
Coal City Unit District #1
Third Grade
Spanish Curriculum

FLS.3:1 Student understands oral communication in the target language. (IL 28A)

- FLS.3:1-1 Translates at least ten (10) out of fifteen (15) number words ranging from 0-100, with audio prompts given in Spanish.
- FLS.3:1-2 Translates at least eight (8) out of twelve (12) family member words with audio prompts given in Spanish.
- FLS.3:1-3 Translates at least eight (8) out of twelve (12) greetings and introductions vocabulary words with audio prompts given in Spanish.
- FLS.3:1-4 Reacts to an increased number of simple commands (e.g., Sit down; Turn lights on/off; Open your folders and take out...) and basic questions (e.g. How do you say...?; How are you?) given in the target language.

FLS.3:2 Student interacts in the target language in various settings. (IL 28B)

- FLS.3:2-1 Identifies at least nineteen (19) of twenty-seven (27) Spanish alphabet letters with visual prompt.
- FLS.3:2-2 Listens attentively and participates in class discussions and activities, using Spanish vocabulary that is appropriate for the lesson.
- FLS.3:2-3 Pronounces sounds, words, and phrases with age- and stage-appropriate pronunciation, intonation, and inflection.

FLS.3:3 Student understands written words in the target language. (IL 28C)

- FLS.3:3-1 Translates the written form and predicts meaning for at least thirty-three (33) out of forty-seven (47) Spanish number words, ranging from 0-100.
- FLS.3:3-2 Decodes vocabulary in written form and predicts meaning for at least twelve (12) out of eighteen (18) Spanish family member words, using contextual clues and drawing on words and phrases from prior lessons.
- FLS.3:3-3 Decodes vocabulary in written form and predicts meaning for at least eighteen (18) out of twenty-six (26) Spanish greetings and introductions words and phrases, using contextual clues.

FLS.3:4 Student identifies and shows understanding of basic grammatical concepts in Spanish. (IL 28A, 28B, 28C, 28D)

- FLS.3:4-1 Identifies how definite articles coincide with different words.
- FLS.3:4-2 Identifies how to change the articles when discussing singular or plural objects.
- FLS.3:4-3 Identifies how definite articles change with gender of the noun.
- FLS.3:4-4 Identifies how adjectives may change with gender and number (singular vs. plural) of the noun.
- FLS.3:4-5 Identifies grammatically correct placement for definite articles, nouns, and adjectives.

FLS.3:5 Student develops an understanding of the customs, history, and geography associated with the target language. (IL 29)

- FLS.3:5-1 Demonstrates knowledge in reciting the Spanish birthday song.
- FLS.3:5-2 Recognizes some important people and events (e.g. special celebrations) in the history of areas where the target language is spoken.
- FLS.3:5-3 Uses a map to describe and discuss a country where the target language is spoken.
- FLS.3:5-4 Discovers facts about a country where the target language is spoken.