when participating in the classroom environment than in unrehearsed interactions. Teachers should think about the classroom’s balance of performance (focused language acquisition and student response) with proficiency (unrehearsed interaction with an authentic audio) monitoring.

**Note:**  
At Novice Low, students are expected to need multiple repetitions and participate in activities that prepare them for native speaker interactions.

Learning targets adapted from ACTFL

1 – Not Meeting Target	2 – Progressing Towards Target	3 – At Target Novice Low	4 – Exceeding Target Novice Mid
<p><b>Using authentic audio, the student can:</b></p> <p>Recognize the target language is being used when they hear it spoken.</p>	<p><b>Using authentic audio, the student can:</b></p> <p>Recognize a few key words with strong visuals when they hear them spoken.</p>	<p><b>Using authentic audio, the student can:</b></p> <p>Recognize a few memorized words and phrases when they hear them spoken.</p> <ul style="list-style-type: none"> <li>• Follow the audio with fluidity and accuracy</li> <li>• Focusing on what is understood                             <ul style="list-style-type: none"> <li>○ Understands isolated words</li> <li>○ Understand the feeling or purpose of the audio</li> </ul> </li> <li>• Use visuals to make inferences and connect meaning</li> </ul>	<p><b>Using authentic audio, the student can:</b></p> <p>Recognize some familiar words and phrases when they hear them spoken.</p>

<p align="center"><b>Multiple Opportunities &amp; Understanding Proficiency</b></p> <p>Learning an additional language is much like learning to play an instrument. First comes understanding of how the basics work, trying it out with many errors, working with both teachers and peers, and lots of practice in a supportive environment. Also like in band, teachers would never expect new students to perform or understand the same material advanced-level students master. We expect to see continuous growth and improvement with comprehension being stronger than production abilities. For this reason, scores are ongoing and students are given a chance every class to showcase their skills. Trying to complete work from several months ago may not increase an overall grade. We expect that a student’s skills in December can accurately navigate the content from October. In band, when students can play longer and more complex songs, we wouldn’t raise a score for their ability to play simple notes. Students in World Languages should focus on showing what they can do with current content.</p>	<p align="center"><b>Additional Resources</b></p> <table border="0"> <tr> <td data-bbox="1270 1112 1575 1177"> <p><b>Paid Subscriptions</b> Señor Woolly (MS only)</p> </td> <td data-bbox="1711 1112 1980 1274"> <p><b>Free Subscriptions</b> LyricsTraining Quizlet Duolingo EdPuzzle</p> </td> </tr> </table>	<p><b>Paid Subscriptions</b> Señor Woolly (MS only)</p>	<p><b>Free Subscriptions</b> LyricsTraining Quizlet Duolingo EdPuzzle</p>
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## Standard 1.2: Reading- Novice Low

Hours 0-100; (grades 6, 7, and 8)

ACTFL proficiency standards indicate student abilities when interacting with a reading prompt from an authentic source and have no previous preparation. It is known that students working with a teacher to acquire language in a comprehension-focused classroom have a higher degree of accuracy when participating in the classroom environment than in unrehearsed interactions. Teachers should think about the classroom’s balance of performance (focused language acquisition and student response) with proficiency (unrehearsed interaction with an authentic text) monitoring.

*Learning targets adapted from ACTFL*

**Note:**  
At Novice Low, students are able to notice similarities between their first language and Spanish, use context clues to help understand, and understand leveled materials well.

1 – Not Meeting Target	2 – Progressing Towards Target	3 – At Target Novice Low	4 – Exceeding Target Novice Mid
<p><b>Using authentic sources, the student can:</b></p> <p>Identify the target language is being used when they see it written.</p>	<p><b>Using authentic sources, the student can:</b></p> <p>Identify a few key words with strong visuals to support meaning when they read.</p>	<p><b>Using authentic sources, the student can:</b></p> <p>Identify key memorized words and phrases when they read.</p> <ul style="list-style-type: none"> <li>• Identify the main idea</li> <li>• Use visuals to support comprehension</li> <li>• Apply decoding skills to infer meaning in non-cognates to support comprehension</li> <li>• Identify literary elements (dialogue, narrative, poetry)</li> </ul>	<p><b>Using authentic sources, the student can:</b></p> <p>Understand some learned or memorized words and phrases when they read.</p> <ul style="list-style-type: none"> <li>• Infer the purpose of the text</li> <li>• Identify cognates and variations of familiar words and phrases</li> <li>• Navigate portions of text</li> </ul>

<p style="text-align: center;"><b>Multiple Opportunities &amp; Understanding Proficiency</b></p> <p>Learning an additional language is much like learning to play an instrument. First comes understanding of how the basics work, trying it out with many errors, working with both teachers and peers, and lots of practice in a supportive environment. Also like in band, teachers would never expect new students to perform or understand the same material advanced-level students master. We expect to see continuous growth and improvement with comprehension being stronger than production abilities. For this reason, scores are ongoing and students are given a chance every class to showcase their skills. Trying to complete work from several months ago may not increase an overall grade. We expect that a student’s skills in December can accurately navigate the content from October. In band, when students can play longer and more complex songs, we wouldn’t raise a score for their ability to play simple notes. Students in World Languages should focus on showing what they can do with current content.</p>	<p style="text-align: center;"><b>Additional Resources</b></p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top;"> <p><b>Paid Subscriptions</b></p> <p>Señor Woolly (MS only)</p> <p>El mundo en tus manos</p> </td> <td style="vertical-align: top;"> <p><b>Free Subscriptions</b></p> <p>LyricsTraining</p> <p>Quizlet</p> <p>Duolingo</p> <p>EdPuzzle</p> <p>FlipGrid</p> </td> </tr> </table>	<p><b>Paid Subscriptions</b></p> <p>Señor Woolly (MS only)</p> <p>El mundo en tus manos</p>	<p><b>Free Subscriptions</b></p> <p>LyricsTraining</p> <p>Quizlet</p> <p>Duolingo</p> <p>EdPuzzle</p> <p>FlipGrid</p>
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## Standard 1.3: Using Spanish- Novice Low

Hours 0-100; (grades 6, 7, and 8)

**1.3.A Speaking:** ability to negotiate & clarify, communication between people, spontaneous

**1.3.B Writing:** prepared, rehearsed, memorized, offering information with no interaction

**Note:**  
At Novice Low, students would not likely be easily understood by a native speaker. They can communicate in the classroom with supports.

*Learning targets adapted from ACTFL*

1 – Not Meeting Target	2 – Progressing Towards Target	3 – At Target Novice Low	4 – Exceeding Target Novice Mid
<p><b>Using Spanish without help, the student can:</b></p> <p>A. Speak only in L1 to convey their ideas.</p> <p>B. Write only in L1 to convey their ideas.</p>	<p><b>Using Spanish without help, the student can:</b></p> <p>A. Say singular phrases or words.</p> <ul style="list-style-type: none"> <li>• Might not relate to the prompt</li> </ul> <p>B. Write lists of words found as visual supports for the student.</p> <ul style="list-style-type: none"> <li>• Copies words without understanding meaning</li> </ul>	<p><b>Using Spanish without help, the student can:</b></p> <p>A. Orally communicate using single words and phrases in Spanish from current and past units.</p> <ul style="list-style-type: none"> <li>• Use the target language with many errors</li> <li>• Respond with isolated, acquired vocabulary to sometimes match the context</li> <li>• Uses visuals and/or body language to clarify message</li> </ul> <p>B. Write mostly in Spanish using single words and phrases from current and past units.</p> <ul style="list-style-type: none"> <li>• Use repetitive words and phrases</li> <li>• Communicate a simple idea or feeling</li> <li>• May not make sense to a native speaker</li> <li>• Use illustrations and labels to communicate an idea</li> </ul>	<p><b>Spanish without help, the student can:</b></p> <p>A. Speak about very familiar topics using single words and phrases from current and past units.</p> <ul style="list-style-type: none"> <li>• Responds mostly in Spanish that makes sense in the context</li> <li>• Speak in a way that a native speaker likely misunderstands (long pauses, mispronunciations, etc)</li> </ul> <p>B. Write about very familiar topics using some words and phrases from current and past unit.</p> <ul style="list-style-type: none"> <li>• Errors may cause confusion (agreement, tense choice...)</li> <li>• Use brief word choices and simple sentences</li> <li>• Begin to connect ideas with logical flow</li> </ul>

<p style="text-align: center;"><b>Multiple Opportunities &amp; Understanding Proficiency</b></p> <p>Writing at Novice Low proficiency often mimics early speaking and writing attempts in the student’s original language: spelling errors, short lists, sentences of three words, and lots of repetition. Students should focus on what they do know and how to rearrange those few words to create meaning. If students feel pressured to use an online translator to complete an assignment, the student is likely trying to do too much. Students should practice the current unit vocabulary and try to use previous and new words as they acquire them. Students realistically need a minimum of three writing samples and teacher feedback cycles to demonstrate growth and proficiency.</p>	<p style="text-align: center;"><b>Additional Resources</b></p> <table style="width: 100%;"> <tr> <td style="vertical-align: top;"> <p><b>Paid Subscriptions</b></p> <p>Señor Woolly (MS only)</p> </td> <td style="vertical-align: top;"> <p><b>Free Subscriptions</b></p> <p>EdPuzzle Quizlet Canvas Studio</p> </td> </tr> </table>	<p><b>Paid Subscriptions</b></p> <p>Señor Woolly (MS only)</p>	<p><b>Free Subscriptions</b></p> <p>EdPuzzle Quizlet Canvas Studio</p>
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## Topic Scores

### Organizing Principles

Language acquisition is unique from core content areas. Core content areas often contain content-specific units of study that have focused outcomes and verb-oriented scales (e.g. ELA- Unit three- Argumentation: evaluating arguments and purpose). Additionally, some skills in core content areas are specific to a “level” based on the cognitive complexity. World language courses focus on students’ progression of skills and not grammar-focused linguistics.

Language proficiency continues to build and no one proficiency indicator can be measured in isolation. The content of a language acquisition class should reflect the cultural uniqueness and perspectives of, and in, the target language. World language scales measure the student’s ability to navigate the language, independent of specific content instruction. Thus, the world language scales reflect the proficiency continuum with the level three being the research-informed proficiency level expectation by the end of the term.

Heritage Spanish courses are designed to explore identity development as a bilingual and bilcultural community member. At the middle school level, students will learn to navigate their Spanish, English, and Spanglish skills as one big skill set. Heritage students may come to the course being only receptive to native-speaker, being balanced in both languages, be dominate in one language, or be Spanish speaking only. Each student will be evaluated based on existing skills and their growth based on conversations with their teacher.

Topic scores in the World Language program are essential to the function and organization of a course and persist throughout the course. Topics are assessed using proficiency-based learning targets with unit-based instruction throughout the instructional period. All topics are reported, in equal weight and importance, in all terms. Proficiency indicators are included with each level and to be used to discuss individual progress and goal setting.

### Topic Scores:

1. Listening
2. Reading
3. Speaking
  - a. Interpersonal
  - b. Presentational
4. Writing
  - a. Interpersonal
  - b. Presentational

### Teacher-Resources

ACTFL Performance Descriptors for Language Learners- [pdf](#) & [website](#)  
ACTFL Proficiency Guidelines by language- [pdf](#) & [website](#): [Spanish](#)  
NCSSFL and ACTFL Can-Do Statements- [novice pdf](#), [intermediate pdf](#), & [website](#)  
AVANT assessment, STAMP resources- [website](#)  
*En comunidad* Padlet for teaching resources- [Padlet link](#)  
Harvard Cervantes Institute research paper- [PDF](#)  
University of Texas resources for Heritage classrooms webpage- [website](#) homepage

## Standard 1.1: Listening- Heritage Grades: 6, 7, and 8

ACTFL proficiency standards indicate student abilities when interacting with a listening prompt from an authentic source and have no previous preparation. It is known that students working with a teacher to acquire language in a comprehension-focused classroom would have a higher degree of accuracy when participating in the classroom environment than in unrehearsed interactions. Teachers should think about the classroom’s balance of performance (focused language acquisition and student response) with proficiency (unrehearsed interaction with an authentic audio) monitoring.

*Learning targets adapted from ACTFL*

Intermedio	Avanzado	Superior	Distinguido
En el nivel Intermedio, los oyentes pueden entender la información transmitida en un discurso sencillo de oración sobre temas familiares o de todos los días. Ellos generalmente pueden comprender las frases sólo una por una mientras están involucrados en conversaciones cara a cara o en funciones rutinarias de comprensión auditiva como la de entender mensajes altamente contextualizados, comunicaciones directas, o instrucciones y direcciones sencillas. Los oyentes dependen mucho de la redundancia, la repetición, la paráfrasis y las indicaciones contextuales.	En el nivel Avanzado, los oyentes pueden entender las ideas principales y la mayoría de los detalles de apoyo en discurso conectado sobre una variedad de temas de interés general, como historias de noticias, explicaciones, instrucciones, anécdotas o descripciones de viajes en forma de diario. Los oyentes pueden compensar por sus limitaciones lingüísticas de control léxico y estructural mediante el uso de su conocimiento de la vida real y de indicaciones contextuales. Los oyentes del nivel Avanzado entienden el discurso auténtico y conectado. Este lenguaje es lexical y estructuralmente no complicado. El discurso es directo, y está organizado generalmente de una forma clara y predecible.	En el nivel Superior los oyentes pueden entender la lengua en un dialecto estándar sobre una gran gama de temas familiares y no tan familiares. Pueden seguir el discurso extendido lingüísticamente complejo como el que se encuentra en contextos académicos y profesionales, conferencias, discursos e informes. La comprensión ya no queda limitada a la familiaridad del oyente con el tema de discusión, sino que viene también de un manejo lingüístico apoyado en un amplio vocabulario, un entendimiento de estructuras más complejas, y de la experiencia lingüística dentro de la cultura objetivo. Los oyentes del Superior pueden entender no solamente lo que se dice, sino también lo que se deja sin decir; esto es, pueden hacer inferencias.	En el nivel Distinguido, los oyentes pueden entender una gran variedad de formas, estilos y registros lingüísticos sobre temas altamente especializados en lenguaje adaptado a diferentes audiencias Pueden entender lenguaje como el que encontramos en el teatro clásico, cine de arte, simposios profesionales, debates académicos, declaraciones de política pública, lecturas literarias, y la mayoría de los chistes y juegos de palabras. Pueden comprender información implícita e inferida, tono, y punto de vista, y pueden seguir argumentos altamente persuasivos. Ellos pueden entender giros de pensamiento impredecibles relacionados con temas sofisticados. Además, su habilidad de comprensión auditiva está realizada por una vasta y profunda comprensión de las referencias y las alusiones culturales. Los oyentes del nivel Distinguido pueden apreciar la riqueza de la lengua hablada.

Multiple Opportunities & Understanding Proficiency	Additional Resources										
In Heritage Spanish, we expect to see continuous growth and improvement with comprehension starting at understanding to inferring intent. For this reason, scores are ongoing and students are given a chance every class to showcase their skills. Trying to complete work from several months ago may not increase an overall grade. We expect that a student’s skills to make continuous improvement.	<table border="0"> <tr> <td><b>Paid Subscriptions</b></td> <td><b>Free Subscriptions</b></td> </tr> <tr> <td>Señor Wooly (MS only)</td> <td>LyricsTraining</td> </tr> <tr> <td>El mundo en tus manos</td> <td>Quizlet</td> </tr> <tr> <td></td> <td>Duolingo</td> </tr> <tr> <td></td> <td>EdPuzzle</td> </tr> </table>	<b>Paid Subscriptions</b>	<b>Free Subscriptions</b>	Señor Wooly (MS only)	LyricsTraining	El mundo en tus manos	Quizlet		Duolingo		EdPuzzle
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## Standard 1.2: Reading- Heritage Grades: 6, 7, and 8

ACTFL proficiency standards indicate student abilities when interacting with a reading prompt from an authentic source and have no previous preparation. It is known that students working with a teacher to acquire language in a comprehension-focused classroom have a higher degree of accuracy when participating in the classroom environment than in unrehearsed interactions. Teachers should think about the classroom’s balance of performance (focused language acquisition and student response) with proficiency (unrehearsed interaction with an authentic text) monitoring.

*Learning targets adapted from ACTFL*

Principiante	Intermedio	Avanzado	Superior
<p>Los lectores del nivel Principiante pueden obtener una limitada cantidad de información de textos altamente predecibles en los cuales el tema o contexto es muy familiar.</p> <p>Los lectores del nivel Principiante están más capacitados para entender un texto cuando pueden anticipar la información del texto. El reconocimiento de palabras claves, cognados, y frases formularias hace posible la comprensión.</p>	<p>En el nivel Intermedio, los lectores pueden entender información transmitida en textos sencillos, predecibles, y ligeramente conectados. Los lectores dependen fuertemente de pistas contextuales. Pueden entender textos que comunican información básica como la que se encuentra en anuncios, avisos, tabloneros de anuncios en línea, y foros. Estos textos no son complejos y tienen un patrón de presentación predecible. En este nivel, puede que los lectores no entiendan completamente textos detallados o textos en los que el conocimiento de las estructuras lingüísticas es esencial para entender la secuencia, el plano temporal y la cronología.</p>	<p>En el nivel Avanzado, los lectores pueden entender la idea principal y los detalles secundarios en textos auténticamente narrativos y descriptivos. Los lectores pueden compensar por sus limitaciones de conocimiento léxico y estructural al usar indicaciones contextuales. De la misma manera, la comprensión es apoyada por el conocimiento de las convenciones lingüísticas (p. ej., concordancia entre nombre y adjetivo, ubicación del verbo, etc.). pueden entender textos que tienen una estructura clara y predecible. En su mayor parte, la prosa no es complicada y el material pertenece a temas de interés general del mundo real. Demuestran independencia en su habilidad de leer material nuevo para ellos. Ellos tienen suficiente control de las convenciones lingüísticas estándares para entender secuencia, plano temporal y cronología.</p>	<p>En el nivel Superior, los lectores pueden entender textos de muchos géneros que tratan de una amplia variedad de temas, familiares y no familiares. La comprensión ya no está limitada al conocimiento que tenga el lector del tema, sino que también viene del control lingüístico sostenido por un amplio vocabulario, un entendimiento de las estructuras complejas y un conocimiento de la cultura objetivo. Pueden sacar inferencias de indicaciones textuales y extralingüísticas.</p> <p>Los lectores entienden textos que usan un vocabulario preciso, a menudo especializado, y estructuras gramaticales complejas. Estos textos presentan argumentación, opiniones de apoyo e hipótesis, y usan formulaciones lingüísticas abstractas tal como se encuentran en las lecturas académicas y profesionales. Tales textos son típicamente razonados y/o analíticos, y pueden contener frecuentemente referencias culturales.</p>

### Multiple Opportunities & Understanding Proficiency

In Heritage Spanish, we expect to see continuous growth and improvement with comprehension starting at understanding to inferring intent. For this reason, scores are ongoing and students are given a chance every class to showcase their skills. Trying to complete work from several months ago may not increase an overall grade. We expect that a student’s skills to make continuous improvement.

### Additional Resources

**Paid Subscriptions**  
Señor Wooly (MS only)  
El mundo en tus manos

**Free Subscriptions**  
LyricsTraining  
Quizlet  
Duolingo  
EdPuzzle

## Standard 1.3: Writing- Heritage

Grades: 6, 7, and 8

**1.3.A Interpersonal:** ability to negotiate & clarify, communication between people, spontaneous

**1.3.B Presentational:** prepared, rehearsed, memorized, offering information with no interaction

**Note:**  
The proficiency levels below are not the equivalent of ELA “grade level” standards.

*Learning targets adapted from ACTFL*

Principiante	Intermedio	Avanzado	Superior
<p>Los escritores del nivel Principiante están caracterizados por la habilidad de producir listas y anotaciones, principalmente al escribir palabras y frases. Ellos pueden proveer información mínima y predecible en documentos y formularios sencillos. Estos escritores pueden reproducir material practicado para expresar los mensajes más básicos. Además, ellos pueden transcribir palabras y frases familiares, copiar caracteres del alfabeto o sílabas de un silabario, o reproducir con alguna precisión letras básicas.</p>	<p>Los escritores del nivel Intermedio se caracterizan por la habilidad de completar requisitos prácticos de la escritura, como mensajes y cartas simples, solicitudes de información, y notas. Además, pueden preguntar y responder a preguntas sencillas por escrito. Estos escritores pueden crear con la lengua y comunicar datos e ideas simples en una serie de oraciones conectadas en forma libre sobre temas de interés personal y necesidades sociales. Ellos escriben primordialmente en el tiempo presente. En este nivel, los escritores usan vocabulario y estructuras básicos para expresar su significado, el cual es comprendido por aquellos acostumbrados a los escritos de los no nativos.</p>	<p>Los escritores del nivel Avanzado se caracterizan por la habilidad de escribir correspondencia informal rutinaria y alguna correspondencia formal, así como también narraciones, descripciones y resúmenes de carácter factual. Pueden narrar y describir en los principales planos temporales del pasado, presente y futuro, con el uso de la paráfrasis y la elaboración para proveer claridad. Los escritores del nivel Avanzado producen discurso conectado de extensión y estructura de párrafo. En este nivel, los escritores muestran buen control de las estructuras más frecuentes y de vocabulario genérico, lo cual les permite ser comprendidos por los que no están acostumbrados a la escritura de los extranjeros.</p>	<p>Los escritores del nivel Superior pueden producir la mayoría de los tipos de correspondencia formal e informal, resúmenes detallados, informes, y trabajos de investigación sobre una variedad de temas sociales, académicos y profesionales. Los escritores del nivel Superior muestran la habilidad de explicar asuntos complejos, y presentar y apoyar opiniones por medio del desarrollo coherente de argumentos e hipótesis. Ellos organizan y priorizan sus ideas para comunicarle al lector lo significativo. La relación entre las ideas es consistentemente clara, debido a principios organizacionales y de desarrollo (p. ej., causa y efecto, comparación, cronología). Estos escritores pueden tratar un tema extensamente, lo que generalmente requiere por lo menos una serie de párrafos, pero puede extenderse hasta varias páginas. Los escritores del nivel Superior demuestran un alto grado de control gramatical y sintáctico, tanto en el vocabulario general como en el especializado o profesional, en la ortografía o la producción de símbolos, y en las estrategias de cohesión y de puntuación. Su vocabulario es preciso y variado. Los escritores en este nivel dirigen sus escritos a sus audiencias.</p>

Multiple Opportunities & Understanding Proficiency	Additional Resources	
<p>In Heritage Spanish, we expect to see continuous growth and improvement with comprehension starting at understanding to inferring intent. For this reason, scores are ongoing and students are given a chance every class to showcase their skills. Trying to complete work from several months ago may not increase an overall grade. We expect that a student’s skills to make continuous improvement.</p>	<p><b>Paid Subscriptions</b> Señor Wooly (MS only) El mundo en tus manos</p>	<p><b>Free Subscriptions</b> LyricsTraining Quizlet Duolingo EdPuzzle</p>

## Standard 1.4: Speaking- Heritage Grades: 6, 7, and 8

**1.3.A Interpersonal:** ability to negotiate & clarify, communication between people, spontaneous

**1.3.B Presentational:** prepared, rehearsed, memorized, offering information with no interaction

**Note:**  
Students are not scored on specific word choice or accent. Students are encouraged to expand their vocabulary appropriate to the context.

*Learning targets adapted from ACTFL*

Principiante	Intermedio	Avanzado	Superior
Los hablantes del nivel Principiante pueden comunicar mensajes cortos sobre temas cotidianos altamente predecibles que les afectan directamente. Ellos hacen esto principalmente a través del uso de palabras aisladas y frases que han encontrado, memorizado y recordado. Los hablantes del nivel Principiante pueden ser difíciles de entender aun por los interlocutores más comprensivos acostumbrados al habla de los extranjeros.	Los hablantes del nivel Intermedio se distinguen principalmente por su habilidad de crear con la lengua al hablar sobre temas familiares relacionados con su vida diaria. Pueden recombinar material aprendido para expresar su mensaje personal. Los hablantes del nivel Intermedio pueden hacer preguntas sencillas y pueden manejar una situación de supervivencia básica. Producen lenguaje a nivel de oración, desde oraciones discretas hasta cadenas de oraciones, típicamente en tiempo presente. Los hablantes del nivel Intermedio son entendidos por interlocutores acostumbrados a tratar con aprendices no nativos de la lengua	Los hablantes del nivel Avanzado participan en la conversación de una manera claramente participativa para comunicar información sobre temas autobiográficos, así como temas de interés comunitario, nacional o internacional. Manejan sus temas concretamente por medio de la narración y la descripción mayormente en los planos temporales del pasado, presente y futuro. Estos hablantes pueden manejar una situación social con una complicación inesperada. La lengua del hablante de nivel Avanzado es abundante; el párrafo hablado es la medida de la extensión y la organización de su discurso. Los hablantes del nivel Avanzado tienen suficiente control de las estructuras básicas y del vocabulario genérico para ser comprendidos por los hablantes nativos de la lengua, incluso los que no están acostumbrados a tratar con extranjeros	Los hablantes del nivel Superior pueden comunicarse con precisión y fluidez, para participar completa y eficazmente en conversaciones sobre una variedad de temas en contextos formales e informales con perspectivas tanto concretas como abstractas. Discuten sus intereses y campos de especialidad, explican asuntos complejos en forma detallada y proveen narraciones largas y coherentes, todo con facilidad, fluidez y precisión. Presentan sus opiniones sobre una variedad de asuntos de interés personal, tales como temas sociales y políticos, y proveen argumentos estructurados para apoyar sus opiniones. Pueden construir y desarrollar hipótesis para explorar posibilidades alternativas. Los hablantes del nivel Superior emplean una variedad de estrategias interactivas y discursivas, como la de turnarse y de separar ideas principales de la información de apoyo a través del empleo de recursos sintácticos, léxicos y fonéticos. Los hablantes del nivel Superior no muestran ningún patrón de errores en el uso de estructuras básicas, aunque pueden cometer errores esporádicos, particularmente en estructuras de uso poco frecuente y en estructuras complejas de alta frecuencia. Estos errores, si ocurren, no distraen al interlocutor nativo ni dificultan la comunicación.

Multiple Opportunities & Understanding Proficiency	Additional Resources										
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