Spanish Standards
Primary Level - Grades K-2

KINDERGARTEN

Estándar DLE (Spanish)	Standards The Why of Learning	Learning Targets The What of Learning	Resources The How of Learning	Assessment To Be Used
LANGUAGE ARTS STANDARDS				
WIDA Estándar 1 DLE: El lenguaje social y de instrucción	**Speak audibly and express thoughts, feelings and ideas clearly.**	Participate in collaborative conversations about kindergarten topics and texts with peers and adults in small and larger groups. (SL.K.1) Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details. (SL.K.2) Ask and answer questions in order to seek help (SL.K.3) Describe familiar people, places, things, and events and, with prompting and support, provide additional detail (SL.K.4) Speak audibly and express thoughts, feelings, and ideas clearly. (SL.K.6) Use words and phrases acquired through conversations, reading and being read to, and responding to	Scaffold to meet student linguist and academic needs ● Fundations ● Imagine Learning ● Raz Kids ● Reading A-Z ● Vocabulary A-Z ● Frames for Fluency ● Storyworks-Differentiating-Multilingual Learners ● Storyworks Jr. - Differentiating-Multilingual Learners	● ACCESS ● Flipgrid ● Edpuzzle ● Vocabulary City ● Imagine Learning Benchmark ● Formative language Assessment (speaking,reading,writing & listening) ● Fundations Assessment

		texts. (L.K.6)		
WIDA Estándar 2 DLE: El lenguaje de las artes de lenguaje	**Foundational skills, phonological awareness. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (RF.K.2) Read emergent-reader texts with purpose and understanding. (RF.K.4) Identifies initial, medial and ending sounds (RF.K.2) With prompting and support, reads and shows understanding of literature text. (RI.K.8) With prompting and support, reads and shows understanding of informational text. (RI.K.1) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question (W.K.8) Produces and organizes opinion, informative, and narrative writing (W.K.1; W.K.2:, W.K.3) Recognizes and produces rhyming words (RF.K.2.a)		***ACCESS**
MATH STANDARDS				

WIDA Estándar 3 DLE: El lenguaje de la matemáticas	**Correctly name shapes regardless of their orientation and overall size.**	Name shapes (K.G.2) Describe locations of Shapes (K.G.1) Analyze and compare Shapes (K.G.4)	enVision Math	***ACCESS**
SCIENCE STANDARDS				
WIDA Estándar 4 DLE: El lenguaje de la ciencias naturales	**Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.**	Demonstrates understanding and application of Earth and space science concepts (NGSS K-ESS2; K-ESS3; K-PS3)(CC SS.G.1.K.) CCSS.ELA-LITERACY.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Scaffold as we reteach or preteach to meet student linguist, vocabulary, and academic needs.	***ACCESS**
SOCIAL STUDIES STANDARDS				
WIDA Estándar 5 DLE: El lenguaje de las ciencias sociales	**The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time. Compare and contrast traditions in a family with those of**	Create questions to help guide inquiry about a topic with guidance from adults and/or peers (SS.IS.1.K.-2) Gather information from one or two sources with guidance and support from adults and/or peers. (SS.IS.3.K-2) Explore facts from various sources	Scaffold as we reteach or preteach to meet student linguist, vocabulary, and academic needs.	***ACCESS**

	other families, including those with diverse backgrounds.	that can be used to answer the developed questions (SS.IS.2.K-2) Describe roles and responsibilities of people in authority (SS.CV.1.K.) Explain the need for and purposes of rules in various settings, inside and outside of the school (SS.CV.2.K) Explain choices are made because of scarcity (SS.EC.1.K) Identify and explain how people and goods move from place to place. (SS.G.2.K)		

FIRST GRADE

Estándar DLE (Spanish)	**Standards The Why of Learning**	**Learning Targets The What of Learning**	**Resources The How of Learning**	**Assessment To Be Used**
LANGUAGE ARTS STANDARDS				
WIDA Estándar 1 DLE: El lenguaje social y de instrucción.	**Demonstrate understanding of spoken words, syllables, and sounds.**	Read grade appropriate sight words. (RF.1.3.G) Know and apply grade-level phonics and word analysis skills in decoding words. (RF.2.3) Read with sufficient accuracy and fluency to support comprehension. (RF.2.4)	Scaffold to meet student linguist and academic needs ● Fundations ● Imagine Learning ● Raz Kids ● Reading A-Z ● Vocabulary A-Z ● Frames for Fluency ● Storyworks-	● ACCESS ● Flipgrid ● Edpuzzle ● Vocabulary City ● Imagine Learning Benchmark ● Formative language Assessment

			Differentiating- Multilingual Learners ● Storyworks Jr. Differentiating- Multilingual Learners	(speaking,reading,writing & listening) ● Fundations Assessment
WIDA Estándar 2 DLE: El lenguaje de las artes de lenguaje	**Apply knowledge of the function and structure of the Spanish language to communicate effectively.**	CCSS.ELA-LITERACY.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). CCSS.ELA-LITERACY.L.1.1 Demonstrate command of the conventions of standard Spanish grammar and usage when writing or speaking.	Scaffold to meet student linguist and academic needs ● Fundations ● Imagine Learning ● Raz Kids ● Reading A-Z ● Vocabulary A-Z ● Frames for Fluency ● Storyworks- Differentiating- Multilingual Learners ● Storyworks Jr. Differentiating- Multilingual Learners	***ACCESS**
MATH STANDARDS				
WIDA Estándar 3 DLE: El lenguaje de la matemáticas	**Use addition and subtraction within 20 to solve word problems involving situations of addition to, taking from, putting together, or**	Add & subtract within 20, with fluency within 10. (1.OA.6) Determine unknowns in addition or subtraction equations with whole numbers. (1.OA.8)	enVision Math-EL Section Scaffold as we reteach or preteach to meet student linguist,	***ACCESS**

	taking apart, and comparing, with unknown in all positions.	Solve word problems involving addition and subtraction within 20 for adding to, taking from, putting together, taking apart and comparing situations with unknowns in all 3 positions using objects, pictures and equations. (1.OA.1)	vocabulary, and academic needs.	
SCIENCE STANDARDS				
WIDA Estándar 4 DLE: El lenguaje de la ciencias naturales	**Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.**	Demonstrates understanding and application of physical science and engineering Concepts. (NGSS 2-PS4-1; 2-PS4-2) CCSS.ELA-LITERACY.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Scaffold as we reteach or preteach to meet student linguist, vocabulary, and academic needs.	***ACCESS**
SOCIAL STUDIES STANDARDS				
WIDA Estándar 5 DLE: El lenguaje de las ciencias sociales	**The differences and similiarities of cultures around the world are attributable to their diverse origins and histories, and interactions with others throughout the time. Compare and contrast buildings and other**	Compare perspectives of people in the past to those of people in the present. (SS.H.3.1.) Describe individuals and groups who have shaped a significant historical change (SS.H.2.1.) Construct and interpret maps and other representations to	Scaffold as we reteach or preteach to meet student linguist, vocabulary, and academic needs.	***ACCESS**

	technologies from earlier times and today.	navigate a familiar place. (SS.G.1.1.)		

SECOND GRADE

Estándar DLE (Spanish)	**Standards The Why of Learning**	**Learning Targets The What of Learning**	**Resources/ The How of Learning**	**Assessment To Be Used**
LANGUAGE ARTS STANDARDS				
WIDA Estándar 1 DLE: El lenguaje social y de instrucción	**Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.**	Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.(2.1.1) Build on others' talk in conversations by linking their comments to the remarks of others.(2.1.B) Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.(2.3.B) Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.(S.L2.6)	Scaffold to meet student linguist and academic needs ● Fundations ● Imagine Learning ● Raz Kids ● Reading A-Z ● Vocabulary A-Z ● Frames for Fluency ● Storyworks-Differentiating-Multilingual Learners ● Storyworks Jr. - Differentiating-Multilingual Learners	● ACCESS ● Flipgrid ● Edpuzzle ● Vocabulary City ● Imagine Learning Benchmark ● Formative language Assessment (speaking,reading,writing & listening) ● Fundations Assessment

WIDA Estándar 2 **DLE: El lenguaje de las artes de lenguaje**	**Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a sense of closure.**	CCSS.ELA-LITERACY.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	Scaffold to meet student linguist and academic needs ● Fundations ● Imagine Learning ● Raz Kids ● Reading A-Z ● Vocabulary A-Z ● Frames for Fluency ● Storyworks-Differentiating-Multilingual Learners ● Storyworks Jr. Differentiating-Multilingual Learners	***ACCESS**
MATH STANDARDS				
WIDA Estándar 3 **DLE:** **El lenguaje de la matemáticas**	**Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.**	Reason with shapes and their attributes (2.G.A.1) Partition a rectangle into rows and columns of same-size squares and count to find the total number of them (2.G.A.2) Partition circles and rectangles into two, three, four, equal shares, describe the shares using fractional words like *mitades, tercios, la mitad de, un tercio de,* etc. Recognize that equal shares of identical wholes need not have the same shape.	enVision Math-EL Section Scaffold as we reteach or preteach to meet student linguist, vocabulary, and academic needs.	***ACCESS**

		(2.G.A.3)		
SCIENCE STANDARDS				
WIDA Estándar 4 **DLE: El lenguaje de la ciencias naturales**	**Matter and its Interactions. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.**	CCSS.ELA-LITERACY.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Scaffold as we reteach or preteach to meet student linguist, vocabulary, and academic needs.	***ACCESS**
SOCIAL STUDIES STANDARDS				
WIDA Estándar 5 **DLE: El lenguaje de las ciencias sociales**	**Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.**	Create questions to help guide inquiry about a topic with guidance from adults and/or peers (SS.IS.1.K.-2) Determining Helpful Sources: Explore facts from various sources that can be used to answer the developed questions (SS.IS.2.K-2) Ask and answer questions about arguments and explanations. (SS.IS.5.K-2) Explain how different kinds of historical sources (such as written documents, objects, artistic works, and oral accounts) can be used to study the past. (SS.H.3.2)	Scaffold as we reteach or preteach to meet student linguist, vocabulary, and academic needs.	***ACCESS**

THIRD GRADE

Estándar DLE (Spanish)	Standards The Why of Learning	Learning Targets The What of Learning	Resources The How of Learning	Assessment
LANGUAGE ARTS STANDARDS				
WIDA Estándar 1 DLE: El lenguaje social y de instrucción	**Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.**	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis of the answers. (CC.3.R.L.1) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. (CC.3.SL.1) Explain their own ideas and understanding in light of the discussion (CC.SL.1.d) Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.(CC.SL.3) Speak in complete sentences when appropriate	Scaffold to meet student linguist and academic needs ● Fundations ● Imagine Learning ● Raz Kids ● Reading A-Z ● Vocabulary A-Z ● Frames for Fluency ● Storyworks-Differentiating-Multilingual Learners ● Storyworks Jr. ● Differentiating-Multilingual Learners	***ACCESS**

		to task and situation in order to provide requested detail or clarification. (CC.3.SL.6) Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (CC.3.L.6)		
WIDA Estándar 2 DLE: El lenguaje de las artes de lenguaje	**Distinguish their own point of view from that of the narrator or those of the characters.**	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (CC.3.R.L.2) Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events (CC.3.R.L.3) Distinguish their own point of view from that of the narrator or those of the	Scaffold to meet student linguist and academic needs ● Fundations ● Imagine Learning ● Raz Kids ● Reading A-Z ● Vocabulary A-Z ● Frames for Fluency ● Storyworks-Differentiating-Multilingual Learners ● Storyworks Jr. ● Differentiating-Multilingual Learners	***ACCESS**

		characters. (CC.3.R.L.6)		
MATH STANDARDS				
WIDA Estándar 3 DLE: El lenguaje de la matemáticas	**Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.**	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape. (CC.M.C.3.G.A.2	enVision Math-EL Section Scaffold as we reteach or preteach to meet student linguist, vocabulary, and academic needs.	***ACCESS**
SCIENCE STANDARDS				
WIDA Estándar 4 DLE: El lenguaje de la ciencias naturales	**Construct explanations from evidence that life cycles of plants and animals have similar features and predictable patterns.**	CCSS.ELA-LITERACY.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Scaffold as we reteach or preteach to meet student linguist, vocabulary, and academic needs.	***ACCESS**
SOCIAL STUDIES STANDARDS				
WIDA Estándar 5 DLE: El lenguaje de las ciencias sociales	**Explain how symbols, songs, icons, and traditions combine to reflect various cultures over time.**	CCSS.ELA-LITERACY.SL.3.1.D Explain their own ideas and understanding in light of the discussion.	Scaffold as we reteach or preteach to meet student linguist, vocabulary, and academic needs.	***ACCESS**

		SS.IS.5.3-5. Develop claims using evidence from multiple sources to answer essential questions.		

FOURTH GRADE

Estándar DLE (Spanish)	Standards The Why of Learning	Learning Targets The What of Learning	Resources/ Assessment The How of Learning	
LANGUAGE ARTS STANDARDS				
WIDA Estándar 1 DLE: El lenguaje social y de instrucción	**Identify concepts of responsible citizenship including respect for the law, patriotism, civility and working with others.**	Acquire and use accurately grade-appropriate general academic and domain specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic (CC.4.L.6) 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. (CC.4.SL.1) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other	Scaffold to meet student linguist and academic needs ● Fundations ● Imagine Learning ● Raz Kids ● Reading A-Z ● Vocabulary A-Z ● Frames for Fluency ● Storyworks-Differentiating-Multilingual Learners ● Storyworks Jr. ● Differentiating-Multilingual Learners	● ACCESS ● Flipgrid ● Edpuzzle ● Vocabulary City ● Imagine Learning Benchmark ● Formative language Assessment (speaking,reading,writing & listening) ● Fundations Assessment

		information known about the topic to explore ideas under discussion. (CC.4.SL.1.a)		
WIDA Estándar 2 DLE: El lenguaje de las artes de lenguaje	**Differentiate between contexts that call for formal Spanish and situations where informal discourse is appropriate.**	Differentiate between contexts that call for formal Spanish (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal Spanish when appropriate to task and situation. (CC.4.SL.6) Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CC.4.L.3)	Scaffold to meet student linguist and academic needs ● Fundations ● Imagine Learning ● Raz Kids ● Reading A-Z ● Vocabulary A-Z ● Frames for Fluency ● Storyworks-Differentiating-Multilingual Learners ● Storyworks Jr. ● Differentiating-Multilingual Learners	***ACCESS**
MATH STANDARDS				
WIDA Estándar 3 DLE: El lenguaje de la matemáticas	**Use decimal notation for fractions with denominators 10 or 100.**	Understand decimal notation for fractions, and compare decimal fractions. (CC.4.M.4NF)	enVision Math-EL Section Scaffold as we reteach or pre teach to meet student linguist, vocabulary, and academic needs.	***ACCESS**
SCIENCE STANDARDS				
WIDA Estándar 4 DLE: El lenguaje de la ciencias naturales	**Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water,**	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. (CC.4.M.4MD) CCSS.ELA-LITERACY.RI.4.3 Explain events, procedures, ideas,	Scaffold as we reteach or pre teach to meet student linguist, vocabulary, and academic needs.	***ACCESS**

	ice, wind or vegetation.	or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.		
SOCIAL STUDIES STANDARDS				
WIDA Estándar 5 DLE: El lenguaje de las ciencias sociales	**The historical eras, individuals, groups, ideas and themes in Illinois history and their relationships to key events in the United States.**	Distinguish the responsibilities and powers of government officials at the local, state, and national levels (SS.CV.1.4.) Explain how rules and laws change society and how people change rules and laws in Illinois. (SS.CV.4.4) Using artifacts and primary sources, investigate how individuals contributed to and the founding and development of Illinois. (SS.H.2.4.)	Scaffold as we reteach or preteach to meet student linguist, vocabulary, and academic needs.	***ACCESS**

FIFTH GRADE

Estándar DLE (Spanish)	**Standards The Why of Learning**	**Learning Targets The What of Learning**	**Resources/ Assessment The How of Learning**	
LANGUAGE ARTS STANDARDS				
WIDA Estándar 1 DLE: El lenguaje social y de instrucción	**Explain ways in which language, stories, folk tales, music, media and artistic creations serve as expressions of culture.**	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel; multimedia presentation of fiction,	Scaffold to meet student linguist and academic needs ● Fundations ● Imagine Learning ● Raz Kids	● ACCESS ● Flipgrid ● Edpuzzle ● Vocabulary City ● Imagine Learning Benchmark

		folktale, myth, poem). (CC.5.R.L.7)	• Reading A-Z • Vocabulary A-Z • Frames for Fluency • Storyworks-Differentiating-Multilingual Learners • Storyworks Jr. • Differentiating-Multilingual Learners	• Formative language Assessment (speaking,reading, writing & listening) • Fundations Assessment
WIDA Estándar 2 **DLE: El lenguaje de las artes de lenguaje**	**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CC.5.L.5) Interpret figurative language, including similes and metaphors, in context. (CC.5.L.5.a)	Scaffold to meet student linguist and academic needs • Fundations • Imagine Learning • Raz Kids • Reading A-Z • Vocabulary A-Z • Frames for Fluency • Storyworks-Differentiating-Multilingual Learners • Storyworks Jr. • Differentiating-Multilingual Learners	***ACCESS**
MATH STANDARDS				
WIDA Estándar 3 **DLE:** **El lenguaje de la matemáticas**	**Graph points on the coordinate plane to solve real-world and mathematical problems.**	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines arranged to coincide with the 0 on each line and a given point in the plane	enVision Math-EL Section Scaffold as we reteach or preteach to meet student linguist, vocabulary, and academic needs.	***ACCESS**

		located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (CC.M.C.5.G.A.1)		
SCIENCE STANDARDS				
WIDA Estándar 4 DLE: El lenguaje de la ciencias naturales	**Make observations and measurements to identify materials based on their properties.**	CCSS.ELA-LITERACY.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Scaffold as we reteach or preteach to meet student linguist, vocabulary, and academic needs.	***ACCESS**
SOCIAL STUDIES STANDARDS				
WIDA Estándar 5 DLE: El lenguaje de las ciencias sociales	**Use maps and other geographic representations and instruments to gather information about people, places and environments.**	Investigate how the cultural and environmental characteristics of places within the United States change over time (SS.G.1.5.) Compare the environmental characteristics of the United States to other world regions.	Scaffold as we reteach or preteach to meet student linguist, vocabulary, and academic needs.	***ACCESS**

		(SS.G.4.5)		

SIXTH GRADE

Estándar DLE (Spanish)	Standards The Why of Learning	Learning Targets The What of Learning	Resources The How of Learning	Assessment
LANGUAGE ARTS STANDARDS				
WIDA Estándar 1 DLE: El lenguaje social y de instrucción	**Analyze factors that create stress or motivate successful performance.**	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CC.6.SL.6)	Scaffold to meet student linguist and academic needs. ● Imagine Learning ● Frames for Fluency ● NewsEla ● DiscoveryEd ● IXL ● Go! Welcome Newcomers ● Ready, Set, Go! Newcomers Kits	● ACCESS ● FlipGrid ● Language Formative Assessments (speaking,reading, writing & listening) ● Projects, presentations, quizzes ● Imagine Learning Benchmark
WIDA Estándar 2 DLE: El lenguaje de las artes de lenguaje	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grade 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.**	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to	Scaffold to meet student linguist and academic needs. ● Imagine Learning ● Frames for Fluency ● NewsEla ● DiscoveryEd ● IXL ● Go! Welcome Newcomers ● Ready, Set, Go!	● ACCESS ● FlipGrid ● Language Formative Assessments (speaking,reading, writing & listening) ● Projects, presentations, quizzes ● Imagine

		what they perceive when they listen or watch. (CC.6.R.L.7)	Newcomers Kits	Learning Benchmark
MATH STANDARDS				
WIDA Estándar 3 DLE: El lenguaje de la matemáticas	**Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes;apply these techniques in the context of solving real-world and mathematical problems.**	CCSS.MATH.CONTENT.6.G.A.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	Pre-teach and reteach to meet student linguist and academic needs.	● ACCESS ● FlipGrid ● Language Formative Assessments (speaking,reading, writing & listening) ● Projects, presentations, quizzes ● Imagine Learning Benchmark
SCIENCE STANDARDS				
WIDA Estándar 4 DLE: El lenguaje de la ciencias naturales	**Mather and Its Interactions: Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.**	CCSS.ELA-LITERACY.RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts. CCSS.ELA-LITERACY.RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	Pre-teach and reteach to meet student linguist and academic needs.. ● Imagine Learning ● Frames for Fluency ● NewsEla ● DiscoveryEd ● IXL ● Go! Welcome Newcomers ● Ready, Set, Go! Newcomers Kits	● ACCESS ● FlipGrid ● Language Formative Assessments (speaking,reading, writing & listening) ● Projects, presentations, quizzes ● Imagine Learning Benchmark

SOCIAL STUDIES STANDARDS				
WIDA Estándar 5 DLE: El lenguaje de las ciencias sociales	**Interpreting the past, explaining the present and predicting the future of economic decisions: Interpret the past, explain the present and predict future consequences of economic decisions.**	Explain how economic decisions affect the well-being of individuals, businesses and society. (SS.EC.1.6-8.LC.)	Pre-teach and reteach to meet student linguist and academic needs. ● Imagine Learning ● Frames for Fluency ● NewsEla ● DiscoveryEd ● IXL ● Go! Welcome Newcomers ● Ready, Set, Go! Newcomers Kits	● ACCESS ● FlipGrid ● Language Formative Assessments (speaking,reading, writing & listening) ● Projects, presentations, quizzes ● Imagine Learning Benchmark

SEVENTH GRADE

Estándar DLE (Spanish)	Standards The Why of Learning	Learning Targets The What of Learning	Resources/ Assessment The How of Learning	
LANGUAGE ARTS STANDARDS				
WIDA Estándar 1 DLE: El lenguaje social y de instrucción	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CC.7.SL.1) Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use	Scaffold to meet student linguist and academic needs. ● Imagine Learning ● Frames for Fluency ● NewsEla ● DiscoveryEd ● IXL ● Go! Welcome Newcomers ● Ready, Set, Go! Newcomers Kits	● ACCESS ● FlipGrid ● Language Formative Assessments (speaking,reading, writing & listening) ● Projects, presentations, quizzes ● Imagine Learning Benchmark

		appropriate eye contact, adequate volume, and clear pronunciation. (CC.7.SL.4)		
WIDA Estándar 2 DLE: El lenguaje de las artes de lenguaje	**Develop story, including themes with complication and resolution, time, and event sequences.**	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (W.7.3.a-e)	Scaffold to meet student linguist and academic needs. ● Imagine Learning ● Frames for Fluency ● NewsEla ● DiscoveryEd ● IXL ● Go! Welcome Newcomers ● Ready, Set, Go! Newcomers Kits	● ACCESS ● FlipGrid ● Language Formative Assessments (speaking,reading, writing & listening) ● Projects, presentations, quizzes ● Imagine Learning Benchmark
MATH STANDARDS				
WIDA Estándar 3 DLE: El lenguaje de la matemáticas	**Develop a probability model and use it to find probabilities of events. Comparents probabilities from a model to observed frequencies;if the agreement is not good, explain possible sources of the discrepancy.**	CCSS.MATH.CONTENT.7.SP.C.8 Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. CCSS.MATH.CONTENT.7.SP.C.7.B Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. *For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny*	Pre-teach and reteach to meet student linguist and academic needs. ● Imagine Learning ● Frames for Fluency ● NewsEla ● DiscoveryEd ● IXL ● Go! Welcome Newcomers ● Ready, Set, Go! Newcomers Kits	● ACCESS ● FlipGrid ● Language Formative Assessments (speaking,reading, writing & listening) ● Projects, presentations, quizzes ● Imagine Learning Benchmark

		appear to be equally likely based on the observed frequencies?		
SCIENCE STANDARDS				
WIDA Estándar 4 DLE: El lenguaje de la ciencias naturales	**Conduct an investigation to provide evidence that living things are made of cells, either one cell or many different numbers and types of cells.**	CCSS.ELA-LITERACY.RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts. CCSS.ELA-LITERACY.RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	• Pre-teach and reteach content to meet student linguist and academic needs.	• ACCESS • FlipGrid • Language Formative Assessments (speaking,reading, writing & listening) • Projects, presentations, quizzes • Imagine Learning Benchmark
SOCIAL STUDIES STANDARDS				
WIDA Estándar 5 DLE: El lenguaje de las ciencias sociales	**Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.**	Identify roles played by citizens (examples: voters, jurors, taxpayers, military, protesters, and office-holders). Describe the origins, purposes, and impact of constitutions, laws, treaties, and international agreements. (SS.CV.2.6-8LC.) Explain the connection between interests and perspectives, civic virtues, and democratic principles when addressing	• Pre-teach and reteach content to meet student linguist and academic needs.	• ACCESS • FlipGrid • Language Formative Assessments (speaking,reading, writing & listening) • Projects, presentations, quizzes • Imagine Learning Benchmark

		issues in government and society (SS.CV.1.6-8LC.)		

EIGHTH GRADE

Estándar DLE (Spanish)	**Standards** **The Why of Learning**	**Learning Targets** **The What of Learning**	**Resources/ Assessment** **The How of Learning**	
LANGUAGE ARTS STANDARDS				
WIDA Estándar 1 DLE: El lenguaje social y de instrucción	**Engage effectively in a range of collaborative discussions with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**	CCSS.ELA-LITERACY.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. CCSS.ELA-LITERACY.SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. CCSS.ELA-LITERACY.SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is	Scaffold to meet student linguist and academic needs. ● Imagine Learning ● Frames for Fluency ● NewsEla ● DiscoveryEd ● IXL ● Go! Welcome Newcomers ● Ready, Set, Go! Newcomers Kits	● ACCESS ● FlipGrid ● Language Formative Assessments (speaking,reading, writing & listening) ● Projects, presentations, quizzes ● Imagine Learning Benchmark

		introduced.		
WIDA Estándar 2 DLE: El lenguaje de las artes de lenguaje	**Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.**	CCSS.ELA-LITERACY.RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-LITERACY.RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. CCSS.ELA-LITERACY.RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	Scaffold to meet student linguist and academic needs. ● Imagine Learning ● Frames for Fluency ● NewsEla ● DiscoveryEd ● IXL ● Go! Welcome Newcomers ● Ready, Set, Go! ● Newcomers Kits	● ACCESS ● FlipGrid ● Language Formative Assessments (speaking,reading, writing & listening) ● Projects, presentations, quizzes ● Imagine Learning Benchmark
MATH STANDARDS				
WIDA Estándar 3 DLE: El lenguaje de la matemáticas	**Describe qualitatively the functional relationship between two quantities by analyzing a graph. Sketch a graph that exhibits the qualitative features of a function that has been described**	CCSS.MATH.CONTENT.8.F.A.1 Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.1	Pre-teach and reteach content to meet student linguist and academic needs.	● ACCESS ● FlipGrid ● Language Formative Assessments (speaking,reading, writing & listening)

	verbally.	CCSS.MATH.CONTENT.8.F.B.4 Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (*x, y*) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.		• Projects, presentations, quizzes • Imagine Learning Benchmarks
SCIENCE STANDARDS				
WIDA Estándar 4 DLE: El lenguaje de la ciencias naturales	**Structure, Function, and Information Processing: Science and Engineering Practice, Planning and Carrying Out Investigations.**	CCSS.ELA-LITERACY.RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts. CCSS.ELA-LITERACY.RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	Pre-teach and reteach content to meet student linguist and academic needs.	• ACCESS • FlipGrid • Language Formative Assessments (speaking,reading, writing & listening) • Projects, presentations, quizzes • Imagine Learning Benchmark
SOCIAL STUDIES STANDARDS				
WIDA Estándar 5 DLE: El lenguaje de las ciencias sociales	**Compare and contrast the influence of European countries on the development of colonies**	Classify series of historical events and developments as examples of change and/or continuity. (SS.H.1.6-8.LC.)	Pre-teach and reteach content to meet student linguist and academic needs.	• ACCESS • FlipGrid • Language Formative

	in the new world.	Explain how and why perspectives of people have changed over time. (SS.H.1.6-8.LC.)		Assessments (speaking,reading, writing & listening) ● Projects, presentations, quizzes ● Imagine Learning Benchmark