

Kindergarten

Marco ALE (ALE Framework)		Imagine Español	
Los conceptos básicos	English Translation	Lesson or Activity Link	Lesson or Activity Description
Los conceptos básicos (The basics)			
<i>La oralidad (Orality)</i>			
La comprensión de información presentada de manera oral o visual.	Understanding of information presented orally or visually.	<i>Vocabulary Drop (Juego de palabras)</i>	Students develop automaticity in oral vocabulary by matching text and audio with corresponding pictures.
		<i>Vocabulary Comics (Vocabulario cómico)</i>	Students learn oral vocabulary words in context through visual scaffolding and predictable text. They also learn pronunciation and spelling.
		<i>Tell Me a Story (Cuéntame un cuento)</i>	Students listen to a story in picture-book format. The text highlights in sync with narration, which builds print concepts. They learn additional vocabulary by rolling the mouse over illustrations on each page. These stories are also available in offline resources.
		The following activities support students in meeting the standard.	
		<i>Vocabulary Assessment (Prueba de palabras)</i>	Students demonstrate their ability to recognize learned vocabulary by matching words with drawings.
		<i>Let's Read (Vamos a leer)</i>	Students follow along with grade-appropriate literary and informational texts. The text highlights in sync with narration, which builds print concepts. They learn additional vocabulary by rolling the mouse over illustrations on each page.
		<i>Super Letter Lab Quiz (Súper laboratorio de letras)</i>	Students demonstrate their ability to recognize and distinguish letters and their sounds.
La presentación de información, ideas, pensamientos y saberes de varias formas (incluyendo aquellas que emplean el uso de la tecnología).	The presentation of information, ideas, thoughts and knowledge in various ways (including those that employ the use of technology).	The following activities support students in meeting the standard.	
		<i>Songs (Canciones) (Vocales - Letras mayúsculas; Vocales - Letras minúsculas)</i>	Students sing alphabet songs, in which they learn the letters in alphabetical order and the sounds of the vowels.
		<i>Vocabulary Rebus (Palabras y sorpresas)</i>	Students learn new vocabulary words, as well as their pronunciation and spelling, by coloring and using the words in simple sentences. This vocabulary will be introduced again in My First Books.
La adaptación del habla a varios contextos, situaciones y actividades.	The adaptation of speech to various contexts, situations and activities.	<i>Songs (Canciones) (Vocales - Letras mayúsculas; Vocales - Letras minúsculas)</i>	Students sing alphabet songs, in which they learn the letters in alphabetical order and the sounds of the vowels.
		<i>Syllable Counting Introduction (Sílabas y aplausos)</i>	Students develop syllabic consciousness by learning to count syllables while singing a fun song.
		<i>Syllable Recorder Quiz (Grabasílabas)</i>	Students construct syllables to form simple words. They read and record new words that contain target syllables.

Kindergarten (continued)

La lectura (Reading)			
<i>El análisis profundo de textos literarios complejos mediante el uso de la evidencia, considerando (The deep analysis of complex literary texts through the use of evidence, considering):</i>			
• múltiples géneros literarios a través de la literatura hispana y la lírica tradicional;	• multiple literary genres through Hispanic literature and traditional lyric;	<i>Let's Read (Vamos a leer)</i>	Students follow along with grade-appropriate literary and informational texts. The text highlights in sync with narration, which builds print concepts. They learn additional vocabulary by rolling the mouse over illustrations on each page.
		<i>Read-Along Books (Libros de Lectura Oral)</i>	Students follow along with grade-appropriate texts that represent different genres.
		<i>My First Little Books - Read Aloud (Mis primeros libritos - Lee en voz alta)</i>	Students read a literary or informational text aloud with fluency and accuracy.
		<i>Songs (Canciones)</i>	Students sing authentic songs and see the words as they are singing them.
• el desarrollo de una conciencia transcultural;	• the development of a cross-cultural awareness;	<i>Songs (Canciones)</i>	Students sing authentic songs and see the words as they are singing them.
		The following activities support students in meeting the standard.	
		<i>Read-Along Books (Libros de Lectura Oral)</i>	Students follow along with grade-appropriate texts that represent different genres.
• la exposición a formatos multimodales.	• exposure to multimodal formats.	<i>Let's Read (Vamos a leer)</i>	Students follow along with grade-appropriate literary and informational texts. The text highlights in sync with narration, which builds print concepts. They learn additional vocabulary by rolling the mouse over illustrations on each page.
		<i>Songs (Canciones)</i>	Students sing authentic songs and see the words as they are singing them.
		<i>Read-Along Books (Libros de Lectura Oral)</i>	Students follow along with grade-appropriate literary and informational texts that represent different genres.
		<i>Vocabulary Comics (Vocabulario cómico)</i>	Students learn oral vocabulary words in context through visual scaffolding and predictable text. They also learn pronunciation and spelling.
		<i>Vocabulary Pictures (Lluvia de palabras)</i>	Students develop automaticity in reading vocabulary. This vocabulary will be encountered again in My First Books.
		<i>Tell Me a Story (Cuéntame un cuento)</i>	Students listen to a story in picture-book format. The text highlights in sync with narration, which builds print concepts. They learn additional vocabulary by rolling the mouse over illustrations on each page.

Kindergarten (continued)

<i>El análisis detallado de textos informativos complejos mediante el uso de evidencia, considerando (Detailed analysis of complex informational texts through the use of evidence, considering):</i>			
• múltiples géneros informativos;	• multiple informative genres;	<i>Let's Read (Vamos a leer)</i>	Students follow along with grade-appropriate literary and informational texts. The text highlights in sync with narration, which builds print concepts. They learn additional vocabulary by rolling the mouse over illustrations on each page.
		<i>My First Little Books - Read Aloud (Mis primeros libritos - Lee en voz alta)</i>	Students read a literary or informational text aloud with fluency and accuracy.
• diferentes perspectivas culturales sobre conocimientos disciplinarios;	• different cultural perspectives on disciplinary knowledge;	The following activity supports students in meeting the standard.	
		<i>Cultural Seeds (Semillas culturales)</i>	Students discover the geography, culture, and wildlife of various Spanish-speaking countries and territories.
• los usos específicos de textos multimodales dentro de las disciplinas.	• the specific uses of multimodal texts within disciplines.	<i>Let's Read (Vamos a leer)</i>	Students follow along with grade-appropriate literary and informational texts. The text highlights in sync with narration, which builds print concepts. They learn additional vocabulary by rolling the mouse over illustrations on each page.
		<i>My First Little Books - Read Aloud (Mis primeros libritos - Lee en voz alta)</i>	Students read a literary or informational text aloud with fluency and accuracy.
El uso del contexto para determinar el significado de palabras y frases desconocidas, considerando, por ejemplo, las prácticas sociales del lenguaje.	The use of context to determine the meaning of unknown words and phrases, considering, for example, the social practices of language.	<i>Let's Read (Vamos a leer)</i>	Students follow along with grade-appropriate literary and informational texts. The text highlights in sync with narration, which builds print concepts. They learn additional vocabulary by rolling the mouse over illustrations on each page.
		<i>Vocabulary Assessment (Prueba de palabras)</i>	Students demonstrate their ability to recognize learned vocabulary by matching words with drawings.
		<i>Vocabulary Drop (Juego de palabras)</i>	Students develop automaticity in oral vocabulary by matching text and audio with corresponding pictures.
		The following activities support students in meeting the standard.	
		<i>Vocabulary Rebus (Palabras y sorpresas)</i>	Students learn new vocabulary words, as well as their pronunciation and spelling, by coloring and using the words in simple sentences. This vocabulary will be introduced again in My First Books.
		<i>Vocabulary Comics (Vocabulario cómico)</i>	Students learn oral vocabulary words in context through visual scaffolding and predictable text. They also learn pronunciation and spelling.

Kindergarten (continued)

La comparación e integración de información e ideas dentro de una o de varias fuentes, considerando (The comparison and integration of information and ideas within one or several sources, considering):

• fuentes impresas y digitales,	• print and digital sources,	The following activities support students in meeting the standard.	
		<i>Let's Read (Vamos a leer)</i>	Students follow along with grade-appropriate literary and informational texts. The text highlights in sync with narration, which builds print concepts. They learn additional vocabulary by rolling the mouse over illustrations on each page.
		<i>Tell Me a Story (Cuéntame un cuento)</i>	Students listen to a story in picture-book format. The text highlights in sync with narration, which builds print concepts. They learn additional vocabulary by rolling the mouse over illustrations on each page. These stories are also available in offline resources.
• textos multimodales.	• multimodal texts.	<i>My First Little Books - Read Aloud (Mis primeros libritos - Lee en voz alta)</i>	Students read a literary or informational text aloud with fluency and accuracy.
		<i>Let's Read (Vamos a leer)</i>	Students follow along with grade-appropriate literary and informational texts. The text highlights in sync with narration, which builds print concepts. They learn additional vocabulary by rolling the mouse over illustrations on each page.
		<i>Tell Me a Story (Cuéntame un cuento)</i>	Students listen to a story in picture-book format. The text highlights in sync with narration, which builds print concepts. They learn additional vocabulary by rolling the mouse over illustrations on each page. These stories are also available in offline resources.
• textos multimodales.	• multimodal texts.	<i>My First Little Books - Read Aloud (Mis primeros libritos - Lee en voz alta)</i>	Students read a literary or informational text aloud with fluency and accuracy.

El lenguaje (Language)

El uso del lenguaje para (The use of language to):

el reconocimiento y uso estratégico del lenguaje (the recognition and strategic use of language):

• definiendo los significados de palabras y sus matices	• defining the meanings of words and their nuances	Vocabulary Drop (Juego de palabras)	Students develop automaticity in oral vocabulary by matching text and audio with corresponding pictures.
		Vocabulary Assessment (Prueba de palabras)	Students demonstrate their ability to recognize learned vocabulary by matching words with drawings.
		Vocabulary Comics (Vocabulario cómico)	Students learn oral vocabulary words in context through visual scaffolding and predictable text. They also learn pronunciation and spelling.
		Vocabulary Rebus (Palabras y sorpresas)	Students learn new vocabulary words, as well as their pronunciation and spelling, by coloring and using the words in simple sentences. This vocabulary will be introduced again in My First Books.
		Vocabulary Pictures (Lluvia de palabras)	Students develop automaticity in reading vocabulary. This vocabulary will be encountered again in My First Books.

Kindergarten (continued)

• logrando efectos retóricos y estéticos	• achieving rhetorical and aesthetic effects	The following activities support students in meeting the standard.	
		Vocabulary Drop (Juego de palabras)	Students develop automaticity in oral vocabulary by matching text and audio with corresponding pictures.
		Vocabulary Assessment (Prueba de palabras)	Students demonstrate their ability to recognize learned vocabulary by matching words with drawings.
		Vocabulary Comics (Vocabulario cómico)	Students learn oral vocabulary words in context through visual scaffolding and predictable text. They also learn pronunciation and spelling.
		Vocabulary Rebus (Palabras y sorpresas)	Students learn new vocabulary words, as well as their pronunciation and spelling, by coloring and using the words in simple sentences. This vocabulary will be introduced again in My First Books.
		Vocabulary Pictures (Lluvia de palabras)	Students develop automaticity in reading vocabulary. This vocabulary will be encountered again in My First Books.

Grade 1			
Marco ALE (ALE Framework)		Imagine Español	
Los conceptos básicos	English Translation	Lesson or Activity Link	Lesson or Activity Description
Los conceptos básicos (The basics)			
<i>La oralidad (Orality)</i>			
La comprensión de información presentada de manera oral o visual.	Understanding of information presented orally or visually.	<i>Read Preparation - Practice (Preparación para leer-Práctica)</i>	Students identify high-frequency and decodable words as they are spoken.
		The following activities support students in meeting the standard.	
		<i>Letters and Frogs (Letras y ranitas)</i>	Students develop automaticity in recognizing letters that make the same sound.
		<i>Let's Read (Vamos a leer)</i>	Students follow along with grade-appropriate literary and informational texts. The text highlights in sync with narration, which builds print concepts. They learn additional vocabulary by rolling the mouse over illustrations on each page.
		<i>Lyrics that Sound the Same (Letras que suenan igual)</i>	Students learn spelling patterns with letters that make the same sound.
La presentación de información, ideas, pensamientos y saberes de varias formas (incluyendo aquellas que emplean el uso de la tecnología).	The presentation of information, ideas, thoughts and knowledge in various ways (including those that employ the use of technology).	<i>Read - Test (A leer - Prueba)</i>	Students phonetically decode words, pronouncing them correctly, both individually and in a sentence.
		<i>My First Little Books - Read Aloud (Mis primeros libritos - Lee en voz alta)</i>	Students read a literary or informational text aloud with fluency and accuracy.

Grade 1 (continued)

		The following activities support students in meeting the standard.	
		Songs (Canciones)	Students learn traditional songs while gaining exposure to grammar and vocabulary words.
		Lyrics that Sound the Same (Letras que suenan igual)	Students learn spelling patterns with letters that make the same sound.
		Letters and Frogs (Letras y ranitas)	Students develop automaticity in recognizing letters that make the same sound.
La adaptación del habla a varios contextos, situaciones y actividades.	The adaptation of speech to various contexts, situations and activities.	Songs (Canciones)	Students learn authentic songs while gaining exposure to grammar and vocabulary words.
		Lyrics that Sound the Same (Letras que suenan igual)	Students learn spelling patterns with letters that make the same sound.
La lectura (Reading)			
El análisis profundo de textos literarios complejos mediante el uso de la evidencia, considerando (The deep analysis of complex literary texts through the use of evidence, considering):			
• múltiples géneros literarios a través de la literatura hispana y la lírica tradicional;	• multiple literary genres through Hispanic literature and traditional lyric;	Let's Read (Vamos a leer)	Students follow along with grade-appropriate literary and informational texts. The text highlights in sync with narration, which builds print concepts. They learn additional vocabulary by rolling the mouse over illustrations on each page.
		Story Map (Mapa del cuento)	Students learn how to make a story map, including characters, setting, plot, problem, and conflict resolution. Main idea and theme are also discussed.
		My First Little Books - Read Aloud (Mis primeros libritos - Lee en voz alta)	Students read a literary or informational text aloud with fluency and accuracy.
		Songs (Canciones)	Students learn authentic songs while gaining exposure to grammar and vocabulary words.
		The following activity supports students in meeting the standard.	
		Fiction and Nonfiction (Ficción y no ficción)	Students learn the differences between fiction and nonfiction texts and how to identify them. They then practice categorizing examples of texts into the categories of fiction and nonfiction.
• el desarrollo de una conciencia transcultural;	• the development of a cross-cultural awareness;	Songs (Canciones)	Students learn authentic songs while gaining exposure to grammar and vocabulary words.
		The following activities support students in meeting the standard.	
		Let's Read (Vamos a leer)	Students follow along with grade-appropriate literary and informational texts. The text highlights in sync with narration, which builds print concepts. They learn additional vocabulary by rolling the mouse over illustrations on each page.

Grade 1 (continued)

• la exposición a formatos multimodales.	• exposure to multimodal formats.	Let's Read (Vamos a leer)	Students follow along with grade-appropriate literary and informational texts. The text highlights in sync with narration, which builds print concepts. They learn additional vocabulary by rolling the mouse over illustrations on each page.
		My First Little Books - Read Aloud (Mis primeros libritos - Lee en voz alta)	Students read a literary or informational text aloud with fluency and accuracy.
		Songs (Canciones)	Students learn authentic songs while gaining exposure to grammar and vocabulary words.
		Story Map (Mapa del cuento)	Students learn how to make a story map, including characters, setting, plot, problem, and conflict resolution. Main idea and theme are also discussed.
El análisis detallado de textos informativos complejos mediante el uso de evidencia, considerando (Detailed analysis of complex informational texts through the use of evidence, considering):			
• múltiples géneros informativos;	• multiple informative genres;	Let's Read (Vamos a leer)	Students follow along with grade-appropriate literary and informational texts. The text highlights in sync with narration, which builds print concepts. They learn additional vocabulary by rolling the mouse over illustrations on each page.
		My First Little Books - Read Aloud (Mis primeros libritos - Lee en voz alta)	Students read a literary or informational text aloud with fluency and accuracy.
		Characteristics of the Text (Características del texto)	Students develop an understanding of different parts of an informational text.
		The following activity supports students in meeting the standard.	
		Fiction and Nonfiction (Ficción y no ficción)	Students learn the differences between fiction and nonfiction texts and how to identify them. They then practice categorizing examples of texts into the categories of fiction and nonfiction.
• diferentes perspectivas culturales sobre conocimientos disciplinarios;	• different cultural perspectives on disciplinary knowledge;	The following activity supports students in meeting the standard.	
		Cultural Seeds (Semillas culturales)	Students discover the geography, culture, and wildlife of various Spanish-speaking countries and territories.
• los usos específicos de textos multimodales dentro de las disciplinas.	• the specific uses of multimodal texts within disciplines.	Characteristics of the Text (Características del texto)	Students develop an understanding of different parts of an informational text.
		Let's Read (Vamos a leer)	Students follow along with grade-appropriate literary and informational texts. The text highlights in sync with narration, which builds print concepts. They learn additional vocabulary by rolling the mouse over illustrations on each page.
		My First Little Books - Read Aloud (Mis primeros libritos - Lee en voz alta)	Students read a literary or informational text aloud with fluency and accuracy.

Grade 1 (continued)

El uso del contexto para determinar el significado de palabras y frases desconocidas, considerando, por ejemplo, las prácticas sociales del lenguaje.	The use of context to determine the meaning of unknown words and phrases, considering, for example, the social practices of language.	<i>Let's Read (Vamos a leer)</i>	Students follow along with grade-appropriate literary and informational texts. The text highlights in sync with narration, which builds print concepts. They learn additional vocabulary by rolling the mouse over illustrations on each page.
		<i>Text and Context (Texto y context)</i>	Students develop an understanding of context clues in text.
		<i>Reading Vocabulary (Vocabulario de lectura)</i>	Students use multiple strategies to understand the meanings of reading vocabulary words.
		The following activity supports students in meeting the standard.	
		<i>Compound Words (Palabras compuestas)</i>	Students use individual word parts and context to derive the meanings of compound words.
La comparación e integración de información e ideas dentro de una o de varias fuentes, considerando (The comparison and integration of information and ideas within one or several sources, considering):			
• fuentes impresas y digitales,	• print and digital sources,	The following activities support students in meeting the standard.	
		<i>Let's Read (Vamos a leer)</i>	Students follow along with grade-appropriate literary and informational texts. The text highlights in sync with narration, which builds print concepts. They learn additional vocabulary by rolling the mouse over illustrations on each page.
		<i>Story Map (Mapa del cuento)</i>	Students learn how to make a story map, including characters, setting, plot, problem, and conflict resolution. Main idea and theme are also discussed.
		<i>My First Little Books - Read Aloud (Mis primeros libritos - Lee en voz alta)</i>	Students read a literary or informational text aloud with fluency and accuracy.
• textos multimodales.	• multimodal texts.	<i>Let's Read (Vamos a leer)</i>	Students follow along with grade-appropriate literary and informational texts. The text highlights in sync with narration, which builds print concepts. They learn additional vocabulary by rolling the mouse over illustrations on each page.
		<i>Fiction and Nonfiction (Ficción y no ficción)</i>	Students learn the differences between fiction and nonfiction texts and how to identify them. They then practice categorizing examples of texts into the categories of fiction and nonfiction.
		<i>Story Map (Mapa del cuento)</i>	Students learn how to make a story map, including characters, setting, plot, problem, and conflict resolution. Main idea and theme are also discussed.
		<i>My First Little Books - Read Aloud (Mis primeros libritos - Lee en voz alta)</i>	Students read a literary or informational text aloud with fluency and accuracy.

Grade 1 (continued)

<i>El lenguaje (Language)</i>			
<i>El uso del lenguaje para (The use of language to):</i>			
<i>el reconocimiento y uso estratégico del lenguaje (the recognition and strategic use of language):</i>			
• definiendo los significados de palabras y sus matices	• defining the meanings of words and their nuances	<i>Reading Vocabulary (Vocabulario de lectura)</i>	Students use multiple strategies to understand the meanings of reading vocabulary words.
		<i>Academic Vocabulary (Vocabulario académico)</i>	Students use multiple strategies to understand the meanings of academic vocabulary words.
		<i>Compound Words (Palabras compuestas)</i>	Students use individual word parts and context to derive the meanings of compound words.
		The following activities support students in meeting the standard.	
		<i>Cognates (Cognados)</i>	Students learn to identify Spanish/English cognates.
		<i>To Classify (A clasificar)</i>	Students sort common words into high-utility categories.
• logrando efectos retóricos y estéticos	• achieving rhetorical and aesthetic effects	The following activities support students in meeting the standard.	
		<i>Reading Vocabulary (Vocabulario de lectura)</i>	Students use multiple strategies to understand the meanings of reading vocabulary words.
		<i>Academic Vocabulary (Vocabulario académico)</i>	Students use multiple strategies to understand the meanings of academic vocabulary words.
• comparando a nivel del discurso, la estructura y/o la frase entre idiomas	• comparing at the level of speech, structure and/or sentence between languages	The following activity supports students in meeting the standard.	
		<i>Cognates (Cognados)</i>	Students learn to identify Spanish/English cognates.

Grade 2			
Marco ALE (ALE Framework)		Imagine Español	
Los conceptos básicos	English Translation	Lesson or Activity Link	Lesson or Activity Description
Los conceptos básicos (The basics)			
<i>La oralidad (Orality)</i>			
La comprensión de información presentada de manera oral o visual.	Understanding of information presented orally or visually.	The following activities support students in meeting the standard.	
		<i>Similar Sounds (Sonidos similares)</i>	Students learn how to spell words that have letters that make the same sound.
		<i>Let's Read (Vamos a leer)</i>	Students follow along with grade-appropriate literary and informational texts. The text highlights in sync with narration, which builds print concepts. They learn additional vocabulary by rolling the mouse over illustrations on each page.
		<i>Let's Learn by Reading (Aprendamos leyendo)</i>	Students read and follow along with grade-appropriate informational comics.

Grade 2 (continued)

La lectura (Reading)			
El análisis profundo de textos literarios complejos mediante el uso de la evidencia, considerando (The deep analysis of complex literary texts through the use of evidence, considering):			
• múltiples géneros literarios a través de la literatura hispana y la lírica tradicional;	• multiple literary genres through Hispanic literature and traditional lyric;	Let's Read (Vamos a leer)	Students follow along with grade-appropriate literary and informational texts. The text highlights in sync with narration, which builds print concepts. They learn additional vocabulary by rolling the mouse over illustrations on each page.
		Story Map (Mapa del cuento)	Students learn how to make a story map, including characters, setting, plot, problem, and conflict resolution. Main idea and theme are also discussed.
		Independent Reading (Lectura independiente)	Students read and answer comprehension questions about a text.
		Reading Strategies (Estrategias de lectura)	Students read and follow along with grade-appropriate texts using reading strategies.
• el desarrollo de una conciencia transcultural;	• the development of a cross-cultural awareness;	The following activities support students in meeting the standard.	
		Let's Read (Vamos a leer)	Students follow along with grade-appropriate literary and informational texts. The text highlights in sync with narration, which builds print concepts. They learn additional vocabulary by rolling the mouse over illustrations on each page.
		Independent Reading (Lectura independiente)	Students read and answer comprehension questions about a text.
• la exposición a formatos multimodales.	• exposure to multimodal formats.	Let's Read (Vamos a leer)	Students follow along with grade-appropriate literary and informational texts. The text highlights in sync with narration, which builds print concepts. They learn additional vocabulary by rolling the mouse over illustrations on each page.
		Story Map (Mapa del cuento)	Students learn how to make a story map, including characters, setting, plot, problem, and conflict resolution. Main idea and theme are also discussed.
		Independent Reading (Lectura independiente)	Students read and answer comprehension questions about a text.
El análisis detallado de textos informativos complejos mediante el uso de evidencia, considerando (Detailed analysis of complex informational texts through the use of evidence, considering):			
• múltiples géneros informativos;	• multiple informative genres;	Let's Read (Vamos a leer)	Students follow along with grade-appropriate literary and informational texts. The text highlights in sync with narration, which builds print concepts. They learn additional vocabulary by rolling the mouse over illustrations on each page.
		Let's Learn by Reading (Aprendamos leyendo)	Students read and follow along with grade-appropriate informational comics.
		Information Text (Texto informativo)	Students use pre-reading thought modeling and read grade-appropriate informational texts.
		Independent Reading (Lectura independiente)	Students read and answer comprehension questions about a text.
		Reading Strategies (Estrategias de lectura)	Students read and follow along with grade-appropriate texts using reading strategies.

Grade 2 (continued)

• diferentes perspectivas culturales sobre conocimientos disciplinarios;	• different cultural perspectives on disciplinary knowledge;	The following activity supports students in meeting the standard.	
		Cultural Seeds (Semillas culturales)	Students discover the geography, culture, and wildlife of various Spanish-speaking countries and territories.
• los usos específicos de textos multimodales dentro de las disciplinas.	• the specific uses of multimodal texts within disciplines.	Let's Read (Vamos a leer)	Students follow along with grade-appropriate literary and informational texts. The text highlights in sync with narration, which builds print concepts. They learn additional vocabulary by rolling the mouse over illustrations on each page.
		Reading Strategies (Estrategias de lectura)	Students read and follow along with grade-appropriate texts using reading strategies.
		Relate a Text (Relatar un texto)	Students develop an understanding of how to recount an informational text and its elements.
		Let's Learn by Reading (Aprendamos leyendo)	Students read and follow along with grade-appropriate informational comics.
El uso del contexto para determinar el significado de palabras y frases desconocidas, considerando, por ejemplo, las prácticas sociales del lenguaje.	The use of context to determine the meaning of unknown words and phrases, considering, for example, the social practices of language.	Let's Read (Vamos a leer)	Students follow along with grade-appropriate literary and informational texts. The text highlights in sync with narration, which builds print concepts. They learn additional vocabulary by rolling the mouse over illustrations on each page.
		Reading Vocabulary (Vocabulario de lectura)	Students use multiple strategies to understand the meanings of reading vocabulary words.
		The following activity supports students in meeting the standard.	
		Compound Words (Palabras compuestas)	Students use individual word parts and context to derive the meanings of compound words.
La comparación e integración de información e ideas dentro de una o de varias fuentes, considerando (The comparison and integration of information and ideas within one or several sources, considering):			
• fuentes impresas y digitales,	• print and digital sources,	The following activities support students in meeting the standard.	
		Let's Read (Vamos a leer)	Students follow along with grade-appropriate literary and informational texts. The text highlights in sync with narration, which builds print concepts. They learn additional vocabulary by rolling the mouse over illustrations on each page.
		Story Map (Mapa del cuento)	Students learn how to make a story map, including characters, setting, plot, problem, and conflict resolution. Main idea and theme are also discussed.
• textos multimodales.	• multimodal texts.	Let's Read (Vamos a leer)	Students follow along with grade-appropriate literary and informational texts. The text highlights in sync with narration, which builds print concepts. They learn additional vocabulary by rolling the mouse over illustrations on each page.
		Story Map (Mapa del cuento)	Students learn how to make a story map, including characters, setting, plot, problem, and conflict resolution. Main idea and theme are also discussed.
		Let's Learn by Reading (Aprendamos leyendo)	Students read and follow along with grade-appropriate informational comics.

Grade 2 (continued)

<i>El lenguaje (Language)</i>			
<i>El uso del lenguaje para (The use of language to):</i>			
<i>el reconocimiento y uso estratégico del lenguaje (the recognition and strategic use of language):</i>			
definiendo los significados de palabras y sus matices	defining the meanings of words and their nuances	Reading Vocabulary (Vocabulario de lectura)	Students use multiple strategies to understand the meanings of reading vocabulary words.
		Compound Words (Palabras compuestas)	Students use individual word parts and context to derive the meanings of compound words.
		Academic Vocabulary (Vocabulario académico)	Students use multiple strategies to understand the meanings of academic vocabulary words.
		Polysyllable Words (Palabras polisílabas)	Students use individual word parts and context to derive the meanings of compound words.
		The following activities support students in meeting the standard.	
		Cognates (Cognados)	Students learn to identify Spanish/English cognates.
		Prefixes (Prefijos)	Students develop an understanding of prefixes, their meaning, and example words.
		Suffixes (Sufijos)	Students develop an understanding of suffixes, their meaning, and example words.
		Synonyms and Antonyms (Sinónimos y antónimos)	Students develop an understanding of synonyms and antonyms.
• logrando efectos retóricos y estéticos	• achieving rhetorical and aesthetic effects	The following activities support students in meeting the standard.	
		Reading Vocabulary (Vocabulario de lectura)	Students use multiple strategies to understand the meanings of reading vocabulary words.
		Academic Vocabulary (Vocabulario académico)	Students use multiple strategies to understand the meanings of academic vocabulary words.
		Synonyms and Antonyms (Sinónimos y antónimos)	Students develop an understanding of synonyms and antonyms.
• comparando a nivel del discurso, la estructura y/o la frase entre idiomas	• comparing at the level of speech, structure and/or sentence between languages	The following activity supports students in meeting the standard.	
		Cognates (Cognados)	Students learn to identify Spanish/English cognates.