

**I. Grammar****Key: I = Introduced (new learning); R = Reviewed; M = Mastered**

Grammar points will be indirectly introduced depending on the communicative function goals for each grade level. FLES programs now focus less on the teaching of grammar, and more on the development of listening and speaking skills and on cultural awareness. Grammar is not ignored, but is learned indirectly rather than through direct instruction. FLES programs follow the natural sequence of language learning: understanding > speaking > reading > writing. The primary stress is on understanding and speaking. (ERIC Digest, Elementary Spanish Language Programs)	<b>Grade Level</b>						
	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

**A. Punctuation and Abbreviation**

1. Students will recognize the different usage of question marks and exclamation points in Spanish and in English.			I	R	R	R	M
2. Accents, tildes, and dieresis						I	R
3. Student will gain understanding of Spanish abbreviations					I	R	M

**B. Capitalization**

1. Differences in upper and lower case letters. (Mayúsculas y minúsculas.)	I	R	M	R	R	R	R
2. Students will recognize that the first word of sentence is capitalized.		I	R	M	R	R	R
3. Students will recognize the difference in capitalization rules of the days of the week and the months of the year in Spanish and English.			I	R	R	M	R
4. Students will recognize that only the first word is capitalized in book titles.					I	M	R

**C. Agreement**

1. Adjective with a person (fantástico(a)).	I	R	R	R	M	R	R
2. Gender of a person: amigo(a), chico(a).	I	R	R	R	M	R	R
3. Gender of a noun and its adjective agreement.		I	R	R	M	R	R
4. Singular/plural (Number Agreement).		I	R	R	R	M	R
<b>D. Verb Usage</b>							
1. Students will be able to correctly use the third-person singular and plural forms of ser in a complete sentence: a. when describing objects, surroundings, and family members b. when comparing and contrasting.		I	R	R	R	M	R
2. Students will correctly use the third-person singular form of estar when stating the location.			I	R	R	M	R
3. Students will be able to correctly use the first, second and third person singular of ser when describing oneself and others.			I	R	R	M	R
4. Students will be able to correctly use the first-person singular form of estar when describing their state of being.			I	R	R	M	R
5. Students will be able to use the first-person, second, and third person singular form of the verb tener.		I	R	M	R	R	R
6. Students will use the correct singular and plural form of gustar (encantar, interesar, sorprender).	I	R	R	R	R	M	R
7. Students will use the correct third-person singular and plural forms of tener to describe possession.		I	R	R	R	M	R
8. Students will correctly use "hay" (there is or there are) in a sentence.			I	R	R	R	M

9. Students will use reflexive verbs. (me duele, te banas, te peinas, se habla).				I	R	R	M	
10. Present tense of regular verbs (-ar; -er; -ir).						I	R	
11. Present tense of stem changes & classes (jugar, dormir, contar, repetir, mover).			I	R	R	R	M	
12. Present tense irregular in the "yo" form (conocer, ver).			I	R	R	R	M	
13. Present tense verb of "hacer."			I	R	R	R	M	
14. Present tense irregular verb "ir" (voy, vas, va, vamos, van).			I	R	M	R	R	
15. Saber vs. conocer and Pedir vs. Preguntar.						I	R	
<b>E. Adverbs</b>								
1. Identifying adverbs						I	R	M
<b>F. Pronouns, Articles and Contractions</b>								
1. Definite Articles (el, la, los y las)	I	R	R	R	R	M	R	
2. Indefinite Articles (un, unos, una y unas)	I	R	R	R	R	M	R	
3. Pronouns (yo, tú, él, ella, Ud., nosotros, ellos, ellas y Uds.)	I	R	R	R	R	M	R	

4. Formal vs. Informal address ( Ud. y tú)	I	R	R	R	R	M	R
5. Contractions ( a + el = al; de + el = del)				I	R	R	M
<b>G. Affirmatives and Negatives</b>							
1. Negation - (sí o no; algo o nada; alguien o nadie; algún o ningún; siempre y nunca, jamás; también o tampoco; o u ni)						I	M
<b>H. Possession and Prepositions.</b>							
1. Possession with "de."			I	R	R	M	R
2. The personal "a"			I	R	R	M	R
2. Possessive adjectives [mi, tu, su, nuestro(s)]		I	R	R	R	M	R
<b>I. Numbers and Sequencing</b>							
1. Cardinal Numbers (1-20)	I	M	R	R	R	R	R
2. Cardinal Numbers (21-120)			I	R	R	M	R
3. Ordinal Numbers (1st - 10th)		I	R	R	M	R	R
4. Sequencing Activities (primero, luego, por último)			I	R	M	R	R

<b>J. Classroom Commands</b>							
Recognition (sentarse, levantarse, ponerse de pie, tocar, sacar, saltar, caminar, escuchar, levantar).	I	R	R	R	R	R	R
<b>K. Comparisons and Superlatives</b>							
1. Más (menos) + adjective + que; adverb + que; noun + que						I	R
2. Tan + adjetivo(adverb) + como						I	R
3. Tanto (-a, -os, -as) + noun + como						I	R
4. Definite article + noun + más (menos) {Juan es el chico más inteligente de la clase.						I	R
5. Absolute superlatives - muy + adjective; sumamente + adjective; adjective + ísimo (-a, -os, -as)+A89						I	R
<b>L. Conjunctions</b>							
1. Use and understand conjunctions "y" and "o"				I	R	M	R
2. Use and understand "pero"						I	R
3. Use and understand "Por vs. para"						I	R

**II. Communicative/Language Functions****Key: I = Introduced (new learning); R = Reviewed; M = Mastered**

These are some of the main communicative functions in Spanish. This list serves as a guidepost for the introduction of communicative functions.	<b>Grade Level</b>						
	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

**A. Socializing**

<b>1. Greeting: Students will initiate and respond to salutations (¿Cómo estás?, Hola, Buenos Días, Buenas Tardes/Noches).</b>	<b>I</b>	<b>R</b>	<b>M</b>	<b>R</b>	<b>R</b>	<b>R</b>	<b>R</b>
<b>2. Thanking: Students will use please and thank you when making requests, and will respond to thank you with “you’re welcome.”</b>	<b>I</b>	<b>R</b>	<b>M</b>	<b>R</b>	<b>R</b>	<b>R</b>	<b>R</b>
<b>3. Introducing: Students will be able to perform basic introductions: ¿Cómo te llamas?, age, birthday, etc.</b>		<b>I</b>	<b>R</b>	<b>R</b>	<b>M</b>	<b>R</b>	<b>R</b>

**B. Exchanging Information**

<b>1. Students will be able to name all content-obligatory vocabulary.</b>		<b>I</b>	<b>R</b>	<b>R</b>	<b>R</b>	<b>R</b>	<b>M</b>
<b>2. Students will be able to identify the colors, days of the week and months of the year.</b>	<b>I</b>	<b>R</b>	<b>M</b>	<b>R</b>	<b>R</b>	<b>R</b>	<b>R</b>
<b>3. Students can respond to personal inquiries using the first person singular forms of ser and estar.</b>		<b>I</b>	<b>R</b>	<b>R</b>	<b>R</b>	<b>R</b>	<b>M</b>
<b>4. Students can name the city, state, and country where they live: ¿Dónde vives?, ¿De dónde eres?</b>			<b>I</b>	<b>R</b>	<b>M</b>	<b>R</b>	<b>R</b>
<b>5. Students can ask and respond to the question, "How old are you?" (¿Cuántos años tienes?).</b>		<b>I</b>	<b>R</b>	<b>M</b>	<b>R</b>	<b>R</b>	<b>R</b>

<b>6. Students can ask and respond to: ¿Qué hora es? ¿Cuál es la fecha de hoy?, ¿Qué día es hoy?</b>		I	R	R	M	R	R
<b>C. Describing</b>							
<b>1. Students can describe the weather using complete sentences.</b>		I	R	M	R	R	R
<b>2. Students can describe objects and food using a variety of adjectives.</b>		I	R	R	R	R	M
<b>3. Students can describe themselves and their families.</b>		I	R	R	R	R	M
<b>D. Stating Need and Necessity</b>							
<b>1. Students will use necessary classroom phrases to communicate a need or desire.</b>			I	R	R	R	M
<b>2. Expressing likes and dislikes: Me gusta(n), no me gusta(n) Students can express whether they like or dislike a food.</b>		I	R	R	R	R	M
<b>E. Commands</b>							
<b>1. Students can respond to the commands: levántense, siéntense, formen una fila, formen un círculo, vengan aquí, escuchen, repitan, and saquen, caminen, corran, salten, den la vuelta, indiquen, toquen, y párense.</b>	I	R	M	M	R	R	R
<b>2. Students can give commands to their peers.</b>			I	R	M	R	R

## **F. Organizing and Maintaining Communication**

**1. Students will be able to correctly use, ¿Cómo se dice en español?**

**I**

**M**

**R**

**R**

**R**