## CORNERSTONE: Communication (C1)
Interpersonal Communication

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<th>STANDARDS</th>
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<tbody>
<tr>
<td>Standard C1.1</td>
<td><strong>Performance Level</strong></td>
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<tr>
<td></td>
<td>Interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.</td>
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<tr>
<td><strong>Intermediate Mid (IM)</strong></td>
<td><strong>ML.C1.1.IM.a–e</strong></td>
</tr>
<tr>
<td></td>
<td><strong>ML.C1.1.IM.a:</strong> Intermediate Mid Learners create and begin to connect sentences to start, maintain, and end a conversation on a variety of familiar topics. <strong>Student Edition:</strong> p. 13, Act. 5; p. 19, Act. 8; p. 85, Act. 2; p. 125, Act. 15; p. 176, Act. 6; p. 225, Act. 1 <strong>Teacher Edition:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>ML.C1.1.IM.b:</strong> Intermediate Mid Learners create and begin to connect sentences to discuss daily activities and personal preferences. <strong>Student Edition:</strong> p. 122, Act. 10; p. 126, Act. 17; p. 135, Act. 1–2; p. 257, Act. N <strong>Teacher Edition:</strong> p. 11, Comunicación</td>
</tr>
<tr>
<td></td>
<td><strong>ML.C1.1.IM.c:</strong> Intermediate Mid Learners create and begin to connect sentences to handle tasks related to personal needs. <strong>Student Edition:</strong> p. 266, Act. 8; p. 318, Act. A <strong>Teacher Edition:</strong></td>
</tr>
</tbody>
</table>
ML.C1.1.IM.e: Intermediate Mid Learners create and begin to connect sentences to indicate various time frames with occasional success.


**Teacher Edition:**

**CORNERSTONE: Communication (C1) Interpretive Communication—Listening**

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<tr>
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<tr>
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<tr>
<td><strong>ML.C1.2.IM.a–b</strong></td>
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**Teacher Edition:** pp. 369–372, Reading Checks

**CORNERSTONE: Communication (C1) Interpretive Communication—Reading**

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<tr>
<td><strong>ML.C1.3.IM.a–b</strong></td>
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**Teacher Edition:**
related to everyday life (e.g., postcards from friends, entertainment magazines, social media posts).

**Teacher Edition:**

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<tr>
<th>Standard C1.4</th>
<th>Performance Level</th>
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<tr>
<td><strong>Intermediate Mid (IM)</strong></td>
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<tr>
<td><strong>ML.C1.4.IM.a</strong></td>
<td>Intermediate Mid Learners create and begin to connect sentences to discuss one’s personal and social experiences.</td>
<td><strong>Student Edition:</strong> p. 85, Act. 5; p. 135, Act. 3; p. 271, Act. 3; p. 317, Act. 1–2; p. 349, Act. 1</td>
</tr>
<tr>
<td><strong>ML.C1.4.IM.b</strong></td>
<td>Intermediate Mid Learners create and begin to connect sentences to present information about something learned or researched.</td>
<td><strong>Student Edition:</strong> p. 112, Act. E; p. 171, Act. 1–3; p. 213, Act. 1; p. 304, Visitas históricas, Act. H; p. 307, Act. 1–2; p. 349, Act. 2</td>
</tr>
<tr>
<td><strong>ML.C1.4.IM.d</strong></td>
<td>Intermediate Mid Learners create and begin to connect sentences to indicate various time frames with occasional success.</td>
<td><strong>Student Edition:</strong> p. 27, Act. 1–3; p. 253, Act. G; p. 271, Act. 3; p. 307, Act. 3; p. 317, Act. 3</td>
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**CORNERSTONE: Communication (C1)**

**Presentational—Writing**

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<tr>
<th>Standards</th>
<th>Page References</th>
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<tr>
<td><strong>Standard C1.5</strong></td>
<td>Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.</td>
</tr>
<tr>
<td><strong>Performance Level</strong></td>
<td><strong>Teacher Edition:</strong> p. 163, Comunicación</td>
</tr>
<tr>
<td><strong>ML.C1.4.IM.a–d</strong></td>
<td><strong>Teacher Edition:</strong> p. 361, Act. C</td>
</tr>
<tr>
<td><strong>ML.C1.4.IM.a–d</strong></td>
<td><strong>Teacher Edition:</strong> p. 252, Conexiones; p. 253, Heritage Speakers</td>
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Intermediate Mid (IM)
ML.C1.5.IM.a–d

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<tr>
<th>Standard</th>
<th>Performance Level</th>
<th>Page References</th>
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</thead>
<tbody>
<tr>
<td>ML.C1.5.IM.a: Intermediate Mid Learners create and begin to connect sentences to write messages, announcements, and invitations.</td>
<td>Student Edition: p. 27, Composición; p. 86, Act. A; p. 117, Composición; p. 137, Act. B</td>
<td>Teacher Edition:</td>
</tr>
<tr>
<td>ML.C1.5.IM.d: Intermediate Mid Learners create and begin to connect sentences to indicate various time frames with occasional success.</td>
<td>Student Edition: p. 85, Composición; p. 139, Composición; p. 226, Act. B; p. 228, Act. D; p. 271, Composición; p. 349, Composición</td>
<td>Teacher Edition:</td>
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CORNERSTONE: Culture (C2)
Relating Cultural Practices to Perspectives

<table>
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<tr>
<th>Standards</th>
<th>Page References</th>
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<tbody>
<tr>
<td>Standard C2.1</td>
<td>Investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.</td>
</tr>
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</table>

Intermediate Range (IR)
ML.C2.1.IR.a–h

<table>
<thead>
<tr>
<th>Standard</th>
<th>Performance Level</th>
<th>Page References</th>
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<tbody>
<tr>
<td>authentic or simulated age-appropriate cultural activities (e.g., games, sports, or entertainment).</td>
<td>Teacher Edition: p. 67, Conexiones</td>
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<td>Teacher Edition:</td>
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<tr>
<td>Teacher Edition: p. 257, Comunicación</td>
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<tr>
<td>ML.C2.1.IR.g: In addition to the above, Intermediate Range Learners in high school interact with peers or the peer group of the target culture to demonstrate an awareness of culturally respectful behavior.</td>
<td>Student Edition: p. 362, Act. G; p. 363, Composición</td>
<td></td>
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<tr>
<td>Teacher Edition:</td>
<td></td>
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<tr>
<td>ML.C2.1.IR.h: In addition to the above, Intermediate Range Learners in high school begin to adjust language and message to acknowledge audiences with different cultural backgrounds.</td>
<td>Student Edition: p. 360, Act. A</td>
<td></td>
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<td>Teacher Edition:</td>
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**CORNERSTONE: Culture (C2) Relating Cultural Products to Perspectives**

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<thead>
<tr>
<th>STANDARDS</th>
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<tbody>
<tr>
<td><strong>Standard C2.2</strong></td>
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<tr>
<td><strong>Performance Level</strong></td>
<td>Investigate, explain, and reflect on the relationship between products and perspectives of the culture(s) studied.</td>
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</table>

**Intermediate Range (IR)**

<table>
<thead>
<tr>
<th>ML.C2.2.IR.a–c</th>
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<tbody>
<tr>
<td>Teacher Edition: p. 63, Cultura</td>
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</tr>
<tr>
<td>ML.C2.2.IR.b: Intermediate Range Learners in elementary and middle school explore (e.g., read, listen to, observe, perform) products of the target culture and explain the origin and</td>
<td>Student Edition: p. 188, Act. D; eScape, &quot;Uruguay al ritmo del tambor&quot; [<a href="http://mhed.us/ASD18">http://mhed.us/ASD18</a>] Explore more #1, #2</td>
</tr>
<tr>
<td>Teacher Edition: p. 40, Conexiones; p. 231, Cultura</td>
<td></td>
</tr>
</tbody>
</table>
importance of these products today.

ML.C2.2.IR.c: In addition to the above, Intermediate Range Learners in high school identify and analyze cultural products found in literature, news stories, and films from the target culture.

Explore more, #3

**Teacher Edition:** p. 257, Comunicación

### CORNERSTONE: Connections (C3)
**Making Connections**

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<thead>
<tr>
<th>STANDARDS</th>
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</thead>
<tbody>
<tr>
<td>Standard C3.1</td>
<td>Build, reinforce, and expand knowledge of other content areas while using the target language to develop critical thinking and to solve problems creatively.</td>
</tr>
</tbody>
</table>

#### Intermediate Range (IR)
**ML.C3.1.IR.a–e**

- **ML.C3.1.IR.a:** Intermediate Range Learners in elementary and middle school identify and locate the target countries and their geographic features on a map.

  **Student Edition:** p. 27, Act. 4; p. 213, Act. 1

  **Teacher Edition:** p. 60, Core Instruction (#1); p. 110, Conexiones; p. 202, Conexiones

- **ML.C3.1.IR.b:** In addition to the above, Intermediate Range Learners in high school relate topics from other content areas to the target culture.


  **Teacher Edition:** p. 33, Differentiation; p. 232, Conexiones

- **ML.C3.1.IR.c:** In addition to the above, Intermediate Range Learners in high school explain and sequence the significant events that shaped the identity of the target countries.


  **Teacher Edition:** p. 236, Introducción

- **ML.C3.1.IR.d:** In addition to the above, Intermediate Range Learners in high school compare attitudes and reactions regarding current events of global importance.


  **Teacher Edition:**

- **ML.C3.1.IR.e:** In addition to the above, Intermediate Range Learners in high school contrast examples of contemporary culture (e.g., sports, music, art, architecture) from the target countries to one’s own.


  **Teacher Edition:**

### CORNERSTONE: Connections (C3)
**Acquiring Information and Diverse Perspectives**
<table>
<thead>
<tr>
<th>STANDARDS</th>
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<tbody>
<tr>
<td><strong>Standard C3.2</strong></td>
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</tr>
<tr>
<td><strong>Performance Level</strong></td>
<td>Access and evaluate information and diverse perspectives that are available through the target language and its cultures.</td>
</tr>
<tr>
<td><strong>Intermediate Range (IR)</strong></td>
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<tr>
<td><strong>ML.C3.2.IR.a–e</strong></td>
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**ML.C3.2.IR.a:** Intermediate Range Learners in elementary and middle school use age-appropriate authentic sources to prepare presentations on familiar topics.


**Teacher Edition:** p. 252, Comunicación

**ML.C3.2.IR.b:** In addition to the above, Intermediate Range Learners in high school describe a current event article or broadcast in the target language and evaluate how it compares with the same event reported in the United States.


**Teacher Edition:** p. 86, Current event

**ML.C3.2.IR.c:** In addition to the above, Intermediate Range Learners in high school explore the various perspectives of a major figure in history, science, or the arts from the perspective of the target culture.


**Teacher Edition:**

**ML.C3.2.IR.d:** In addition to the above, Intermediate Range Learners in high school compare preferences related to daily life of the local community to those of the target culture (e.g., music, movies, or leisure activities).


**Teacher Edition:**

**ML.C3.2.IR.e:** In addition to the above, Intermediate Range Learners in high school compare the perspective of local advertisements with advertisements of the target culture.

**Student Edition:** p. 362, Act. H

**Teacher Edition:**

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**CORNERSTONE: Comparisons (C4)**

**Language Comparisons**

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<tr>
<td><strong>Standard C4.1</strong></td>
<td></td>
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<tr>
<td><strong>Performance Level</strong></td>
<td>Investigate, explain, and reflect on the nature of language through comparisons of the classical language and one’s own.</td>
</tr>
</tbody>
</table>
### Intermediate Range (IR)

**ML.C4.1.IR.a–e**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Student Edition</th>
<th>Teacher Edition</th>
</tr>
</thead>
<tbody>
<tr>
<td>ML.C4.1.IR.c: Intermediate Range Learners in elementary and middle school recognize on how different time frames are expressed in the target language and one's own.</td>
<td>p. 218, Presente perfecto y pluscuamperfecto, (#5); p. 260, Futuro y condicional (#3 and #4); p. 262, Futuro perfecto y condicional perfecto, (#3)</td>
<td></td>
</tr>
<tr>
<td>ML.C4.1.IR.d: In addition to the above, Intermediate Range Learners in high school predict language origins based on awareness of cognates and linguistic similarities.</td>
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<tr>
<td>ML.C4.1.IR.e: In addition to the above, Intermediate Range Learners in high school investigate cognates that can have the same or different meanings among languages and speculate about the evolution of language over time.</td>
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**CORNERSTONE: Comparisons (C4)**

**Cultural Comparisons**

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<tr>
<th>Standards</th>
<th>Page References</th>
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<tbody>
<tr>
<td>Standard C4.2</td>
<td>Investigate, explain, and reflect on the concept of culture through comparisons of the target culture and one’s own.</td>
</tr>
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</table>

**Intermediate Range (IR)**

**ML.C4.2.IR.a–f**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Student Edition</th>
<th>Teacher Edition</th>
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<tbody>
<tr>
<td>ML.C4.2.IR.a: Intermediate Range Learners in elementary and middle school discuss products' origins and importance by comparing products in the one's own and the target culture.</td>
<td>eScape, &quot;El casado tico: una delicia costarricense&quot; [<a href="http://mhed.us/ASD10">http://mhed.us/ASD10</a>] Explore more, #1, #2, Share what you know, #1; p. 38, Conexiones; p. 319, Act. F</td>
<td>p. 211, Heritage Speakers</td>
</tr>
<tr>
<td>ML.C4.2.IR.b: Intermediate Range Learners in elementary and middle school explore the origins and importance of cultural practices (e.g.,</td>
<td>p. 112, El gaucho y las pampas, Act. E; pp. 142–143, Martin Fierro, Act. F</td>
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</table>
holidays, celebrations, work habits) by comparing practices in one’s own and the target culture.

**ML.C4.2.IR.c:** Intermediate Range Learners in elementary and middle school compare and contrast the role and importance of family in one’s own and the target culture.

**ML.C4.2.IR.d:** In addition to the above, Intermediate Range Learners in high school juxtapose school schedules, course offerings, and attitudes toward school in one’s own and the target culture.

**ML.C4.2.IR.e:** In addition to the above, Intermediate Range Learners in high school compare and contrast career choices and preparation in one’s own and the target culture.

**ML.C4.2.IR.f:** In addition to the above, Intermediate Range Learners in high school explore entertainment and leisure options in one’s own and the target culture.

**CORNERSTONE:** Communities (C5)

**School and Global Communities**

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<tbody>
<tr>
<td><strong>Standard C5.1</strong></td>
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<tr>
<td><strong>Performance Level</strong></td>
<td>Use language to interact both within and beyond the classroom.</td>
</tr>
<tr>
<td><strong>Intermediate Range (IR)</strong></td>
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<tr>
<td><strong>ML.C5.1.IR.a–c</strong></td>
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</table>
| **ML.C5.1.IR.a:** Intermediate Range Learners in elementary and middle school interact with members of the local community or with contacts made electronically to hear how they use the language (e.g., law enforcement, interpreters, heritage speakers). | **Student Edition:** p. 181, Act. 4; p. 347, Act. D; p. 363, Composición  
**Teacher Edition:** p. 86, Videos; p. 257, Comunidades |
| **ML.C5.1.IR.b:** In addition to the above, Intermediate Range Learners in high school research the use of the target language in various fields of work in today's world. | **Student Edition:** eScape, "El día que Miami amaneció de luto" [http://mhed.us/ASD14], Share what you know #2; p. 122, Carreras; p. 349, Act. 4; p. 362, Act. J  
**Teacher Edition:** |
| **ML.C5.1.IR.c:** In addition to the above, Intermediate Range Learners in high school explore real-world opportunities to | **Student Edition:** eScape, "Mariano Rivera" [http://mhed.us/ASD8], Share what you know; p. 273, Act. D  
**Teacher Edition:** |
### Standard C5.2

**Performance Level**

Use the target language for enrichment and advancement.

### Intermediate Range (IR)

<table>
<thead>
<tr>
<th><strong>ML.C5.2.IR.a–b</strong></th>
<th><strong>Student Edition</strong></th>
<th><strong>Teacher Edition</strong></th>
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<tbody>
<tr>
<td>ML.C5.2.IR.b: In addition to the above, Intermediate Range Learners in high school reflect and collect evidence on learning acquisition goals to plan one's next steps in the language learning process.</td>
<td>p. 122, Carreras; p. 317, Act. 3; p. 349, Act. 4; p. 362, Act. J</td>
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The following represents material that serves as a bridge for students to attain the targeted proficiency level of the course. These benchmarks recycle material from the proficiency level below the targeted level as added support.

**CORNERSTONE: Communication (C1)**

**Interpersonal Communication**

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<td>Standard C1.1</td>
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**Performance Level**

<table>
<thead>
<tr>
<th>Intermediate Low (IL) ML.C1.1.IL.a–d</th>
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<tbody>
<tr>
<td>ML.C1.1.IL.a: Intermediate Low Learners create basic sentences to have a conversation on a number of everyday topics.</td>
</tr>
<tr>
<td>Student Edition:</td>
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<tr>
<td>Teacher Edition:</td>
</tr>
<tr>
<td>ML.C1.1.IL.b: Intermediate Low Learners create basic sentences to ask and answer questions about familiar factual information.</td>
</tr>
<tr>
<td>Student Edition: p. 13, Act. 2</td>
</tr>
<tr>
<td>Teacher Edition:</td>
</tr>
<tr>
<td>ML.C1.1.IL.c: Intermediate Low Learners create basic sentences to meet basic needs in familiar situations.</td>
</tr>
<tr>
<td>Student Edition:</td>
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<td>Teacher Edition:</td>
</tr>
<tr>
<td>ML.C1.1.IL.d: Intermediate Low Learners create basic sentences to begin to indicate various time frames.</td>
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<td>Student Edition:</td>
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<td>Teacher Edition:</td>
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**CORNERSTONE: Communication (C1)**

**Interpretive Communication—Listening**

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<td>Standard C1.2</td>
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**Performance Level**

**Intermediate Low (IL)**

Demonstrate understanding, interpret, and analyze what is heard on a variety of topics.
### ML.C1.2.IL.a–b

<table>
<thead>
<tr>
<th>ML.C1.2.IL.a: Intermediate Low Learners recognize basic sentences to determine the main idea of texts and interactions related to everyday life.</th>
<th>Student Edition:</th>
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</thead>
<tbody>
<tr>
<td>Teacher Edition:</td>
<td></td>
</tr>
<tr>
<td>ML.C1.2.IL.b: Intermediate Low Learners recognize basic sentences to follow questions and simple statements on familiar topics when participating in a conversation.</td>
<td>Student Edition: p. 181, Act. 5; p. 362, Act. G</td>
</tr>
<tr>
<td>Teacher Edition: p. 202, Conexiones; p. 254, Comunicación</td>
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**CORNERSTONE: Communication (C1) Interpretive Communication—Reading**

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<th>STANDARDS</th>
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<tr>
<td>Standard C1.3</td>
<td>Performance Level</td>
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<tr>
<td>Interpret, analyze, and demonstrate understanding of written materials on a variety of topics.</td>
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### ML.C1.3.IL.a–c

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<tbody>
<tr>
<td>Teacher Edition:</td>
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<tr>
<td>ML.C1.3.IL.b: Intermediate Low Learners recognize basic sentences to identify some basic information needed to fill out forms.</td>
<td>Student Edition:</td>
</tr>
<tr>
<td>Teacher Edition:</td>
<td></td>
</tr>
<tr>
<td>ML.C1.3.IL.c: Intermediate Low Learners recognize basic sentences to infer basic information from a variety of media (e.g., weather reports, job postings).</td>
<td>Student Edition: p. 138, Act. F</td>
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<td>Teacher Edition:</td>
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**CORNERSTONE: Communication (C1) Presentational—Speaking**

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<th>STANDARDS</th>
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<tbody>
<tr>
<td>Standard C1.4</td>
<td>Performance Level</td>
</tr>
<tr>
<td>Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.</td>
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**Intermediate Low (IL)**
### ML.C1.4.IL.a–e

<table>
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<tr>
<th>Standard</th>
<th>Description</th>
<th>Student Edition</th>
<th>Teacher Edition</th>
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<tbody>
<tr>
<td>ML.C1.4.IL.a</td>
<td>Intermediate Low Learners create basic sentences to describe people, activities, events, and experiences.</td>
<td>p. 359, Act. 1; p. 362, Act G</td>
<td></td>
</tr>
<tr>
<td>ML.C1.4.IL.b</td>
<td>Intermediate Low Learners create basic sentences to express needs, wants, and preferences on topics of interest.</td>
<td>p. 171, Act. 3; p. 307, Act. 6</td>
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</tr>
<tr>
<td>ML.C1.4.IL.c</td>
<td>Intermediate Low Learners create basic sentences to interpret and discuss instructions, directions, and maps.</td>
<td>p. 181, Act. 4</td>
<td>p. 257, Comunicación</td>
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<tr>
<td>ML.C1.4.IL.d</td>
<td>Intermediate Low Learners create basic sentences to present songs, short skits, or dramatic readings.</td>
<td>p. 53, Act. D</td>
<td>p. 193, Core Instruction</td>
</tr>
<tr>
<td>ML.C1.4.IL.e</td>
<td>Intermediate Low Learners create basic sentences to use practiced or memorized expressions to begin to indicate various time frames.</td>
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### CORNERSTONE: Communication (C1)

#### Presentational—Writing

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<th>Standards</th>
<th>Page References</th>
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<tr>
<td>Standard C1.5</td>
<td>Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.</td>
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#### Performance Level

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<tr>
<th>Intermediate Low (IL)</th>
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<tr>
<td>Standard C1.5</td>
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<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Student Edition</th>
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<tr>
<td>ML.C1.5.IL.a</td>
<td>Intermediate Low Learners create basic sentences to describe people, activities, events, and experiences.</td>
<td></td>
<td>p. 16, Comunicación</td>
</tr>
<tr>
<td>ML.C1.5.IL.b</td>
<td>Intermediate Low Learners create basic sentences to prepare materials for a presentation.</td>
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<tr>
<td>ML.C1.5.IL.c</td>
<td>Intermediate Low Learners create basic sentences to give basic instructions on how to make or do something.</td>
<td>p. 181, Act. 4</td>
<td>p. 69, Comunicación</td>
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<tr>
<td>ML.C1.5.IL.d</td>
<td>Intermediate Low Learners create basic sentences to write about topics of student interest.</td>
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<tr>
<td>ML.C1.5.IL.e</td>
<td>Intermediate Low Learners create basic sentences to use practiced or memorized expressions to begin to indicate various time frames.</td>
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<tr>
<td>create basic sentences to ask questions to obtain information.</td>
<td><strong>Teacher Edition:</strong></td>
<td></td>
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<td>---</td>
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</tbody>
</table>
| ML.C1.5.IL.f: Intermediate Low Learners create basic sentences to use practiced or memorized expressions to begin to indicate various time frames. | **Student Edition:**
**Teacher Edition:** |
**The following correlations represent material that meets benchmarks for the proficiency level above the targeted proficiency level.**

## CORNERSTONE: Communication (C1)
### Interpersonal Communication

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### Performance Level

#### Intermediate High (IH)

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<tbody>
<tr>
<td>ML.C1.1.IH.a: Intermediate High Learners create and connect sentences to explore information related to areas of personal interest.</td>
<td><strong>Student Edition:</strong></td>
</tr>
<tr>
<td>ML.C1.1.IH.b: Intermediate High Learners create and connect sentences to handle a task that requires multiple steps.</td>
<td><strong>Student Edition:</strong></td>
</tr>
<tr>
<td>ML.C1.1.IH.c: Intermediate High Learners create and connect sentences to navigate a situation that may have a complication.</td>
<td><strong>Student Edition:</strong> p. 79, Act. 14; p. 266, Act. 8; <strong>Teacher Edition:</strong></td>
</tr>
<tr>
<td>ML.C1.1.IH.d: Intermediate High Learners create and connect sentences to indicate various time frames with regular success.</td>
<td><strong>Student Edition:</strong></td>
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## CORNERSTONE: Communication (C1)
### Interpretive Communication—Reading

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### Performance Level

#### Intermediate High (IH)

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<th>ML.C1.3.IH.a–b</th>
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<tbody>
<tr>
<td>ML.C1.1.IH.a–d: Intermediate High Learners create and connect sentences to explore information related to areas of personal interest.</td>
<td><strong>Student Edition:</strong></td>
</tr>
<tr>
<td>ML.C1.1.IH.b: Intermediate High Learners create and connect sentences to handle a task that requires multiple steps.</td>
<td><strong>Student Edition:</strong></td>
</tr>
<tr>
<td>ML.C1.1.IH.c: Intermediate High Learners create and connect sentences to navigate a situation that may have a complication.</td>
<td><strong>Student Edition:</strong> p. 79, Act. 14; p. 266, Act. 8; <strong>Teacher Edition:</strong></td>
</tr>
<tr>
<td>ML.C1.1.IH.d: Intermediate High Learners create and connect sentences to indicate various time frames with regular success.</td>
<td><strong>Student Edition:</strong></td>
</tr>
<tr>
<td>ML.C1.3.IH.a: Intermediate High Learners recognize connected sentences to articulate the main idea of texts related to everyday life, personal interests, and school studies.</td>
<td>Student Edition:</td>
</tr>
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<td>Teacher Edition:</td>
<td></td>
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<td>Teacher Edition:</td>
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**CORNERSTONE: Communication (C1)**
**Presentational—Speaking**

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<td>Standard C1.4</td>
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</table>

**Performance Level**

Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.

**Intermediate High (IH)**

**ML.C1.4.IH.a–d**

| ML.C1.4.IH.a: Intermediate High Learners create and connect sentences to research and describe more sophisticated academic topics within the content areas. | Student Edition: |
|Teacher Edition: |
| ML.C1.4.IH.b: Intermediate High Learners create and connect sentences to present information about events, activities, and topics of particular interest. | Student Edition: |
|Teacher Edition: |
| ML.C1.4.IH.c: Intermediate High Learners create and connect sentences to defend a point of view with supporting evidence. | Student Edition: p. 280, Act. D |
|Teacher Edition: |
| ML.C1.4.IH.d: Intermediate High Learners create and connect sentences to indicate various time frames with some success. | Student Edition: |
|Teacher Edition: |

**CORNERSTONE: Communication (C1)**
**Presentational—Writing**

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**Performance Level**

Present information on multiple topics for a variety of purposes using appropriate formats, considering
<table>
<thead>
<tr>
<th>Intermediate High (IH)</th>
<th>ML.C1.5.IH.a–b</th>
</tr>
</thead>
</table>
| ML.C1.5.IH.a: Intermediate High Learners create and connect sentences to research a problem or topic (e.g. academic, career, community, entertainment, or social). | **Student Edition:** p. 349, Act. 4  
**Teacher Edition:** |
| ML.C1.5.IH.b: Intermediate High Learners create and connect sentences to indicate various time frames with some success. | **Student Edition:**  
**Teacher Edition:** |