



Correlation to the
Alabama Course of Study
World Languages
Grades K-8

Novice Low Proficiency Range

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Level 1A



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Grades K–8: Novice Low Proficiency Range

Standards		Page References
Communication - Interpersonal Mode		
1. Exchange simple spoken and written information in the target language, utilizing cultural references where appropriate.		
1.a	Communicate on some very familiar topics using single words or learned phrases. Examples: likes/dislikes, sports, hobbies	SE/TE: 23, 33, 37, 43, 45, 55, 59, 83, 109, 115, 121, 143, 153, 155, 159, 165, 169, 181
1.b	Answer simple questions. Examples: What is your name? What day is today? What is the weather?	SE/TE: 9, 23, 43, 57, 71, 143, 157, 169, 181
1.c	Greet peers and introduce selves.	SE/TE: 7, 9, 11, 15, 25, 27, 33, 37, 57, 109, 181
Communication - Interpretive Mode		
2. Demonstrate an understanding of simple spoken or written language presented through a variety of media resources on familiar topics.		
2.a	Recognize key words and phrases in the target language. Examples: colors, numbers, animals, weather, days of the week	SE/TE: 7, 10, 11, 20, 26, 54, 58, 64, 85, 86, 108, 109, 120, 126, 157, 164, 170, 180
2.b	Identify people and objects in their environment. Examples: clothing, classroom items, family members	SE/TE: 7, 15, 19, 31, 36, 42, 54, 57, 58, 61, 70, 80, 92, 94, 97, 98, 99, 103, 114, 127, 129, 130, 132, 139, 152

Standards		Page References
2.c	Understand basic instructions. Examples: turn on lights, look at board	SE/TE: 20, 21
2.d	Interpret the meaning of gestures, intonation, and other auditory cues.	SE/TE: 28–29, 34, 62–63, 100–101, 134–135, 172–173
Communication - Presentational Mode		
3. Present material in oral and written form.		
3.a	Present information about selves with one word or simple learned phrases. Examples: I'm tired. I have a headache. I'm thirsty, hungry, and sleepy.	SE/TE: 9, 11, 25, 45, 47, 59, 93, 171
3.b	Sing songs in the target language.	TE Only: 51, 161
3.c	Label familiar people, places and objects.	SE/TE: 13, 19, 25, 37, 81, 83, 85, 87, 92, 97, 98, 103, 104, 126, 127, 131, 132, 164, 167
Culture		
4. Investigate, explain, and reflect on the relationship between the products, practices, and perspectives of the target cultures.		
4.a	Use appropriate gestures and oral expressions.	SE/TE: 7, 11, 14, 15, 16, 17
4.b	Participate in culturally-authentic simulations. Examples: Christmas, Carnival	SE/TE: 16, 50, 88, 122, 160 TE Only: 3D
4.c	Identify children's songs, poetry and rhymes from the target culture.	SE/TE: 102–103, 136–137 TE Only: 42
4.d	Observe and imitate simple patterns of behavior. Examples: Table manners, greetings.	SE/TE: 6, 7, 8, 9, 11, 12, 15, 16, 17, 26, 28–29, 62–63, 100–101, 134–135, 172–173

Standards		Page References
Connections		
5. Link target language and other subject areas to acquire information and develop diverse cultural perspectives.		
5.a	Listen to and acquire vocabulary related to age-appropriate school content. Examples: Modes of transportation, the planets, time-telling.	SE/TE: 10, 112, 113, 122, 125, 150, 151
Comparisons		
6. Investigate, analyze, and reflect on similarities and differences between the target and native languages.		
6.a	Identify cognates.	SE/TE: 30, 52, 78, 112, 125, 150, 151
6.b	Differentiate formal and informal forms of language.	SE/TE: 14, 15, 17
6.c	Compare sound systems of the native and target languages.	SE/TE: 34, 68, 106, 140, 178
Comparisons		
7. Investigate, analyze, and reflect on similarities and differences between the target and native cultures.		
7.a	Identify daily routines in the target culture and the native culture.	SE/TE: 12, 15, 16, 17, 26, 54, 56, 89, 116, 120, 123, 128, 131, 152, 161
7.b	Identify celebrations in the target culture and the native culture.	SE/TE: 75, 92, 96, 158
7.c	Identify games, stories, songs, and rhymes from the native culture and those from the target culture.	SE/TE: 51, 72, 74, 102, 136, 152, 160, 161, 368–369

Standards		Page References
Communities		
8. Acquire the ability to interact in the target culture beyond the classroom and set goals for life-long learning.		
8.a	Examples: Foster a student-centered learning process by creating can-do statements with the help of their teachers. Collect evidence to demonstrate achievement of goals such as self-assessment checklists, portfolios. Perform for school or community celebrations. Identify places in the community where the target language is used. Listen to music and sing songs from the target culture.	SE/TE: 17, 32–33, 51, 66–67, 104–105, 138–139, 161, 176–177