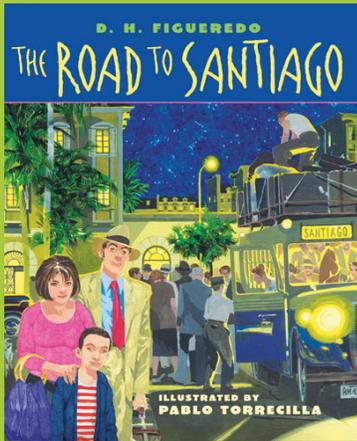


TEACHER'S GUIDE



LEE & LOW BOOKS

The Road to Santiago

written by D.H. Figueredo,

illustrated by Pablo Torrecilla

About this Book

Genre: Historical fiction

Reading Level*: Grade 4

Interest Level: Grades 1–4

Guided Reading Level: R

Accelerated Reader®

Level/Points: 3.8/0.5

Lexile™ Measure: N/A

*Reading level based on the Spache Readability Formula

Themes: Holidays (Christmas), Family, Childhood Experiences and Memories, Cuba, Civil War, Revolution, Kindness, Gratitude, Overcoming Obstacles, Journeys, Latino Interest

SYNOPSIS

It's Noche Buena, the night before Christmas, and Alfredo and his parents head for the train station for their annual trip to their relatives in Santiago. But this year things are different. The government is fighting a war against the rebels and the trains are not running. Alfredo worries that they'll miss the family's traditional Christmas celebration and all the special foods.

Alfredo's father enlists the help of a farmer, and they set out down the bumpy road. Little does Alfredo know, they are embarking on a great adventure he will never forget.

Based on author D.H. Figueredo's own experiences growing up in Cuba in the late 1950s, *The Road to Santiago* is an action-packed celebration of the human spirit. This heartwarming story is perfect for sharing with the whole family all year long.



BACKGROUND

From the Author’s Note: “In 1953 a young Cuban attorney named Fidel Castro and a group of men and women attacked a military barrack in Santiago. They wanted the people of Cuba to join them in a revolution against the dictator who ruled their country, Fulgencio Batista. The attack failed, and Castro and his followers were sent to prison. Castro was released three years later and soon hid in the mountains where he formed an army of rebels. From 1956 to 1958 they fought against the government dictatorship. On January 1, 1959, Batista acknowledged defeat and left Cuba. Castro took over the government and has ruled it as a communist country ever since. This story is based on a true incident that took place during the Christmas of 1958 when I was a boy.”—D.H. Figueredo

Update: Fidel Castro stepped down from leadership in 2008. Castro passed away in 2016. U.S. President Barack Obama visited Cuba in 2016, the first U.S. president to do so in 88 years. For a more detailed and on-going update of Cuba, please check out the BBC’s profile and timeline: <https://www.bbc.com/news/world-latin-america-19576144>.

U.S.-Cuban relations: By 1961, the United States broke off all diplomatic relations with Cuba. Through the 1960s to the 1990s, Cuba allied itself with then U.S.S.R. United States passed and maintained an embargo on Cuba for decades. Many Cuban refugees fled to and settled in the United States due to political and economic reasons. According to the Migrant Policy Institute, today there are thriving Cuban communities concentrated in Florida, as well as New Jersey and California (<https://www.migrationpolicy.org/article/cuban-immigrants-united-states>). As recently as 2001, the United States’ stance toward Cuba has evolved from strict diplomatic and economic isolation, although dependent on U.S. administrations.

Noche Buena: Translates as “good night” but refers to Christmas Eve. For Spanish-influenced cultures, noche buena is a big tradition and typically is a large feast with extended family members and friends. Noche buena is celebrated in many countries including Spain, Cuba, Mexico, Puerto Rico, and the Philippines. The meal has taken on the flavors and unique preferences of the countries and families, but often features roast pork and rice and beans as featured here in *The Road to Santiago*. Dominos like the cousins are playing in the book are a popular tradition for Cubans during noche buena. Many families tend Catholic mass during noche buena.

BEFORE READING

Prereading Focus Questions

(Reading Standards, Craft & Structure, Strand 5 and Integration of Knowledge & Ideas, Strand 7)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

Before introducing this book to students, you may wish to develop background knowledge and promote anticipation by posing questions such as the following:

1. Take a look at the front and back covers. Take a picture walk. Ask students to make a prediction. Do you think this story will take place today or in the past? What makes you think so?
2. Have you ever lived apart or long-distance from family? How did it feel? How did you feel when you saw them again?
3. Think of a holiday or time of year when you get together with family, friends, or loved ones. How does it make you feel to see everyone? How do you and your family prepare? Do people come to your home or do you travel to see them? What are different ways people



VOCABULARY

(Reading Standards, Craft & Structure, Strand 4)

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

The story contains several content-specific and academic words and phrases that may be unfamiliar to students.

Based on students' prior knowledge, review some or all of the vocabulary below. Encourage a variety of strategies to support students' vocabulary acquisition: using the dictionary, investigate and record word definitions, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, create a specific action for each word, list synonyms and antonyms, and write a meaningful sentence that demonstrates the definition of the word.

CONTENT SPECIFIC

cathedral, communist, dictatorship, dominoes, mass, mill (sugar mill), plantains, rebel, record player, war, yucca, conductor, midnight mass, sugar cane, dominoes, cathedral bells

ACADEMIC

file, gigantic, horizon, gratitude, relatives, startled, cheerfully, gigantic, beckoning, file out

NOTE: Spanish appear in the text and the words are available in the front matter glossary. Review these words and phrases with the students. Discuss how a reader can use context clues and illustrations to determine the meaning of words from another language. Discuss why an author and editor might choose to include the Spanish in the story.

travel to visit their families? Why do you think we visit our families at holidays and special times of the years?

- When you think about what is going on in the world today or in the news, why do you think people look forward to holidays and seeing family or friends?
- What do you know about Cuba and its history? What language do people speak there? What is the capital? Where is located?

Why do you think I chose this book for us to read today?

Exploring the Book

(Reading Standards, Key Ideas & Details, Strand 1, Craft & Structure, Strand 5, and Integration of Knowledge & Ideas, Strand 7)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

Discuss the title of the book. Ask students what they think the title means. Then ask them what and who they think this book will most likely be about. What situations might be talked about in the text? What do you think might happen? What information do you think you might learn? What makes you think that?

Take students on a book walk and draw attention to the following parts of the book: front and back covers, title page, glossary and pronunciation guide, author and illustrator bios, author's note, and illustrations.

Show the students that this book has a Spanish glossary in the front of the book (frontmatter) and an author's note in the back (backmatter). Review the Spanish words. Read the author's note to give the story context.

Setting a Purpose for Reading

(Reading Standards, Key Ideas & Details, Strands 1–3)

Have students read to find out:

- how Alfredo and his family make it to his grandmother's Christmas Eve celebration
- what Alfredo learns about kindness and generosity from others
- what home means to Alfredo
- how Alfredo's parents demonstrate resilience under changing and difficult conditions

Encourage students to consider why the author, D.H. Figuerdo, would want to share this very personal story with the young people today.



★ “The spare, first-person text and the luminous illustrations are perfectly juxtaposed to present a memorable slice of life from another time.”

—School Library Journal

★ “It’s the remembered ringing of the cathedral bells, and the taste of the sweet bunelo in Figueredo’s hand that will leave the strongest impression on children.”

—Booklist

★ “Focused sharply on the child’s longing to celebrate with his relatives, the story of their journey reflects the circumstances of civil war without partisan rancor or needless violence.”

—Kirkus Reviews

AFTER READING

Discussion Questions

After students have read the book, use these or similar questions to generate discussion, enhance comprehension, and develop appreciation for the content. Encourage students to refer to passages and/or illustrations in the book to support their responses. **To build skills in close reading of a text, students should cite evidence with their answers.**

Literal Comprehension

(Reading Standards, Key Ideas & Details, Strands 1–3)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strand 4)

1. Who is telling this story? How do you know?
2. What is special about this day, noche buena?
3. How does the family prepare for the trip? What is the purpose of this trip?
4. In what ways does the journey seem difficult? What does the family need for the journey?
5. What responsibilities does Papi have to navigate the journey to Abuela’s house?
6. Setting is the time, place, and mood of a story. Where are Alfredo and his family when the story begins? What year and season is it? Describe how each character is feeling at the beginning of the story.
7. When the story starts, what does Alfredo want?
8. Use clues from the illustrations to determine the climate in Cuba in December.
9. What is Noche buena?
10. What do the illustrations tell us about Havana? Is it a city or farming area?
11. Why are Alfredo and his parents traveling to Santiago?
12. What foods are Alfredo and his family looking forward to at Abuela’s house?
13. What different modes of transportation does the family encounter on their journey?
14. What keeps Alfredo’s family from boarding the train?
15. What keeps Alfredo’s family from boarding the bus?
16. What gifts does Mami bring with her?
17. What happens to Señor Gasparo’s car?
18. How does Alfredo suggest they fix the flat tire?
19. Who helps Alfredo’s family on their way to Santiago?
20. How does Alfredo’s family thank the people who help them?
21. How does Alfredo get what he wants? How are his desires left unfulfilled?



Extension/Higher Level Thinking

(Reading Standards, Key Ideas & Details, Strands 2 and 3 and Craft & Structure, Strands 4 and 6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of

Knowledge & Ideas, Strand 4)

1. Why is this Christmas special Alfredo? What is different about this year for him and his family compared to other holidays?
2. Who is telling or narrating the story? Is Alfredo a trustworthy narrator? How would the story be different if Mami or Papi were the narrator?
3. The illustrator, Pablo Torrecilla, uses realistic images for this story. How does the illustrator's style contribute to the story?
4. Without looking at a map, we can learn a lot about the geography of Cuba. From the text and illustrations, what can you infer about the geographical features along Alfredo's journey?
5. How do Alfredo's mother and father reciprocate or demonstrate reciprocity to all the people who help them along their journey?
6. What can you say about the family's concern about Señor Tores? What could have happened if he was rebel?
7. When the family arrives in Santiago, they have given away all their gifts. Still, Abuela says that the family has a lot to be thankful for. What are some reasons that Alfredo's family is thankful after their journey?
8. Alfredo's journey wasn't easy. What examples can you find that good things came out of his family's troubles?
9. When Señor Gasparo's car gets a flat tire, how does the author show the reader Alfredo's feelings about the man who appears from the manigua? How does he show that the family will be OK? How do the illustrations convey the mood of each person in the scene?

10. Using the author's note and other resources (some listed above), what facts can you gather about the war between the Castro's rebels and Batista's soldiers?
11. What do you think is the main idea of this story?
12. Why doesn't Alfredo's grandmother and relatives eat the big dinner? Why do they wait for Alfredo and his parents?
13. The author, D.H. Figueredo, ends the story with the line, "...the world was still good and beautiful." How do people find beauty in scary situations such as war, loss, and grief?
14. Alfredo and his parents finally make it before the end of the holiday. What do you think would have happened if his family arrived a day later or couldn't make it at all? Would the lesson of the story be any different? Is the lesson about being on time or making an effort to be with family? What makes you think so?
15. Although this story is set around the Cuban revolution, why would the author want to share this story with readers today? Are there events today that make it difficult for families and friends to reunite and see each other or make the holidays more special? How so?

Reader's Response

(Writing Standards, Text Types & Purposes, Strands 1–3 and Production & Distribution of Writing, Strands 4–6)

Use the following questions and writing activities to help students practice active reading and personalize their responses to the book. **Suggest that students respond in reader's response journals, essays, or oral discussion.** You may also want to set aside time for students to share and discuss their written work.

1. What is one big thought that you have after reading this book? Think about Alfredo's parents dedication to making it to Alfredo's grandmother no matter the obstacles. What is



Additional Lee & Low titles about Cuba:

When This World Was New

written by D.H. Figueredo, illustrated by Enrique O. Sanchez

<https://www.leeandlow.com/books/when-this-world-was-new>

Martí's Song for Freedom/Martí y sus versos por la libertad

written by Emma Otheguy, illustrated by Beatriz Vidal

<https://www.leeandlow.com/books/marti-song-for-freedom-marti-y-sus-versos-por-la-libertad>

¡Beisbol! Latino Baseball Pioneers and Legends

written and photographed by Jonah Winter

<https://www.leeandlow.com/books/beisbol-latino-baseball-pioneers-and-legends>

Drum, Chavi, Drum! / ¡Toca, Chavi, Toca!

written by Mayra Dole, illustrated by Tonel

<https://www.leeandlow.com/books/drum-chavi-drum-toca-chavi-toca>

Birthday in the Barrio/ Cumpleaños en el Barrio

written by Mayra Dole, illustrated by Tonel

<https://www.leeandlow.com/books/birthday-in-the-barrio-cumpleanos-en-el-barrio>

your takeaway from this book? What would you tell a friend about this book?

2. What do you think author D.H. Figueredo's message is to the reader? Think about possible motivations behind his intentions to write the book. What do you think he wanted to tell readers today?
3. Have students make a text-to-self connection. What kind of connections did you make from this book to your own life? What do Alfredo's experiences, thoughts, and feelings mean to you?

4. Have students make a text-to-text connection. Did you think of any other books while you read *The Road to Santiago*? Why did you make those connections?
5. Have students make a text-to-world connection. What kind of connections did you make from this book to what you have seen in the world, such as on television or in a newspaper? Why did this book make you think of that?
6. What do the holidays and the ability to go spend time with family and friends mean to you after reading *The Road to Santiago*? Why? How did your meaning of holidays and our universal need to connect with family and friends change after reading *The Road to Santiago*?

ELL Teaching Activities

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–6)

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

These strategies might be helpful to use with students who are English Language Learners.

1. Assign ELL students to partner-read the story with strong English readers/speakers. Students can alternate reading between pages, repeat passages after one another, or listen to the more fluent reader. Students who speak Spanish can help with pronunciations of the Spanish or read the Spanish alongside a student reading the English.
2. Have each student write three questions about the story. Then let students pair up and discuss the answers to the questions.
3. Depending on your students' level of English proficiency, after the first reading:
 - Review the illustrations in order and have students summarize what is happening on each page, first orally, then in writing.
 - Have students work in pairs to retell either



the plot of the story or key details. Then ask students to write a short summary, synopsis, or opinion about what they have read.

4. Have students give a short talk about why family is important, what the author's message is about, or describe a character/central figure in the story they admire or connect to the most.
5. The book contains several content-specific and academic words that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary. Expose English Language Learners to multiple vocabulary strategies. Have students make predictions about word meanings, investigate and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, list synonyms and antonyms, create an action for each word, and write a meaningful sentence that demonstrates the definition of the word.

Social and Emotional Learning

(Reading Standards, Key Ideas & Details, Strands 1-3 and Craft & Structure, Strands 4-6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1-3 and Presentation of Knowledge & Ideas, Strand 4)

(Writing Standards, Text Types & Purposes, Strands 1-2 and Production & Distribution of Writing, Strands 4-6)

(Language Standards, Vocabulary Acquisition & Use, Strands 6)

Social and emotional learning involves being aware of and regulating emotions for healthy development. In addition to understanding one's own feelings, strong socio-emotional development allows individuals to develop empathy for others and to establish and maintain relationships.

Use the following prompts to help students study the socio-emotional aspects of this book.

1. Have students chart Alfredo's emotions over the course of the story. How does he feel when

his family faces setbacks along their journey to his grandmother's house? Use the illustrations as a visual reference and way to tap into students' visual literacy skills.

2. What Social and Emotional Learning skills does Alfredo exhibit over the course of the book? (some examples include problem-solving, grit and perseverance, and perspective taking) How do they influence his character? Why was it important for him to demonstrate those skills?
3. Encourage students to think about Social and Emotional Learning skills they have used to overcome a challenge, setback, or disappointment. How does it relate to how Alfredo reacted to his surroundings and finally making it to his relatives' house in time for Christmas?
4. Have students in an essay argue whether Alfredo's mother, father, and grandmother are role model for young people or not. What evidence can students find in the text that demonstrates their character and whether the author encourages young people to emulate these adults or draw caution from how they handled the challenges that came their way.
5. There are English idioms such as, *look on the bright side*, *the glass is half full*, and *every cloud has a silver lining*. What do these phrases mean? How are they helpful or frustrating? How do you find the beauty and gratitude in bad situations? Do you think Alfredo's family would relate to these idioms or not? Why?

INTERDISCIPLINARY ACTIVITIES

(Introduction to the Standards, page 7: Students who are college and career ready must be able to build strong

content knowledge, value evidence, and use technology and digital media strategically and capably)

Use some of the following activities to help



Additional Lee & Low titles about family togetherness and celebrations:

Auntie Yang's Great Soybean Picnic

written by Ginnie Lo, illustrated by Beth Lo

<https://www.leeandlow.com/books/auntie-yang-s-great-soybean-picnic>

Christmas Makes Me Think

written by Tony Medina, illustrated by Chandra Cox

<https://www.leeandlow.com/books/christmas-makes-me-think>

Family Pictures / Cuadros de familia

written and illustrated by Carmen Lomas Garza

<https://www.leeandlow.com/books/family-pictures-cuadros-de-familia>

Sweet Potato Pie

written by Kathleen D. Lindsey, illustrated by Charlotte Riley-Webb

<https://www.leeandlow.com/books/sweet-potato-pie>

Juneteenth Jamboree

written by Carole Boston Weatherford, illustrated by Yvonne Buchanan

<https://www.leeandlow.com/books/juneteenth-jamboree>

students integrate their reading experiences with other curriculum areas. These can also be used for extension activities, for advanced readers, and for building a home-school connection.

English Language Arts

(Reading Standards, Integration of Knowledge & Ideas, Strands 9)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3)

1. Provide students with a list of other titles from author, D.H. Figueredo. Have students investigate other titles by Figueredo at their school or public library, including *When This World Was New* (<https://www.leeandlow.com/>)

books/when-this-world-was-new). What do you notice about his style and message across his books? What themes do his books have in common? How does he convey the book's message through his storytelling?

2. Read another book about families and togetherness during special holidays: *Every Month is a New Year* (<https://www.leeandlow.com/books/every-month-is-a-new-year>). Ask students to make connections between texts. What cultural traditions are discussed across texts? What about examples of more generalized family and community values? How do holidays allow people to spend time with their families?
3. Read other books about characters embarking on difficult journeys, including *My Diary from Here to There / Mi diario de aqui hasta alla* (<https://www.leeandlow.com/books/my-diary-from-here-to-there-mi-diario-de-aqui-hasta-alla>), *Love Twelve Miles Long* (<https://www.leeandlow.com/books/love-twelve-miles-long>), and *Home to Medicine Mountain* (<https://www.leeandlow.com/books/home-to-medicine-mountain>). Ask students to make connections between texts. Even though the settings and circumstances are all very different, what motivates each character to start out and continue on their journey? What helps them from giving up?

Art/Theater

(Reading Standards, Integration of Knowledge & Ideas, Strands 7 & 9)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3)

Guide students as they collaboratively create a list of characters, setting, and script to bring *The Road to Santiago* to the stage. Discuss quotation marks and how they signify dialogue in the text. Your students may decide to make Alfredo the narrator, assign a narrator, or change the narration into new dialogue for the characters in the book. They



might add dialogue for characters such as a soldier and bus driver who don't actually have dialogue in the book. They might add more characters for the scenes at the train station or at Abuela's house. How will the emotion and information from the illustrations be translated onto the stage?

Social Studies

(Reading Standards, Integration of Knowledge & Ideas, Strands 7 & 9)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3)

(Writing Standards, Text Types & Purposes, Strand 2, Production & Distribution of Writing, Strand 4, and Research to Build & Present Knowledge, Strand 7)

1. The author's note reveals some historical context for the story *The Road to Santiago*. Cuba is a communist state. Have students research what it means to be a communist state in contrast to a democracy. What rights and privileges do the people have? What is the government like? Prepare a chart comparing the government of Cuba to the students' home state government.
2. Have students research the geography of Cuba. Where in the world is the island located? What is the climate like? What physical features does the island have? What kinds of plants and animals live there? What makes Cuba unique from nearby islands? What are Cuba's resources and most popular exports? Using the research to these questions, students should answer in an essay this question: How might the island's geography make it easy or challenging to travel there?
3. Break students into small teams or pairs and ask students to research Cuban immigration to the United States in the 1950s onward. Who immigrated to the United States? Why did people choose to move to this country? What challenges did Cuban families face once they arrived? Where did many of the immigrants settle? How did their lives change? What traditions did they try to preserve? For adult context, read about Cuban migration from

the Migrant Policy Institute: [https://www.migrationpolicy.org/article/cuban-migration-postrevolution-exodus-ebbs-and-flows](https://www.migrationpolicy.org/article/cuban-migration-postrevolution-exodus ebbs-and-flows).

4. Traditions are the customs and beliefs in a culture that are handed down from one generation to the next. Name some of the Christmas traditions at Abuela's home and compare and contrast them with traditions for a holiday that your family celebrates. Create a poster or bulletin board for your classroom that shows these different holiday traditions.

Home/School Connection

(Reading Standards, Integration of Knowledge & Ideas, Strands 7 & 9)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3)

(Writing Standards, Text Types & Purposes, Strand 2, Production & Distribution of Writing, Strand 4, and Research to Build & Present Knowledge, Strand 7)

1. Read other books that discuss children's relationships with their families such as those in this collection: <https://www.leeandlow.com/collections/family-diversity>. Create a chart comparing grandparent or parent relationships across stories.
2. Encourage students to interview a family member about a time they wanted to visit someone during a holiday and the challenges they faced. How did it work out? How did it feel to spend time with family or friends during the holiday? Do they think it is important to be together in this day and age? Why or why not? Ask for student volunteers to share out their family member's experience.

ABOUT THE AUTHOR

D.H. FIGUEREDO is the author of both adult and children’s books, including Lee & Low’s *When This World Was New* and *Un Mundo Nuevo*. He is a native of Cuba and has lived in New Jersey since he was a teenager. In addition to writing and editing books, Figueredo currently serves as director of the Library and Media Center at Bloomfield College. He is also the author of non-fiction books for adults about the history of Latinos in the United States and the Caribbean. He has taught Latin American literature at Montclair State University and Bloomfield College, and regularly contributes to *Booklist*, *Multicultural Review*, and other publications.

ABOUT THE ILLUSTRATOR

PABLO TORRECILLA has illustrated many books for the educational market as well as children’s picture books, including *The Bakery Lady/La señora de la Panaderia* by Pat Mora. Born and raised in Madrid, Spain, Torrecilla now divides his time between Madrid and Los Angeles, California. Visit him online at PabloTorrecilla.com

ABOUT LEE & LOW BOOKS

LEE & LOW BOOKS is the largest children’s book publisher specializing in diversity and multiculturalism. Our motto, “about everyone, for everyone,” is as urgent today as it was when we started in 1991. It is the company’s goal to meet the need for stories that children of color can identify with and that all children can enjoy. The right book can foster empathy, dispel stereotypes, prompt discussion about race and ethnicity, and inspire children to imagine not only a world that includes them, but also a world where they are the heroes of their own stories. Discover more at leeandlow.com.

ORDERING INFORMATION

On the Web:

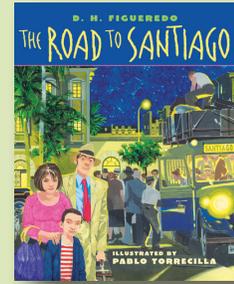
<https://www.leeandlow.com/contact/ordering> (general order information)

<https://www.leeandlow.com/books/the-road-to-santiago> (secure online ordering)

By Phone: 212-779-4400 ext. 25 | 212-683-1894 fax

By Mail: Lee & Low Books, 95 Madison Avenue, NY, NY 10016

Book Information



\$9.95, PAPERBACK

ISBN 9781620143179

*Reading Level: Grade 4
 *Reading level based on the Spache Readability Formula

Interest Level: Grades 1-4

Guided Reading Level: R

Accelerated Reader® Level/
 Points: 3.8/0.5

Themes: Holidays

(Christmas), Family, Childhood Experiences and Memories, Cuba, Civil War, Revolution, Kindness, Gratitude, Overcoming Obstacles, Journeys, Latino Interest

RESOURCES ON THE WEB

<https://www.leeandlow.com/books/the-road-to-santiago>

All guided reading level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.