

## Power Standards Spanish Grades 3-5

Indian Hill Exempted Village  
School District  
Spanish Grades 3-5

### Standard 1.1

#### Interpersonal Communication

**Students initiate and sustain spoken or written interpersonal communication.**

In order to meet this standard, a 3<sup>rd</sup> -5<sup>th</sup> student must ...

- ✓ Ask and answer questions about familiar topics in order to provide factual information.
- ✓ Exchange opinions.

### Standard 1.2

#### Interpretive Communication

**Students listen and read for understanding.**

In order to meet this standard, a 3<sup>rd</sup> -5<sup>th</sup> student must...

- ✓ Follow a short sequence of instructions.
- ✓ Comprehend main idea & significant details in oral and written passages.
- ✓ Use pictures, text, and context clues to determine meaning of familiar and unfamiliar words and phrases in stories and nonfiction passage and oral messages.

### Standard 1.3

#### Presentational Communication

**Students present information and ideas on familiar topics to general audiences or readers.**

In order to meet this standard, a 3<sup>rd</sup> -5<sup>th</sup> student must...

- ✓ Create and present fictional narratives.
- ✓ Apply age-appropriate writing strategies (prewriting, drafting, revising, editing, publishing).

### Standards 3, 4, & 5

#### Connections, Comparisons, and Communities

**Students connect Spanish learning with other disciplines, develop insight into the nature of language, and participate in multilingual communities and cultures.**

In order to meet this standard, a 3<sup>rd</sup> -5<sup>th</sup> student must ...

- ✓ Demonstrate understanding of differences in capitalization of days of the week and months, punctuation, and showing possession.
- ✓ Use skills from across disciplines.
- ✓ Present and exchange information to others outside of the immediate Spanish classroom, using technology.

### Standards 2 & 4

#### Culture and Comparisons

**Students demonstrate an understanding of the perspectives, practices, and products of the Spanish-speaking world, and develop insight into the nature of culture.**

In order to meet this standard, a 3<sup>rd</sup> -5<sup>th</sup> student must...

- ✓ Experience culturally-authentic music, names, and foods.
- ✓ Recognize and identify locations of Spanish-speaking countries.

## Language Structures Spanish Grades 3-5

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### EXPOSURE

- basic adverbs of negation (no)
- personal a
- use of definite articles with days of the week to express “on”
- the suffix –mente (rápidamente, lentamente, normalmente)
- short form possessive adjectives
- subject-verb agreement
- present tense regular verbs in 1st person
- basic adverbs of time (siempre, ahora, hoy, entonces)
- question words
- word order of questions

### RECOGNITION *(80% accuracy in comprehension, multiple-choice, or fill-in-the blank conjugation, etc.)*

- gender of nouns ending in –o, -a
- number of nouns (making nouns plural)
- possession of nouns
- definite articles (el, la, los, las)
- indefinite articles (un, una, unos, unas)
- adjective agreement in gender and number
- noun-adjective word order
- cardinal numbers 1-100
- present tense regular verbs in 3<sup>rd</sup> person plural
- idiomatic uses of tener (calor, hambre, años)
- hacer used in weather expressions
- simple prepositions (de, a, en, con)
- simple conjunctions (y, o)

### PRODUCTION *(80% accuracy in oral and written production)*

- gender and number of nouns ending in –o, -a
- present tense regular verbs in 3<sup>rd</sup> person plural

**Course Description:**

Spanish in grades 3-5 builds upon students' 1-2 Spanish exposure to establish core vocabulary. Students continue to develop speaking and listening skills, with additional emphasis placed on reading and writing skills. Students also are exposed to Hispanic culture.

**Philosophy:**

World languages provide a vital role in preparing students for life in a dynamic world. We believe in the benefits of language study at each level, up to AP and beyond.

**Multicultural Perspectives:** Exposure to another language gives students a unique perspective on their native tongue and culture, as well as a better appreciation of world culture.

**Higher Achievement:** The ability to communicate in multiple languages expands participation in local and world communities. Language study helps prepare students to become leaders without cultural and linguistic restrictions.

**Lifelong skills:** Our programs are designed to provide students the opportunities to develop core skills and knowledge and the proficiency necessary to apply them in a variety of settings. In order to make these benefits accessible to all learners, we apply modifications and differentiations to content and pacing.

**Instructional strategies:**

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort, setting and achieving goals
- Technology as a tool for measuring growth
- Home and guided practice
- Nonlinguistic representations
- Graphic organizers
- Feedback and reflections
- Generating and testing hypotheses
- Cues, questions and advance organizers
- Formative and summative assessments

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**Spanish Grades 3-5****Spanish Grades 3-5 Topics:**

- review and expand grades 1-2 topics
- alphabet and phonetic awareness
- current day, date, and weather
- name and age
- feelings and emotions
- opinions
- storytelling
- food and nutrition
- family members
- physical and personality description
- sequence of events
- high-frequency vocabulary
- verbs of action and movement
- awareness of the Hispanic world

**Spanish Grades 1-2 Topics:**

- phonetic awareness
- numbers
- colors
- shapes
- current day and date
- name and age
- classroom objects
- weather
- animals
- body
- clothing
- fruits and vegetables

**Student Self-Assessment:**

Based upon the **Power Standards, Structures, and Topics** listed here, students should ask themselves. . .

- 1.1 Can I ask and answer questions in Spanish?
- 1.2 Can I understand what I hear and read?
- 1.3 Can I write and orally narrate a story to others in Spanish?
- 2, 4 Can I identify countries where Spanish is spoken?
- Can I recognize Hispanic culture and compare it with my own?
- 3, 4, 5 Does Spanish help me practice skills that I also use in other classes (reading, writing, technology)?

# World Language Common Assessments

Common assessments are a powerful tool for improving the quality of learning for all students. Common assessments align curriculum and assessment and provide teachers with shared outcomes for instruction and shared knowledge and understanding of what it means to meet a standard. The most powerful impact of common assessments, however, comes from the sharing of student results and determining the effectiveness of instruction. By examining student responses, teachers determine if any student was more or less successful than other students. Probing further, teachers seek to find what they can learn from student successes and what changes, if any, they want to make in their instruction. Through such collaboration, teachers share information, create knowledge, share that knowledge, shape that knowledge into best practices, and pass along the practices to others.

## Adapted WrAP Writing Rubric Spanish Grades 3-5

	Advanced	Proficient	Basic	Limited
<b>Content</b>	_____ used at least 9 vocabulary words to give a lot of information and included many details	_____ used 5-8 vocabulary words to give sufficient information, telling a basic story	_____ used 2-4 vocabulary words to give little information	_____ gave no information
<b>Grammar Accuracy</b>	_____ used correct grammar almost all of the time	_____ used correct grammar most of the time	_____ used correct grammar some of the time	_____ used correct grammar none of the time
<b>Mechanics</b>	_____ used correct spelling and mechanics almost all of the time	_____ used correct spelling and mechanics most of the time	_____ used correct spelling and mechanics some of the time	_____ used correct spelling and mechanics almost none of the time