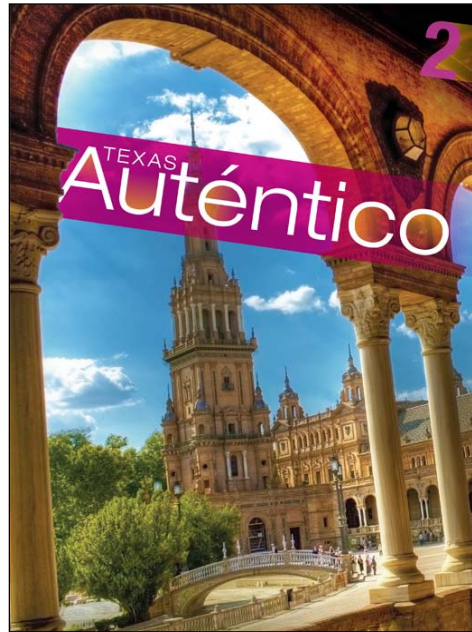


A Correlation of  
**Auténtico, Texas Edition**  
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Digital eText



To the  
**Texas Essential Knowledge and Skills for  
Languages Other Than English**  
Level II: Novice High to Intermediate Low Proficiency

<b>Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material</b>	
<b>Subject</b>	<b>Chapter 114. Texas Essential Knowledge and Skills for Languages Other Than English</b>
<b>Course</b>	<b>§114.40. Level II, Novice High to Intermediate Low Proficiency (One Credit), Adopted 2014.</b>
<b>Publisher</b>	<b>Pearson Education, Inc., publishing as Prentice Hall</b>
<b>Program Title</b>	<b>Autentico 2 - Texas Digital Courseware</b>
<b>Program ISBN</b>	<b>9780328912094</b>
<b>TEKS Coverage (%)</b>	<b>100.00%</b>

**(a) General requirements.**

(1) Level II can be offered in elementary, middle, or high school. At the high school level, students shall be awarded one credit for successful completion of this course. Successful completion of Level I, achieving a Novice Mid to Novice High proficiency level, or demonstrated equivalent proficiency as determined by the district is a prerequisite for this course.

(2) Students of logographic languages such as Chinese and Japanese and non-Romance and non-Germanic languages such as Arabic and Russian will require more time to achieve proficiency, especially in reading and writing. Initially, the skill focus should be placed on speaking and listening without ignoring reading and writing in the target language's writing system. As the students become more proficient, a balanced emphasis of all four skills becomes more attainable.

(3) Districts may offer a level of a language in a variety of scheduling arrangements that may extend or reduce the traditional schedule when careful consideration is given to the instructional time available on a campus and the language ability, access to programs, and motivation of students.

**(b) Introduction.**

(1) The study of world languages is an essential part of education. In the 21st century language classroom, students gain an understanding of two basic aspects of human existence: the nature of communication and the complexity of culture. Students become aware of multiple perspectives and means of expression, which lead to an appreciation of difference and diversity. Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively communicate in more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world community.

(2) Communication is the overarching goal of world language instruction. Students should be provided ample opportunities to engage in conversations, to present information to an audience, and to interpret culturally authentic materials in the language of study. The American Council on the Teaching of Foreign Languages (ACTFL) identifies three modes of communication: interpersonal, interpretive, and presentational.

(A) In the interpersonal mode of communication, students engage in direct oral or written communication with others. Examples of this "two-way" communication include but are not limited to conversing face to face, participating in digital discussions and messaging, and exchanging personal letters.

(B) In the interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this type of "one-way" reading or listening include but are not limited to comprehension of digital texts as well as print, audio, and audiovisual materials.

(C) In the presentational mode of communication, students present orally or in writing information, concepts, and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this "one-to-many" mode of communication include but are not limited to presenting to a group; creating and posting digital content; or writing reports, compositions, or articles for a magazine or newspaper.

(3) The use of age-level appropriate and culturally authentic resources is imperative to support the teaching of the essential knowledge and skills for languages other than English (LOTE). The use of culturally authentic resources in world language study enables students to make connections with other content areas, to compare the language and culture studied with their own, and to participate in local and global communities.

(4) Students recognize the importance of acquiring accuracy of expression by knowing the components of language, including grammar, syntax, register, appropriate discourse level, and text type.

(5) Students in Level II are expected to reach a proficiency level of Novice High to Intermediate Low, as defined in the ACTFL Proficiency Guidelines 2012 and the ACTFL Performance Descriptors for Language Learners.

(A) Students at the Novice High proficiency level express meaning in simple, predictable contexts through the use of learned and recombined phrases and short sentences. Novice High students are best able to understand sentence-length information within highly contextualized situations and sources. Novice High students may generally be understood by sympathetic listeners and readers accustomed to dealing with language learners. Novice High students are consistently successful when performing Novice-level tasks. Novice High students show evidence of Intermediate Low proficiency but lack consistency.

(B) Students at the Intermediate Low proficiency level express meaning in straightforward and personal contexts by combining and recombining what they know, what they read, and what they hear in short statements and sentences. Intermediate Low students are able to understand some information from simple connected statements in oral or written sources. Intermediate Low students are generally understood by sympathetic listeners and readers accustomed to dealing with language learners. Intermediate Low students are inconsistently successful when performing Intermediate-level tasks.

(C) By the end of Level II, students of logographic languages should perform on a Novice Mid to Novice High proficiency level for reading and writing. In listening and speaking, students of logographic languages should perform on a Novice High to Intermediate Low proficiency level. Students at the Novice Mid proficiency level express meaning in highly predictable contexts through the use of memorized and recalled words and phrases. Novice Mid students are best able to understand aural cognates, borrowed words, and high-frequency, highly contextualized words and phrases with repetition. Novice Mid students may be difficult to understand by the most sympathetic listeners and readers accustomed to dealing with language learners. Novice Mid students are inconsistently successful when performing Novice-level tasks.

(D) Students who have fully or partially acquired the skills required at each proficiency level through home or other immersion experiences are known as heritage speakers. Heritage speakers may be allowed to accelerate based on their ability to demonstrate a proficiency in the Texas essential knowledge and skills for LOTE across all modes of communication at the prescribed proficiency level.

(6) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

**(c) Knowledge and Skills.**

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) ask and respond to questions about everyday life with simple elaboration in spoken and written conversation	(i) ask questions about everyday life in spoken conversation	Student/Teacher	Narrative	9780328912094	9	Present tense of regular verbs and ¿Recuerdas?
			Student/Teacher	Narrative	9780328912094	31	Affirmative and negative words and ¿Recuerdas?

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Activity	9780328912094	12	Activity 21
			Student/Teacher	Activity	9780328912094	32	Activity 21
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) ask and respond to questions about everyday life with simple elaboration in spoken and written conversation	(ii) ask questions about everyday life in written conversation	Student/Teacher	Narrative	9780328912094	9	Present tense of regular verbs and ¿Recuerdas?
			Student/Teacher	Activity	9780328912094	12	Activity 21
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) ask and respond to questions about everyday life with simple elaboration in spoken and written conversation	(iii) respond to questions about everyday life with simple elaboration in spoken conversation	Student/Teacher	Narrative	9780328912094	9	Present tense of regular verbs and ¿Recuerdas?
			Student/Teacher	Activity	9780328912094	12	Activity 21
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) ask and respond to questions about everyday life with simple elaboration in spoken and written conversation	(iv) respond to questions about everyday life with simple elaboration in written conversation	Student/Teacher	Narrative	9780328912094	9	Present tense of regular verbs and ¿Recuerdas?
			Student/Teacher	Activity	9780328912094	12	Activity 21
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation	(i) express personal opinions or preferences with simple supporting statements in spoken conversation	Student/Teacher	Narrative	9780328912094	53	Making comparisons and ¿Recuerdas?
			Student/Teacher	Activity	9780328912094	54	Activity 12
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation	(ii) express personal opinions or preferences with simple supporting statements in written conversation	Student/Teacher	Narrative	9780328912094	493	The present subjunctive with expressions of doubt
			Student/Teacher	Activity	9780328912094	495	Activity 20-5
			Student/Teacher				
			Student/Teacher				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation	(iii) exchange personal opinions or preferences with simple supporting statements in spoken conversation	Student/Teacher	Narrative	9780328912094	53	Making comparisons and ¿Recuerdas?
			Student/Teacher	Activity	9780328912094	54	Activity 12
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation	(iv) exchange personal opinions or preferences with simple supporting statements in written conversation	Student/Teacher	Narrative	9780328912094	328	Verbs that use indirect object pronouns
			Student/Teacher	Narrative	9780328912094	493	The present subjunctive with expressions of doubt
			Student/Teacher	Activity	9780328912094	329	Activity 14
			Student/Teacher	Activity	9780328912094	495	Activity 20-5
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(C)ask and tell others what they need to, should, or must do with simple supporting reasons in spoken and written conversation	(i) ask others what they need to, should, or must do with simple supporting reasons in spoken conversation	Student/Teacher	Narrative	9780328912094	27	Stem-changing verbs
			Student/Teacher	Narrative	9780328912094	410	Present Subjunctive
			Student/Teacher	Activity	9780328912094	412	Activity 16-2
			Student/Teacher	Activity	9780328912094	414	Activity 18
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(C)ask and tell others what they need to, should, or must do with simple supporting reasons in spoken and written conversation	(ii) ask others what they need to, should, or must do with simple supporting reasons in written conversation	Student/Teacher	Narrative	9780328912094	27	Stem-changing verbs
			Student/Teacher	Narrative	9780328912094	410	Present Subjunctive
			Student/Teacher	Activity	9780328912094	417	Activity 24
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(C)ask and tell others what they need to, should, or must do with simple supporting reasons in spoken and written conversation	(iii) tell others what they need to, should, or must do with simple supporting reasons in spoken conversation	Student/Teacher	Narrative	9780328912094	168	Irregular affirmative tú commands
			Student/Teacher	Narrative	9780328912094	382	Usted and ustedes commands
			Student/Teacher	Activity	9780328912094	169	Activity 17
			Student/Teacher	Activity	9780328912094	388	Activity 23
			Student/Teacher				
			Student/Teacher				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(C) ask and tell others what they need to, should, or must do with simple supporting reasons in spoken and written conversation	(iv) tell others what they need to, should, or must do with simple supporting reasons in written conversation	Student/Teacher	Narrative	9780328912094	168	Irregular affirmative tú commands
			Student/Teacher	Narrative	9780328912094	356	Negative tú commands
			Student/Teacher	Activity	9780328912094	173	Activity 22
			Student/Teacher	Activity	9780328912094	357	Activity 14
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(D) articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation;	(i) articulate requests with simple supporting statements in spoken conversation	Student/Teacher	Narrative	9780328912094	166	Direct object pronouns: me, te, nos
			Student/Teacher	Activity	9780328912094	361	Activity 18-3
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(D) articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation	(ii) articulate requests with simple supporting statements in written conversation	Student/Teacher	Narrative	9780328912094	328	Direct object pronouns: me, te, nos
			Student/Teacher	Activity	9780328912094	337	Y tú ¿qué dices?, no. 2
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(D) articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation	(iii) offer alternatives with simple supporting statements in spoken conversation	Student/Teacher	Narrative	9780328912094	116	Using adjectives as nouns
			Student/Teacher	Activity	9780328912094	116	Activity 23
			Student/Teacher	Activity	9780328912094	442	Activity 20. First two sentences
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(D) articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation	(iv) offer alternatives with simple supporting statements in written conversation	Student/Teacher	Narrative	9780328912094	116	Using adjectives as nouns
			Student/Teacher	Activity	9780328912094	337	Y tú ¿qué dices?, no. 2
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				



Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(D) articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation	(v) develop plans with simple supporting statements in spoken conversation	Student/Teacher	Narrative	9780328912094	43	The verb ir
			Student/Teacher	Activity	9780328912094	361	Activity 19-2
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(D) articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation	(vi) develop plans with simple supporting statements in written conversation	Student/Teacher	Narrative	9780328912094	16	The verb ir
			Student/Teacher	Activity	9780328912094	471	Activity 26-2
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location	
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(E) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures	(i) interact in spoken conversation using culturally appropriate expressions	Student/Teacher	Narrative	9780328912094	86	The verbs ser and estar	
			Student/Teacher	Activity	9780328912094	87	Activity 21	
			Student/Teacher					
			Student/Teacher					
			Student/Teacher					
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(E) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures	(ii) interact in spoken conversation using culturally appropriate register	Teacher Only	Narrative				
			Teacher Only	(Drop-down menu)				
			Teacher Only					
			Teacher Only					
			Teacher Only					
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(E) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures	(ii) interact in spoken conversation using culturally appropriate register	Student/Teacher	Narrative	9780328912094	110	Preterite of regular verbs	
			Student/Teacher	Narrative	9780328912094	410	The present subjunctive	
			Student/Teacher	Activity	9780328912094	281	Activity 26	
			Student/Teacher	Activity	9780328912094	421	Presentación oral, Steps 2 and 3	
			Student/Teacher					
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(E) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures	(iii) interact in spoken conversation using culturally appropriate gestures	Teacher Only	Narrative				
			Teacher Only	(Drop-down menu)				
			Teacher Only					
			Teacher Only					
			Teacher Only					
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(E) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures	(iii) interact in spoken conversation using culturally appropriate gestures	Student/Teacher	Narrative	9780328912094	170	Exploración del lenguaje: Los gestos	
			Student/Teacher	Activity	9780328912094	172	Activity 20	
			Student/Teacher					
			Student/Teacher					
			Student/Teacher					

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(E) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures	(iv) react in spoken conversation using culturally appropriate expressions	Student/Teacher	Narrative	9780328912094	305	Other reflexive verbs
			Student/Teacher	Activity	9780328912094	307	Activity 20
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(E) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures	(v) react in spoken conversation using culturally appropriate register	Student/Teacher	Narrative	9780328912094	9	Present tense of regular verbs
			Student/Teacher	Activity	9780328912094	33	El español en el mundo del trabajo, bullet 2
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location	
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(E) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures	(vi) react in spoken conversation using culturally appropriate gestures	Student/Teacher	Narrative	9780328912094	170	Exploración del lenguaje: Los gestos	
			Student/Teacher	Activity	9780328912094	172	Activity 20	
			Student/Teacher					
			Student/Teacher					
			Teacher Only	Narrative				
			Teacher Only	(Drop-down menu)				
			Teacher Only					
			Teacher Only					
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(F) interact and react in writing using culturally appropriate expressions, register, and style	(i) interact in writing using culturally appropriate expressions	Student/Teacher	Narrative	9780328912094	5	The verb ser	
			Student/Teacher	Activity	9780328912094	33	Activity 23, no. 2	
			Student/Teacher					
			Student/Teacher					
			Teacher Only	Narrative				
			Teacher Only	(Drop-down menu)				
			Teacher Only					
			Teacher Only					
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(F) interact and react in writing using culturally appropriate expressions, register, and style	(ii) interact in writing using culturally appropriate register	Student/Teacher	Narrative	9780328912094	15	The verb tener	
			Student/Teacher	Activity	9780328912094	278	Activity 19	
			Student/Teacher					
			Student/Teacher					

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(F) interact and react in writing using culturally appropriate expressions, register, and style	(iii) interact in writing using culturally appropriate style	Student/Teacher	Narrative	9780328912094	356	Negative tú commands
			Student/Teacher	Narrative	9780328912094	493	The present subjunctive with expressions of doubt
			Student/Teacher	Activity	9780328912094	357	Activity 14
			Student/Teacher	Activity	9780328912094	497	Activity 25
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(F) interact and react in writing using culturally appropriate expressions, register, and style	(iv) react in writing using culturally appropriate expressions	Student/Teacher	Narrative	9780328912094	493	The present subjunctive with expressions of doubt
			Student/Teacher	Activity	9780328912094	497	Activity 25
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location	
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(F) interact and react in writing using culturally appropriate expressions, register, and style	(v) react in writing using culturally appropriate register	Student/Teacher	Narrative	9780328912094	356	Negative tú commands	
			Student/Teacher	Activity	9780328912094	357	Activity 14	
			Student/Teacher					
			Student/Teacher					
			Student/Teacher					
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(F) interact and react in writing using culturally appropriate expressions, register, and style	(vi) react in writing using culturally appropriate style	Teacher Only	Narrative				
			Teacher Only	(Drop-down menu)				
			Teacher Only					
			Teacher Only					
			Teacher Only					
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(F) interact and react in writing using culturally appropriate expressions, register, and style	(vi) react in writing using culturally appropriate style	Student/Teacher	Narrative	9780328912094	464	The future tense and ¿Recuerdas?	
			Student/Teacher	Activity	9780328912094	497	Activity 25	
			Student/Teacher					
			Student/Teacher					
			Student/Teacher					
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts	(i) demonstrate an understanding of culturally authentic print materials in everyday contexts	Student/Teacher	Narrative	9780328912094	448	Antes de leer and Lee el texto	
			Student/Teacher	Activity	9780328912094	448-449	Mientras lees and Después de leer	
			Student/Teacher					
			Student/Teacher					
			Student/Teacher					

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts	(ii) demonstrate an understanding of culturally authentic digital materials in everyday contexts	Student/Teacher	Narrative	9780328912094	204	Online Cultural Reading: Strategy
			Student/Teacher	Narrative	9780328912094	474	Online Cultural Reading: Strategy
			Student/Teacher	Activity	9780328912094	204	Online Cultural Reading: Aplicación
			Student/Teacher	Activity	9780328912094	474	Online Cultural Reading: Aplicación
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts	(iii) demonstrate an understanding of culturally authentic audio materials in everyday contexts	Student/Teacher	Narrative	9780328912094	178	Antes de escuchar and Escucha el audio
			Student/Teacher	Activity	9780328912094	178-179	Mientras escuchas and Después de escuchar
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts	(iv) demonstrate an understanding of culturally authentic audiovisual materials in everyday contexts	Student/Teacher	Narrative	9780328912094	122	Antes de ver and Ve el video
			Student/Teacher	Narrative	9780328912094	260	Antes de ver and Ve el video
			Student/Teacher	Activity	9780328912094	122-123	Mientras ves and Después de ver
			Student/Teacher	Activity	9780328912094	260-261	Mientras ves and Después de ver
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(i) identify the main idea from fiction texts	Student/Teacher	Narrative	9780328912094	202	Top right, Estrategia
			Student/Teacher	Activity	9780328912094	203	Y tú, ¿qué dices?
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(ii) identify the main idea from nonfiction texts	Student/Teacher	Narrative	9780328912094	206	Antes de leer
			Student/Teacher	Narrative	9780328912094	228	Estrategia
			Student/Teacher	Activity	9780328912094	206-207	Mientras lees and Después de leer
			Student/Teacher	Activity	9780328912094	229	¿Comprendiste?, no. 1
			Student/Teacher				
			Student/Teacher				



Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(ii) identify the main idea from audio materials	Student/Teacher	Narrative	9780328912094	502	Antes de escuchar
			Student/Teacher	Activity	9780328912094	502-503	Mientras escuchas and Después de escuchar, no. 1
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(iv) identify the main idea from audiovisual materials	Student/Teacher	Narrative	9780328912094	133	Antes de ver
			Student/Teacher	Narrative	9780328912094	297	Antes de ver
			Student/Teacher	Narrative	9780328912094	133	Después de ver, no. 1
			Student/Teacher	Activity	9780328912094	297	Después de ver, no. 5
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(v) identify the theme from fiction texts	Student/Teacher	Narrative	9780328912094	364	Estrategia
			Student/Teacher	Activity	9780328912094	365	¿Comprendiste?, no. 5
			Student/Teacher				
			Student/Teacher				
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(v) identify the theme from nonfiction texts	Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(vi) identify the theme from nonfiction texts	Student/Teacher	Narrative	9780328912094	206	Antes de leer
			Student/Teacher	Narrative	9780328912094	472	Estrategia
			Student/Teacher	Activity	9780328912094	206-207	Mientras lees and Después de leer, no. 3
			Student/Teacher	Activity	9780328912094	473	¿Comprendiste?, no. 1
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(vii) identify the theme from audio materials	Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(vii) identify the theme from audio materials	Student/Teacher	Narrative	9780328912094	502	Antes de escuchar
			Student/Teacher	Activity	9780328912094	502-503	Después de escuchar, no. 4
			Student/Teacher				
			Student/Teacher				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(viii) identify the theme from audiovisual materials	Student/Teacher	Narrative	9780328912094	150	Antes de ver and Ve el video
			Student/Teacher	Narrative	9780328912094	314	Antes de ver and Ve el video
			Student/Teacher	Activity	9780328912094	150-151	Mientras ves and Después de ver, no. 3
			Student/Teacher	Activity	9780328912094	314-315	Mientras ves and Después de ver, no. 1
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(ix) identify the supporting details from fiction texts	Student/Teacher	Narrative	9780328912094	202	Estrategia
			Student/Teacher	Activity	9780328912094	203	¿Comprendiste?, no. 1
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location	
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(x) identify the supporting details from nonfiction texts	Student/Teacher	Narrative	9780328912094	228	Top right, Estrategia	
			Student/Teacher	Activity	9780328912094	229	¿Comprendiste?, no. 2	
			Student/Teacher					
			Student/Teacher					
			Teacher Only	Narrative				
			Teacher Only	(Drop-down menu)				
			Teacher Only					
			Teacher Only					
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(x) identify the supporting details from audio materials	Student/Teacher	Narrative	9780328912094	502	Antes de escuchar	
			Student/Teacher	Activity	9780328912094	503	Después de escuchar, no. 4	
			Student/Teacher					
			Student/Teacher					
			Teacher Only	Narrative				
			Teacher Only	(Drop-down menu)				
			Teacher Only					
			Teacher Only					
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(xii) identify the supporting details from audiovisual materials	Student/Teacher	Narrative	9780328912094	66	Antes de ver and Ve el video	
			Student/Teacher	Narrative	9780328912094	323	Antes de ver	
			Student/Teacher	Activity	9780328912094	66-67	Mientras ves and Después de ver, no. 2	
			Student/Teacher	Activity	9780328912094	323	Después de ver, no. 4	
			Student/Teacher					

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(C) infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials	(i) infer meaning of unfamiliar words or phrases in highly contextualized texts	Student/Teacher	Narrative	9780328912094	206	Antes de leer
			Student/Teacher	Activity	9780328912094	206-207	Mientras lees and Después de leer, no. 1
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(C) infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials	(ii) infer meaning of unfamiliar words or phrases in highly contextualized audio materials	Student/Teacher	Narrative	9780328912094	178	Antes de escuchar
			Student/Teacher	Activity	9780328912094	178-179	Mientras escuchas and Después de escuchar, no. 3
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(C) Infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials	(ii) Infer meaning of unfamiliar words or phrases in highly contextualized audiovisual materials	Student/Teacher	Narrative	9780328912094	38	Antes de ver
			Student/Teacher	Narrative	9780328912094	394	Antes de ver
			Student/Teacher	Activity	9780328912094	39	Después de ver, no. 1
			Student/Teacher	Activity	9780328912094	394-395	Mientras ves and Después de ver, no. 3
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(D) Identify cultural practices from authentic print, digital, audio, and audiovisual materials	(i) Identify cultural practices from authentic print materials	Student/Teacher	Narrative	9780328912094	448	Antes de leer and Lee el texto
			Student/Teacher	Activity	9780328912094	448-449	Mientras lees and Después de leer, no. 2
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(D) Identify cultural practices from authentic print, digital, audio, and audiovisual materials	(ii) Identify cultural practices from authentic digital materials	Student/Teacher	Narrative	9780328912094	284	Online Cultural Reading: Strategy
			Student/Teacher	Narrative	9780328912094	366	Online Cultural Reading: Strategy
			Student/Teacher	Activity	9780328912094	284	Online Cultural Reading: Aplicación
			Student/Teacher	Activity	9780328912094	366	Online Cultural Reading: Aplicación
			Student/Teacher				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(D) identify cultural practices from authentic print, digital, audio, and audiovisual materials	(iii) identify cultural practices from authentic audio materials	Student/Teacher	Narrative	9780328912094	178	Antes de escuchar, Escucha el audio
			Student/Teacher	Narrative	9780328912094	178-179	Completa las actividades, Comparación cultural
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(D) identify cultural practices from authentic print, digital, audio, and audiovisual materials	(iv) identify cultural practices from authentic audiovisual materials	Student/Teacher	Narrative	9780328912094	21	Antes de ver
			Student/Teacher	Narrative	9780328912094	94	Antes de ver and Ve el video
			Student/Teacher	Activity	9780328912094	21	Después de ver, no. 3 and Comparación cultural
			Student/Teacher	Activity	9780328912094	95	Mientras ves and Después de ver, no. 3
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) express and support an opinion or preference orally and in writing with supporting statements	(i) express an opinion or preference orally with supporting statements	Student/Teacher	Narrative	9780328912094	313	Presentación oral: Task, Estrategia, and Step 1
			Student/Teacher	Activity	9780328912094	313	Presentación oral: Steps 2, 3, 4
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) express and support an opinion or preference orally and in writing with supporting statements	(ii) express an opinion or preference in writing with supporting statements	Student/Teacher	Narrative	9780328912094	65	Presentación escrita: Task, Estrategia, and Step 1
			Student/Teacher	Activity	9780328912094	65	Presentación escrita: Steps 2, 3, 4
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) express and support an opinion or preference orally and in writing with supporting statements	(iii) support an opinion or preference orally with supporting statements	Student/Teacher	Narrative	9780328912094	313	Presentación oral: Task, Estrategia, and Step 1
			Student/Teacher	Activity	9780328912094	313	Presentación oral: Steps 2, 3, 4
			Student/Teacher				
			Student/Teacher				



Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) express and support an opinion or preference orally and in writing with supporting statements	(iv) support an opinion or preference in writing with supporting statements	Student/Teacher	Narrative	9780328912094	65	Presentación escrita: Task, Estrategia, and Step 1
			Student/Teacher	Activity	9780328912094	65	Presentación escrita: Steps 2, 3, 4
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration	(i) describe people orally using a series of sequenced sentences with essential details	Student/Teacher	Narrative	9780328912094	3	Adjectives
			Student/Teacher	Activity	9780328912094	205	Presentación oral, whole page
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location	
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration	(ii) describe objects orally using a series of sequenced sentences with essential details	Student/Teacher	Narrative	9780328912094	116	Using adjectives as nouns	
			Student/Teacher	Activity	9780328912094	117	Activity 24, Step 3	
			Student/Teacher					
			Student/Teacher					
			Teacher Only	Narrative				
			Teacher Only	(Drop-down menu)				
			Teacher Only					
			Teacher Only					
			Teacher Only					
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration	(iii) describe situations orally using a series of sequenced sentences with essential details	Student/Teacher	Narrative	9780328912094	259	Presentación oral: Task, Estrategia, and Step 1	
			Student/Teacher	Narrative	9780328912094	367	Presentación oral: Task, Estrategia, and Step 1	
			Student/Teacher	Activity	9780328912094	259	Presentación oral: Steps 2, 3, 4	
			Student/Teacher	Activity	9780328912094	367	Presentación oral: Steps 2, 3, 4	
			Teacher Only	Narrative				
			Teacher Only	(Drop-down menu)				
			Teacher Only					
			Teacher Only					
			Teacher Only					
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration	(iv) describe people in writing using a series of sequenced sentences with simple elaboration	Student/Teacher	Narrative	9780328912094	3	Adjectives	
			Student/Teacher	Activity	9780328912094	4	Activity 5	
			Student/Teacher	Activity	9780328912094	59	Activity 20	
			Student/Teacher					
			Student/Teacher					

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration	(v) describe objects in writing using a series of sequenced sentences with simple elaboration	Student/Teacher	Narrative	9780328912094	116	Using adjectives as nouns
			Student/Teacher	Activity	9780328912094	117	Activity 24, Steps 1, 2
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration	(vi) describe situations in writing using a series of sequenced sentences with simple elaboration	Student/Teacher	Narrative	9780328912094	248	Preterite and imperfect: other uses
			Student/Teacher	Narrative	9780328912094	285	Presentación escrita: Task, Estrategia, and Step 1
			Student/Teacher	Activity	9780328912094	263	Presentational no. 4
			Student/Teacher	Activity	9780328912094	285	Presentación escrita: Steps 2, 3, 4
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				