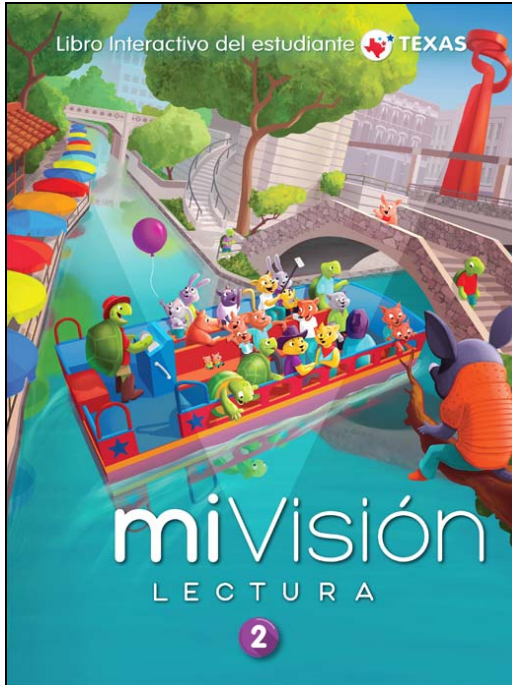


**A Correlation of**  
**Texas miVisión Lectura**  
**Grade 2, ©2020**  
**Print + Online**



**To the**  
**Texas Essential Knowledge and Skills for**  
**Spanish Language Arts and Reading**

<i>Proclamation 2019</i> Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material	
<b>Subject</b>	<b>Chapter 128. Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language</b>
<b>Subchapter</b>	<b>Subchapter A. Elementary</b>
<b>Course</b>	<b>128.4. Spanish Language Arts and Reading, Grade 2</b>
<b>Publisher</b>	<b>Pearson Education, Inc., publishing as Scott Foresman</b>
<b>Program Title</b>	<b>Texas myVisión Lectura - Print + Online, Grade 2</b>
<b>Program ISBN</b>	<b>9780134920535</b>
<b>TEKS %</b>	<b>100.00</b>

**(a) Introduction.**

(1) The Spanish language arts and reading Texas Essential Knowledge and Skills (TEKS) reflect language arts standards that are authentic to the Spanish language and Spanish literacy; they are neither translations nor modifications of the English language arts TEKS. The Spanish language arts and reading TEKS embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. They are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.

(2) The seven strands of the essential knowledge and skills for Spanish language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.

(3) Spanish, as opposed to English, has a closer letter-sound relationship and clearly defined syllable boundaries. The syllable in Spanish is a more critical unit of phonological awareness than in English because of the consistent phoneme-grapheme correspondence. Syllables are important units for Spanish because of their strong effect in visual word recognition (Carreiras et al., 1993) and their major role in predicting Spanish reading success. In addition, Spanish presents a much higher level of orthographic transparency than English and does not rely on sight words for decoding. This orthographic transparency accelerates the decoding process, and the focus quickly moves to fluency and comprehension. However, in English sight words are used because of words that are not decodable such as "are" or "one." In Spanish, decoding issues are not as prevalent as issues of comprehension. These specific features of the Spanish language will influence reading methodology and development.

(4) Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, *STAAR Performance Level Descriptors*, 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.

(5) Research consistently shows that language and literacy development in the student's native language not only facilitates learning English and English literacy, but is foundational to cognitive development and learning (Cummins, 2001; Thomas & Collier, 2002; Coelho, 2001). Emergent bilinguals (Sparrow et al., 2014; Slavin & Cheving, 2013) are students who are in the process of acquiring two or more linguistic codes, becoming bilingual, biliterate, and bicultural. Emergent bilinguals are often defined by their perceived deficits (semilinguals) (Escamilla, 2012). However, research has shown that bilinguals develop a unique interdependent system (Escamilla et al. 2007; Grosjean, 1989; Valdes and Figueroa, 1994) in which languages interconnect to increase linguistic functionality. This linguistic interdependence of language acquisition facilitates a transfer of literacy skills from the primary language (L1) to the second language (L2) (August & Shanahan, 2006; Bialystok, 2007; Miramontes, et al., 1997). The strength of learning through formal instruction in Spanish determines the extent of transfer to English (August, Calderon, & Carlo, 2002; Slavin & Calderon, 2001; Garcia, 2001). For transfer to be maximized, cross-linguistic connections between the two languages must be explicitly taught while students engage in a contrastive analysis of the Spanish and English languages (Cummins, 2007). Continued strong literacy development in Spanish provides the foundation and scaffold for literacy development given that a Common Underlying Proficiency (CUP) exists between the two languages (Cummins, 1991). Consequently, direct and systematic instruction (Genesee et al., 2005) in the appropriate sequence of Spanish skills with early English as a second language-based literacy instruction is critical to student success. As a result of working within two language systems, students' metalinguistic and metacognitive skills are enhanced when they learn about the similarities and differences between languages (Escamilla et. al., 2014). The extent to which English and Spanish are used is reliant on the type of bilingual program model being used (see Texas Education Code, §29.066).

(6) English language learners (ELLs) are expected to meet standards in a second language, and their proficiency in English directly impacts their ability to meet these standards. The comprehension of text throughout the stages of English language acquisition requires scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected oral and written discourse so that it is meaningful.

(7) Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).

(8) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, & Rothenberg, 2008).

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

**(b) Knowledge and Skills.**

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking–oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	(i) listen actively	Student/Teacher	Narrative	9780328992263	Unit 1, Week 3, p. 120	Reflexionar y comentar
			Student/Teacher	Activity	9780328992263	Unit 1, Week 3, p. 120	Reflexionar y comentar
			Student/Teacher	Narrative	9780328992263	Unit 2, Week 6, p. 424	Celebrar y reflexionar
			Student/Teacher	Activity	9780328992263	Unit 2, Week 6, p. 424	Celebrar y reflexionar

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	(ii) ask relevant questions to clarify information	Student/Teacher	Narrative	9780328992263	Unit 2, Week 6, p. 424	Celebrar y reflexionar
			Student/Teacher	Activity	9780328992263	Unit 1, Week 1, p. 51	Club de escritura
			Student/Teacher	Narrative	9780328992263	Unit 1, Week 1, p. 51	Club de escritura
			Student/Teacher	Narrative	9780328992270	Unit 5, Week 1, p. 500	Reflexionar y comentar
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	(iii) answer questions using multi-word responses	Student/Teacher	Narrative	9780328992263	Unit 1, Week 3, p. 120	Reflexionar y comentar
			Student/Teacher	Activity	9780328992263	Unit 2, Week 6, p. 424	Celebrar y reflexionar
			Student/Teacher	Narrative	9780328992270	Unit 5, Week 1, p. 500	Reflexionar y comentar
			Student/Teacher	Narrative	9780328992263	Unit 2, Week 3, p. 322	Reflexionar y comentar
			Student/Teacher	Activity	9780328992263	Unit 1, Week 1, p. 51	Club de escritura: Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(B) follow, restate, and give oral instructions that involve a short, related sequence of actions	(i) follow oral instructions that involve a short, related sequence of actions	Student/Teacher	Narrative	9780328992270	Unit 3 Week 5: pp. 178-179	Cartel de referencia: Texto de procedimiento
			Student/Teacher	Activity	9780328992270	Unit 5, Week 1, p. 507	Mi turno
			Student/Teacher	Narrative	9780328992270	Unit 5, Week 2, p. 547	Cómo escribir órdenes
			Student/Teacher	Narrative	9780328992270	Unit 5, Week 3, p. 586	Mi turno
			Student/Teacher	Activity	9780328992270	Unit 5, Week 2, p. 547	Cómo escribir órdenes
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(B) follow, restate, and give oral instructions that involve a short, related sequence of actions	(ii) restate oral instructions that involve a short, related sequence of actions	Student/Teacher	Narrative	9780328992270	Unit 3, Week 5, p. 206	Reflexionar y comentar
			Student/Teacher	Activity	9780328992270	Unit 3, Week 5, p. 206	Reflexionar y comentar
			Student/Teacher	Narrative	9780328992270	Unit 5, Week 2, p. 547	Cómo escribir órdenes
			Student/Teacher	Narrative	9780328992270	Unit 5, Week 3, p. 586	Mi turno
			Student/Teacher	Activity	9780328992270	Unit 5, Week 2, p. 547	Cómo escribir órdenes
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(B) follow, restate, and give oral instructions that involve a short, related sequence of actions	(iii) give oral instructions that involve a short, related sequence of actions	Student/Teacher	Narrative	9780328992270	Unit 3, Week 5, p. 206	Reflexionar y comentar
			Student/Teacher	Activity	9780328992270	Unit 3, Week 5, p. 206	Reflexionar y comentar
			Student/Teacher	Narrative	9780328992270	Unit 5, Week 1, p. 507	Mi turno
			Student/Teacher	Activity	9780328992270	Unit 5, Week 1, p. 507	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language	(i) share information that [focuses] on the topic under discussion, speaking clearly at an appropriate pace	Student/Teacher	Narrative	9780328992270	Unit 5, Week 3, p. 580	Reflexionar y comentar
			Student/Teacher	Activity	9780328992270	Unit 5, Week 3, p. 580	Reflexionar y comentar
			Student/Teacher	Narrative	9780328992270	Unit 5, Week 6, p. 670	Comenta
			Student/Teacher	Narrative	9780328992263	Unit 1, Week 6, p. 204	Celebrar y reflexionar
			Student/Teacher	Activity	9780328992270	Unit 5, Week 6, p. 670	Comenta
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language	(ii) share information that [focuses] on the topic under discussion, using the conventions of language	Student/Teacher	Narrative	9780328992263	Unit 1, Week 6, p. 204	Celebrar y reflexionar
			Student/Teacher	Activity	9780328992263	Unit 1, Week 6, p. 204	Celebrar y reflexionar
			Student/Teacher	Narrative	9780328992270	Unit 3, Week 3, p. 130	Reflexionar y comentar

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Narrative	9780328992270	Unit 3, Week 6, p. 228	Comenta
			Student/Teacher	Activity	9780328992270	Unit 3, Week 3, p. 130	Reflexionar y comentar
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language	(iii) share ideas that focus on the topic under discussion, speaking clearly at an appropriate pace	Student/Teacher	Narrative	9780328992270	Unit 5, Week 3, p. 580	Reflexionar y comentar
			Student/Teacher	Activity	9780328992270	Unit 5, Week 3, p. 580	Reflexionar y comentar
			Student/Teacher	Narrative	9780328992270	Unit 5, Week 6, p. 670	Comenta
			Student/Teacher	Narrative	9780328992263	Unit 1, Week 6, p. 204	Celebrar y reflexionar
			Student/Teacher	Activity	9780328992270	Unit 5, Week 6, p. 670	Comenta
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language	(iv) share ideas that focus on the topic under discussion, using the conventions of language	Student/Teacher	Narrative	9780328992263	Unit 1, Week 6, p. 204	Celebrar y reflexionar
			Student/Teacher	Activity	9780328992263	Unit 1, Week 6, p. 204	Celebrar y reflexionar
			Student/Teacher	Narrative	9780328992270	Unit 3, Week 3, p. 130	Reflexionar y comentar
			Student/Teacher	Narrative	9780328992270	Unit 3, Week 6, p. 228	Comenta
			Student/Teacher	Activity	9780328992270	Unit 3, Week 3, p. 130	Reflexionar y comentar
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others	(f) work collaboratively with others by following agreed-upon rules for discussion, including listening to others	Student/Teacher	Narrative	9780328992263	Unit 1, Week 1, p. 51	Club de escritura
			Student/Teacher	Activity	9780328992263	Unit 1, Week 1, p. 51	Club de escritura
			Student/Teacher	Narrative	9780328992270	Unit 4, Week 6, p. 458	Comenta
			Student/Teacher	Narrative	9780328992270	Unit 4, Week 6, p. 451	Usa el vocabulario académico
			Student/Teacher	Activity	9780328992270	Unit 4, Week 6, p. 458	Comenta
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others	(ii) work collaboratively with others by following agreed-upon rules for discussion, including speaking when recognized	Student/Teacher	Narrative	9780328992270	Unit 4, Week 6, p. 458	Comenta
			Student/Teacher	Activity	9780328992270	Unit 4, Week 6, p. 458	Comenta
			Student/Teacher	Narrative	9780328992270	Unit 4, Week 6, p. 451	Usa el vocabulario académico
			Student/Teacher	Narrative	9780328992270	Unit 3, Week 6, p. 220	Celebra en la escuela
			Student/Teacher	Activity	9780328992270	Unit 4, Week 6, p. 451	Usa el vocabulario académico
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others	(iii) work collaboratively with others by following agreed-upon rules for discussion, including making appropriate contributions	Student/Teacher	Narrative	9780328992263	Unit 1, Week 1, p. 51	Club de escritura
			Student/Teacher	Activity	9780328992263	Unit 1, Week 1, p. 51	Club de escritura
			Student/Teacher	Narrative	9780328992270	Unit 4, Week 6, p. 458	Comenta
			Student/Teacher	Narrative	9780328992270	Unit 3, Week 6, p. 220	Celebra en la escuela
			Student/Teacher	Activity	9780328992270	Unit 4, Week 6, p. 458	Comenta
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others	(iv) work collaboratively with others by following agreed-upon rules for discussion, including building on the ideas of others	Student/Teacher	Narrative	9780328992270	Unit 4, Week 6, p. 458	Comenta
			Student/Teacher	Activity	9780328992270	Unit 4, Week 6, p. 458	Comenta
			Student/Teacher	Narrative	9780328992263	Unit 1, Week 1, p. 51	Club de escritura
			Student/Teacher	Narrative	9780328992270	Unit 4, Week 6, p. 451	Usa el vocabulario académico
			Student/Teacher	Activity	9780328992263	Unit 1, Week 1, p. 51	Club de escritura
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(E) develop social communication such as distinguishing between asking and telling	(i) develop social communication	Student/Teacher	Narrative	9780328992263	Unit 1, Week 1, p. 51	Club de escritura
			Student/Teacher	Activity	9780328992263	Unit 1, Week 1, p. 51	Club de escritura

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Narrative	9780328992270	Unit 4, Week 6, p. 458	Comenta
			Student/Teacher	Activity	9780328992270	Unit 4, Week 6, p. 458	Comenta
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding multisyllabic words (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (iv) decoding words with diphthongs and hiatus; (v) decoding common abbreviations; and (vi) decoding words with prefixes and suffixes	(i) demonstrate phonetic knowledge by decoding multisyllabic words	Student/Teacher	Narrative	9780328992263	Unit 1, Week 1, p. 17	Las palabras con silabas abiertas
			Student/Teacher	Activity	9780328992263	Unit 1, Week 1, p. 17	Mi turno
			Student/Teacher	Narrative	9780328992263	Unit 1, Week 2, p. 55	Las palabras con silabas cerradas
			Student/Teacher	Narrative	9780328992270	Unit 4, Week 4, p. 366	Los sufijos -able, -ible
			Student/Teacher	Activity	9780328992263	Unit 1, Week 2, p. 55	Las palabras con silabas cerradas
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding multisyllabic words (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (iv) decoding words with diphthongs and hiatus; (v) decoding common abbreviations; and (vi) decoding words with prefixes and suffixes	(ii) demonstrate phonetic knowledge by decoding words with multiple sound spelling patterns	Student/Teacher	Narrative	9780328992263	Unit 1, Week 3, p. 93	Las palabras con c, q, k
			Student/Teacher	Activity	9780328992263	Unit 1, Week 3, p. 93	Las palabras con c, q, k
			Student/Teacher	Narrative	9780328992263	Unit 1, Week 4, p. 131	Las palabras con j, g, x
			Student/Teacher	Narrative	9780328992263	Unit 1, Week 6, p. 192	Las palabras con z, c, s
			Student/Teacher	Activity	9780328992263	Unit 1, Week 4, p. 131	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding multisyllabic words (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (iv) decoding words with diphthongs and hiatus; (v) decoding common abbreviations; and (vi) decoding words with prefixes and suffixes	(iii) demonstrate phonetic knowledge by decoding words with silent h	Student/Teacher	Narrative	9780328992270	Unit 3, Week 6, p. 216	Las palabras con h, ch
			Student/Teacher	Activity	9780328992270	Unit 3, Week 6, p. 216	Mi turno
			Student/Teacher	Activity	9780328992270	Unit 3, Week 6, p. 217	Mi turno
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding multisyllabic words (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (iv) decoding words with diphthongs and hiatus; (v) decoding common abbreviations; and (vi) decoding words with prefixes and suffixes	(iv) demonstrate phonetic knowledge by decoding words that use the [syllable] que-	Student/Teacher	Narrative	9780328992263	Unit 1, Week 3, p. 93	Las palabras con c, q, k
			Student/Teacher	Activity	9780328992263	Unit 1, Week 1, p. 93	Las palabras con c, q, k
			Student/Teacher	Activity	9780328992263	Unit 1, Week 1, p. 94	Mi turno
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding multisyllabic words (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (iv) decoding words with diphthongs and hiatus; (v) decoding common abbreviations; and (vi) decoding words with prefixes and suffixes	(v) demonstrate phonetic knowledge by decoding words that use the [syllable] qui-	Student/Teacher	Narrative	9780328992263	Unit 1, Week 3, p. 93	Las palabras con c, q, k
			Student/Teacher	Activity	9780328992263	Unit 1, Week 1, p. 93	Las palabras con c, q, k
			Student/Teacher	Activity	9780328992263	Unit 1, Week 1, p. 94	Mi turno
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			



Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding multisyllabic words (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (iv) decoding words with diphthongs and hiatus; (v) decoding common abbreviations; and (vi) decoding words with prefixes and suffixes	(vi) demonstrate phonetic knowledge by decoding words that use the [syllable] gue-	Student/Teacher	Narrative	9780328992263	Unit 1, Week 5, p. 157	Las palabras con ga, go, gu, gue, gui
			Student/Teacher	Activity	9780328992263	Unit 1, Week 5, p. 157	Mi turno
			Student/Teacher	Activity	9780328992263	Unit 1, Week 5, p. 158	Mi turno
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding multisyllabic words (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (iv) decoding words with diphthongs and hiatus; (v) decoding common abbreviations; and (vi) decoding words with prefixes and suffixes	(vii) demonstrate phonetic knowledge by decoding words that use the [syllable] gui-	Student/Teacher	Narrative	9780328992263	Unit 1, Week 5, p. 157	Las palabras con ga, go, gu, gue, gui
			Student/Teacher	Activity	9780328992263	Unit 1, Week 5, p. 158	Mi turno
			Student/Teacher	Activity	9780328992263	Unit 1, Week 5, p. 157	Mi turno
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding multisyllabic words (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (iv) decoding words with diphthongs and hiatus; (v) decoding common abbreviations; and (vi) decoding words with prefixes and suffixes	(viii) demonstrate phonetic knowledge by decoding words that use the [syllable] güe-	Student/Teacher	Narrative	9780328992263	Unit 2, Week 1, p. 215	Las palabras con güe, güi
			Student/Teacher	Activity	9780328992263	Unit 2, Week 1, p. 215	Mi turno

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9780328992263	Unit 2, Week 1, p. 216	Mi turno
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding multisyllabic words (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (iv) decoding words with diphthongs and hiatus; (v) decoding common abbreviations; and (vi) decoding words with prefixes and suffixes	(ix) demonstrate phonetic knowledge by decoding words that use the [syllable] güi-	Student/Teacher	Narrative	9780328992263	Unit 2, Week 1, p. 215	Las palabras con güe, güi
			Student/Teacher	Activity	9780328992263	Unit 2, Week 1, p. 215	Mi turno
			Student/Teacher	Activity	9780328992263	Unit 2, Week 1, p. 216	Mi turno
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding multisyllabic words (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (iv) decoding words with diphthongs and hiatus; (v) decoding common abbreviations; and (vi) decoding words with prefixes and suffixes	(x) demonstrate phonetic knowledge by decoding words with diphthongs	Student/Teacher	Narrative	9780328992270	Unit 3, Week 2, p. 52	Los diptongos ia, ie, io, iu, ua, ue, eu, au
			Student/Teacher	Activity	9780328992270	Unit 3, Week 2, p. 52	Mi turno
			Student/Teacher	Narrative	9780328992270	Unit 4, Week 1, p. 238	Los diptongos ai (ay), ei (ey), ui (uy)
			Student/Teacher	Narrative	9780328992270	Unit 5, Week 2, p. 510	Los triptongos y diptongos
			Student/Teacher	Activity	9780328992270	Unit 3, Week 2, p. 53	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding multisyllabic words (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (iv) decoding words with diphthongs and hiatus; (v) decoding common abbreviations; and (vi) decoding words with prefixes and suffixes	(xi) demonstrate phonetic knowledge by decoding words with hiatus	Student/Teacher	Narrative	9780328992270	Unit 4, Week 2, p. 280	Los hiatos ae, ao, ea, ee, eo, oa, oe, oo
			Student/Teacher	Activity	9780328992270	Unit 4, Week 2, p. 280	Mi turno
			Student/Teacher	Activity	9780328992270	Unit 4, Week 2, p. 281	Mi turno
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding multisyllabic words (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (iv) decoding words with diphthongs and hiatus; (v) decoding common abbreviations; and (vi) decoding words with prefixes and suffixes	(xii) demonstrate phonetic knowledge by decoding common abbreviations	Student/Teacher	Narrative	9780328992270	Unit 5, Week 6, p. 658	Las abreviaturas
			Student/Teacher	Activity	9780328992270	Unit 5, Week 6, p. 658	Mi turno
			Student/Teacher	Narrative	9780328992270	Unit 5, Week 6, p. 659	Las abreviaturas
			Student/Teacher	Activity	9780328992270	Unit 5, Week 6, p. 659	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding multisyllabic words (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (iv) decoding words with diphthongs and hiatus; (v) decoding common abbreviations; and (vi) decoding words with prefixes and suffixes	(xiii) demonstrate phonetic knowledge by decoding words with prefixes	Student/Teacher	Narrative	9780328992270	Unit 3, Week 3, p. 96	Los prefijos co-, con-, com-, extra-
			Student/Teacher	Activity	9780328992270	Unit 3, Week 3, p. 96	Mi turno
			Student/Teacher	Narrative	9780328992270	Unit 3, Week 3, p. 97	Los prefijos co-, con-, com-, extra-
			Student/Teacher	Narrative	9780328992270	Unit 4, Week 3, p. 322	Los prefijos i-, in-, im-, des-, re-
			Student/Teacher	Narrative	9780328992270		

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9780328992270	Unit 3, Week 3, p. 97	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding multisyllabic words (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (iv) decoding words with diphthongs and hiatus; (v) decoding common abbreviations; and (vi) decoding words with prefixes and suffixes	(xiv) demonstrate phonetic knowledge by decoding words with suffixes	Student/Teacher	Narrative	9780328992270	Unit 3, Week 4, p. 140	Los sufijos -ado, -ada,-ido, -ida
			Student/Teacher	Activity	9780328992270	Unit 3, Week 4, p. 140	Mi turno
			Student/Teacher	Narrative	9780328992270	Unit 3, Week 5, p. 174	Los sufijos -oso, -osa, -dor, -dora
			Student/Teacher	Narrative	9780328992270	Unit 4, Week 4, p. 366	Los sufijos -able, -ible
			Student/Teacher	Activity	9780328992270	Unit 4, Week 4, p. 366	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding multisyllabic words (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (iv) decoding words with diphthongs and hiatus; (v) decoding common abbreviations; and (vi) decoding words with prefixes and suffixes	(xv) apply phonetic knowledge by decoding multisyllabic words	Student/Teacher	Narrative	9780328992263	Unit 1, Week 1, p. 17	Mi turno
			Student/Teacher	Activity	9780328992263	Unit 1, Week 1, p. 17	Mi turno
			Student/Teacher	Narrative	9780328992263	Unit 1, Week 2, p. 55	Las palabras con silabas cerradas
			Student/Teacher	Narrative	9780328992270	Unit 4, Week 4, p. 366	Los sufijos -able, -ible
			Student/Teacher	Activity	9780328992263	Unit 1, Week 2, p. 55	Las palabras con silabas cerradas
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding multisyllabic words (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (iv) decoding words with diphthongs and hiatus; (v) decoding common abbreviations; and (vi) decoding words with prefixes and suffixes	(xvi) apply phonetic knowledge by decoding words with multiple sound spelling patterns	Student/Teacher	Narrative	9780328992263	Unit 1, Week 3, p. 93	Las palabras con c, q, k
			Student/Teacher	Activity	9780328992263	Unit 1, Week 3, p. 93	Las palabras con c, q, k
			Student/Teacher	Narrative	9780328992263	Unit 1, Week 4, p. 131	Las palabras con j, g, x
			Student/Teacher	Narrative	9780328992263	Unit 1, Week 6, p. 192	Las palabras con z, c, s
			Student/Teacher	Activity	9780328992263	Unit 1, Week 4, p. 131	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding multisyllabic words (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (iv) decoding words with diphthongs and hiatus; (v) decoding common abbreviations; and (vi) decoding words with prefixes and suffixes	(xvii) apply phonetic knowledge by decoding words with silent h	Student/Teacher	Narrative	9780328992270	Unit 3, Week 6, p. 216	Las palabras con h, ch
			Student/Teacher	Activity	9780328992270	Unit 3, Week 6, p. 216	Mi turno
			Student/Teacher	Activity	9780328992270	Unit 3, Week 6, p. 217	Mi turno
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding multisyllabic words (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (iv) decoding words with diphthongs and hiatus; (v) decoding common abbreviations; and (vi) decoding words with prefixes and suffixes	(xviii) apply phonetic knowledge by decoding words that use the [syllable] que-	Student/Teacher	Narrative	9780328992263	Unit 1, Week 3, p. 93	Las palabras con c, q, k
			Student/Teacher	Activity	9780328992263	Unit 1, Week 1, p. 93	Las palabras con c, q, k
			Student/Teacher	Activity	9780328992263	Unit 1, Week 1, p. 94	Mi turno
			Student/Teacher	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding multisyllabic words (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (iv) decoding words with diphthongs and hiatus; (v) decoding common abbreviations; and (vi) decoding words with prefixes and suffixes	(xix) apply phonetic knowledge by decoding words that use the [syllable] qui-	Student/Teacher	Narrative	9780328992263	Unit 1, Week 3, p. 93	Las palabras con c, q, k
			Student/Teacher	Activity	9780328992263	Unit 1, Week 1, p. 93	Las palabras con c, q, k
			Student/Teacher	Activity	9780328992263	Unit 1, Week 1, p. 94	Mi turno
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding multisyllabic words (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (iv) decoding words with diphthongs and hiatus; (v) decoding common abbreviations; and (vi) decoding words with prefixes and suffixes	(xx) apply phonetic knowledge by decoding words that use the [syllable] gue-	Student/Teacher	Narrative	9780328992263	Unit 1, Week 5, p. 157	Las palabras con ga, go, gu, gue, gui
			Student/Teacher	Activity	9780328992263	Unit 1, Week 5, p. 157	Mi turno
			Student/Teacher	Activity	9780328992263	Unit 1, Week 5, p. 158	Mi turno
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding multisyllabic words (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (iv) decoding words with diphthongs and hiatus; (v) decoding common abbreviations; and (vi) decoding words with prefixes and suffixes	(xxi) apply phonetic knowledge by decoding words that use the [syllable] gui-	Student/Teacher	Narrative	9780328992263	Unit 1, Week 5, p. 157	Las palabras con ga, go, gu, gue, gui

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9780328992263	Unit 1, Week 5, p. 157	Mi turno
			Student/Teacher	Activity	9780328992263	Unit 1, Week 5, p. 158	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding multisyllabic words (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (iv) decoding words with diphthongs and hiatus; (v) decoding common abbreviations; and (vi) decoding words with prefixes and suffixes	(xxii) apply phonetic knowledge by decoding words that use the [syllable] güe-	Student/Teacher	Narrative	9780328992263	Unit 2, Week 1, p. 215	Las palabras con güe, güi
			Student/Teacher	Activity	9780328992263	Unit 2, Week 1, p. 215	Mi turno
			Student/Teacher	Activity	9780328992263	Unit 2, Week 1, p. 216	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding multisyllabic words (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (iv) decoding words with diphthongs and hiatus; (v) decoding common abbreviations; and (vi) decoding words with prefixes and suffixes	(xxiii) apply phonetic knowledge by decoding words that use the [syllable] güi-	Student/Teacher	Narrative	9780328992263	Unit 2, Week 1, p. 215	Las palabras con güe, güi
			Student/Teacher	Activity	9780328992263	Unit 2, Week 1, p. 215	Mi turno
			Student/Teacher	Activity	9780328992263	Unit 2, Week 1, p. 216	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding multisyllabic words (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (iv) decoding words with diphthongs and hiatus; (v) decoding common abbreviations; and (vi) decoding words with prefixes and suffixes	(xxiv) apply phonetic knowledge by decoding words with diphthongs	Student/Teacher	Narrative	9780328992270	Unit 3, Week 2, p. 52	Los diptongos ia, ie, io, iu, ua, ue, eu, au
			Student/Teacher	Activity	9780328992270	Unit 3, Week 2, p. 52	Mi turno
			Student/Teacher	Narrative	9780328992270	Unit 4, Week 1, p. 238	Los diptongos ai (ay), ei (ey), ui (uy)
			Student/Teacher	Narrative	9780328992270	Unit 5, Week 2, p. 510	Los triptongos y diptongos
			Student/Teacher	Activity	9780328992270	Unit 4, Week 1, p. 238	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding multisyllabic words (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (iv) decoding words with diphthongs and hiatus; (v) decoding common abbreviations; and (vi) decoding words with prefixes and suffixes	(xxv) apply phonetic knowledge by decoding words with hiatus	Student/Teacher	Narrative	9780328992270	Unit 4, Week 2, p. 280	Los hiatos ae, ao, ea, ee, eo, oa, oe, oo
			Student/Teacher	Activity	9780328992270	Unit 4, Week 2, p. 280	Mi turno
			Student/Teacher	Activity	9780328992270	Unit 4, Week 2, p. 281	Mi turno
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding multisyllabic words (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (iv) decoding words with diphthongs and hiatus; (v) decoding common abbreviations; and (vi) decoding words with prefixes and suffixes	(xxvi) apply phonetic knowledge by decoding common abbreviations	Student/Teacher	Narrative	9780328992270	Unit 5, Week 6, p. 658	Las abreviaturas
			Student/Teacher	Activity	9780328992270	Unit 5, Week 6, p. 658	Mi turno
			Student/Teacher	Narrative	9780328992270	Unit 5, Week 6, p. 659	Las abreviaturas



Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9780328992270	Unit 5, Week 6, p. 659	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding multisyllabic words (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (iv) decoding words with diphthongs and hiatus; (v) decoding common abbreviations; and (vi) decoding words with prefixes and suffixes	(xxvii) apply phonetic knowledge by decoding words with prefixes	Student/Teacher	Narrative	9780328992270	Unit 3, Week 3, p. 96	Los prefijos co-, con-, com-, extra-
			Student/Teacher	Activity	9780328992270	Unit 3, Week 3, p. 96	Mi turno
			Student/Teacher	Narrative	9780328992270	Unit 3, Week 3, p. 97	Los prefijos co-, con-, com-, extra-
			Student/Teacher	Narrative	9780328992270	Unit 4, Week 3, p. 322	Los prefijos i-, in-, im-, des-, re-
			Student/Teacher	Activity	9780328992270	Unit 3, Week 3, p. 97	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding multisyllabic words (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (iv) decoding words with diphthongs and hiatus; (v) decoding common abbreviations; and (vi) decoding words with prefixes and suffixes	(xxviii) apply phonetic knowledge by decoding words with suffixes	Student/Teacher	Narrative	9780328992270	Unit 3, Week 4, p. 140	Los sufijos -ado, -ada,-ido, -ida
			Student/Teacher	Activity	9780328992270	Unit 3, Week 4, p. 140	Mi turno
			Student/Teacher	Narrative	9780328992270	Unit 3, Week 5, p. 174	Los sufijos -oso, -osa, -dor, -dora
			Student/Teacher	Narrative	9780328992270	Unit 4, Week 4, p. 366	Los sufijos -able, -ible
			Student/Teacher	Activity	9780328992270	Unit 3, Week 4, p. 141	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words; (ii) spelling words with diphthongs and hiatus; (iii) spelling common abbreviations; (iv) spelling words with prefixes and suffixes; and (v) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-	(i) demonstrate spelling knowledge by spelling multisyllabic words	Student/Teacher	Narrative	9780328992270	Unit 4, Week 4, p. 366	los sufijos -able, -ible
			Student/Teacher	Activity	9780328992270	Unit 4, Week 5, p. 411	Mi turno
			Student/Teacher	Narrative	9780328992270	Unit 5, Week 5, p. 622	Las palabras esdrújulas
			Student/Teacher	Activity	9780328992270	Unit 4, Week 3, p. 323	Mi turno
			Student/Teacher	Activity	9780328992270	Unit 3, Week 3, p. 98	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words; (ii) spelling words with diphthongs and hiatus; (iii) spelling common abbreviations; (iv) spelling words with prefixes and suffixes; and (v) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-	(ii) demonstrate spelling knowledge by spelling words with diphthongs	Student/Teacher	Narrative	9780328992270	Unit 5, Week 2, p. 545	Escribir palabras con triptongos y diptongos
			Student/Teacher	Activity	9780328992270	Unit 3, Week 2, p. 89	Mi turno
			Student/Teacher	Activity	9780328992270	Unit 4, Week 1, p. 273	Mi turno
			Student/Teacher	Activity	9780328992270	Unit 5, Week 2, p. 545	Mi turno
			Student/Teacher	Activity	9780328992270	Práctica adicional, p. 148	Whole page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words; (ii) spelling words with diphthongs and hiatus; (iii) spelling common abbreviations; (iv) spelling words with prefixes and suffixes; and (v) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-	(iii) demonstrate spelling knowledge by spelling words with hiatus	Student/Teacher	Narrative	9780328992270	Unit 4, Week 2, p. 280	Los hiatos ae, ao, ea, ee, eo, oa, oe, oo
			Student/Teacher	Activity	9780328992270	Unit 4, Week 2, p. 315	Mi turno
			Student/Teacher	Activity	9780328992270	Unit 4, Week 2, p. 280	Intercambiar ideas
			Student/Teacher	Activity	9780328992270	Práctica adicional, p. 210	Whole page
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words; (ii) spelling words with diphthongs and hiatus; (iii) spelling common abbreviations; (iv) spelling words with prefixes and suffixes; and (v) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-	(iv) demonstrate spelling knowledge by spelling common abbreviations	Student/Teacher	Narrative	9780328992270	Unit 5, Week 6, p. 661	Escribir abreviaturas de palabras
			Student/Teacher	Activity	9780328992270	Unit 5, Week 6, p. 661	Mi turno
			Student/Teacher	Narrative	9780328992270	Unit 5, Week 6, p. 658	Las abreviaturas
			Student/Teacher	Activity	9780328992270	Unit 5, Week 6, p. 658	Intercambiar ideas
			Student/Teacher	Activity	9780328992270	Práctica adicional, p. 276	Whole page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words; (ii) spelling words with diphthongs and hiatus; (iii) spelling common abbreviations; (iv) spelling words with prefixes and suffixes; and (v) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-	(v) demonstrate spelling knowledge by spelling words with prefixes	Student/Teacher	Narrative	9780328992270	Unit 3, Week 3, p. 133	Escribir palabras con los prefijos co-, con-, com-, e
			Student/Teacher	Activity	9780328992270	Unit 3, Week 3, p. 133	Mi turno
			Student/Teacher	Narrative	9780328992270	Unit 3, Week 3, p. 96	Los prefijos co-con-com- extra-
			Student/Teacher	Narrative	9780328992270	Unit 4, Week 3, p. 359	Escribir palabras con los prefijos i-, in-, im-, des-, re
			Student/Teacher	Activity	9780328992270	Práctica adicional, p. 149	Whole page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words; (ii) spelling words with diphthongs and hiatus; (iii) spelling common abbreviations; (iv) spelling words with prefixes and suffixes; and (v) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-	(vi) demonstrate spelling knowledge by spelling words with suffixes	Student/Teacher	Narrative	9780328992270	Unit 4, Week 4, p. 403	Escribir palabras con lossufijos -able, -ible
			Student/Teacher	Activity	9780328992270	Unit 3, Week 4, p. 167	Mi turno
			Student/Teacher	Narrative	9780328992270	Unit 3, Week 4, p. 167	Escribir palabras con los sufijos -ado,-ada, -ido, -ic
			Student/Teacher	Activity	9780328992270	Unit 3, Week 5, p. 209	Mi turno
			Student/Teacher	Activity	9780328992270	Unit 4, Week 4, p. 403	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words; (ii) spelling words with diphthongs and hiatus; (iii) spelling common abbreviations; (iv) spelling words with prefixes and suffixes; and (v) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-	(vii) demonstrate spelling knowledge by spelling words with silent h	Student/Teacher	Narrative	9780328992270	Unit 3, Week 6, p. 219	Escribir palabras con h, ch
			Student/Teacher	Activity	9780328992270	Unit 3, Week 6, p. 219	Mi turno
			Student/Teacher	Activity	9780328992270	Práctica adicional, p. 152	Whole page
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words; (ii) spelling words with diphthongs and hiatus; (iii) spelling common abbreviations; (iv) spelling words with prefixes and suffixes; and (v) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-	(viii) demonstrate spelling knowledge by spelling words that use the [syllable] que-	Student/Teacher	Narrative	9780328992263	Unit 1, Week 3, p. 123	Escribir palabras con c, q, k
			Student/Teacher	Activity	9780328992263	Unit 1, Week 3, p. 123	Mi turno
			Student/Teacher	Activity	9780328992263	Práctica adicional, p. 25	Whole page
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words; (ii) spelling words with diphthongs and hiatus; (iii) spelling common abbreviations; (iv) spelling words with prefixes and suffixes; and (v) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-	(ix) demonstrate spelling knowledge by spelling words that use the [syllable] qui-	Student/Teacher	Narrative	9780328992263	Unit 1, Week 3, p. 123	Escribir palabras con c, q, k
			Student/Teacher	Activity	9780328992263	Unit 1, Week 3, p. 123	Mi turno
			Student/Teacher	Activity	9780328992263	Práctica adicional, p. 25	Whole page
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words; (ii) spelling words with diphthongs and hiatus; (iii) spelling common abbreviations; (iv) spelling words with prefixes and suffixes; and (v) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-	(x) demonstrate spelling knowledge by spelling words that use the [syllable] gue-	Student/Teacher	Narrative	9780328992263	Unit 1, Week 5, p. 185	Escribir palabras con ga, go, gu, gue, gui
			Student/Teacher	Activity	9780328992263	Unit 1, Week 5, p. 185	Mi turno
			Student/Teacher	Activity	9780328992263	Práctica adicional, p. 27	Whole page
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words; (ii) spelling words with diphthongs and hiatus; (iii) spelling common abbreviations; (iv) spelling words with prefixes and suffixes; and (v) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-	(xi) demonstrate spelling knowledge by spelling words that use the [syllable] gui-	Student/Teacher	Narrative	9780328992263	Unit 1, Week 5, p. 185	Escribir palabras con ga, go, gu, gue, gui
			Student/Teacher	Activity	9780328992263	Unit 1, Week 5, p. 185	Mi turno
			Student/Teacher	Activity	9780328992263	Práctica adicional, p. 27	Whole page
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words; (ii) spelling words with diphthongs and hiatus; (iii) spelling common abbreviations; (iv) spelling words with prefixes and suffixes; and (v) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-	(xii) demonstrate spelling knowledge by spelling words that use the [syllable] güe-	Student/Teacher	Narrative	9780328992263	Unit 2, Week 1, p. 247	Escribir palabras con güe, güi
			Student/Teacher	Activity	9780328992263	Unit 2, Week 1, p. 247	Mi turno
			Student/Teacher	Activity	9780328992263	Práctica adicional, p. 85	Whole page
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words; (ii) spelling words with diphthongs and hiatus; (iii) spelling common abbreviations; (iv) spelling words with prefixes and suffixes; and (v) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-	(xiii) demonstrate spelling knowledge by spelling words that use the [syllable] güi-	Student/Teacher	Narrative	9780328992263	Unit 2, Week 1, p. 247	Escribir palabras con güe, güi
			Student/Teacher	Activity	9780328992263	Unit 2, Week 1, p. 247	Mi turno
			Student/Teacher	Activity	9780328992263	Práctica adicional, p. 85	Whole page
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words; (ii) spelling words with diphthongs and hiatus; (iii) spelling common abbreviations; (iv) spelling words with prefixes and suffixes; and (v) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-	(xiv) apply spelling knowledge by spelling multisyllabic words	Student/Teacher	Narrative	9780328992270	Unit 4, Week 4, p. 366	los sufijos -able, -ible
			Student/Teacher	Activity	9780328992270	Unit 4, Week 5, p. 411	Mi turno
			Student/Teacher	Narrative	9780328992270	Unit 5, Week 5, p. 622	Las palabras esdrújulas
			Student/Teacher	Activity	9780328992270	Unit 4, Week 3, p. 323	Mi turno
			Student/Teacher	Activity	9780328992270	Unit 3, Week 3, p. 98	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words; (ii) spelling words with diphthongs and hiatus; (iii) spelling common abbreviations; (iv) spelling words with prefixes and suffixes; and (v) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-	(xv) apply spelling knowledge by spelling words with diphthongs	Student/Teacher	Narrative	9780328992270	Unit 5, Week 2, p. 545	Escribir palabras con triptongos y diptongos
			Student/Teacher	Activity	9780328992270	Unit 3, Week 2, p. 89	Mi turno
			Student/Teacher	Activity	9780328992270	Unit 4, Week 1, p. 273	Mi turno
			Student/Teacher	Activity	9780328992270	Unit 5, Week 2, p. 545	Mi turno
			Student/Teacher	Activity	9780328992270	Práctica adicional, p. 148	Whole page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words; (ii) spelling words with diphthongs and hiatus; (iii) spelling common abbreviations; (iv) spelling words with prefixes and suffixes; and (v) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-	(xvi) apply spelling knowledge by spelling words with hiatus	Student/Teacher	Narrative	9780328992270	Unit 4, Week 2, p. 280	Los hiatos ae, ao, ea, ee, eo, oa, oe, oo
			Student/Teacher	Activity	9780328992270	Unit 4, Week 2, p. 315	Mi turno
			Student/Teacher	Activity	9780328992270	Unit 4, Week 2, p. 280	Intercambiar ideas
			Student/Teacher	Activity	9780328992270	Práctica adicional, p. 210	Whole page
			Teacher Only	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words; (ii) spelling words with diphthongs and hiatus; (iii) spelling common abbreviations; (iv) spelling words with prefixes and suffixes; and (v) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-	(xvii) apply spelling knowledge by spelling common abbreviations	Student/Teacher	Narrative	9780328992270	Unit 5, Week 6, p. 661	Escribir abreviaturas de palabras
			Student/Teacher	Activity	9780328992270	Unit 5, Week 6, p. 661	Mi turno
			Student/Teacher	Narrative	9780328992270	Unit 5, Week 6, p. 658	Las abreviaturas
			Student/Teacher	Activity	9780328992270	Unit 5, Week 6, p. 658	Intercambiar ideas
			Student/Teacher	Activity	9780328992270	Práctica adicional, p. 276	Whole page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words; (ii) spelling words with diphthongs and hiatus; (iii) spelling common abbreviations; (iv) spelling words with prefixes and suffixes; and (v) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-	(xviii) apply spelling knowledge by spelling words with prefixes	Student/Teacher	Narrative	9780328992270	Unit 3, Week 3, p. 133	Escribir palabras con los prefijos co-, con-, com-, e
			Student/Teacher	Activity	9780328992270	Unit 3, Week 3, p. 133	Mi turno
			Student/Teacher	Narrative	9780328992270	Unit 3, Week 3, p. 96	Los prefijos co-con-com- extra-
			Student/Teacher	Narrative	9780328992270	Unit 4, Week 3, p. 359	Escribir palabras con los prefijos i-, in-, im-, des-, re
			Student/Teacher	Activity	9780328992270	Unit 4, Week 3, p. 359	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words; (ii) spelling words with diphthongs and hiatus; (iii) spelling common abbreviations; (iv) spelling words with prefixes and suffixes; and (v) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-	(xix) apply spelling knowledge by spelling words with suffixes	Student/Teacher	Narrative	9780328992270	Unit 4, Week 4, p. 403	Escribir palabras con los sufijos -able, -ible
			Student/Teacher	Activity	9780328992270	Unit 3, Week 4, p. 167	Mi turno
			Student/Teacher	Narrative	9780328992270	Unit 3, Week 4, p. 167	Escribir palabras con los sufijos -ado, -ada, -ido, -ida
			Student/Teacher	Activity	9780328992270	Unit 3, Week 5, p. 209	Mi turno
			Student/Teacher	Activity	9780328992270	Unit 4, Week 4, p. 403	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words; (ii) spelling words with diphthongs and hiatus; (iii) spelling common abbreviations; (iv) spelling words with prefixes and suffixes; and (v) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-	(xx) apply spelling knowledge by spelling words with silent h	Student/Teacher	Narrative	9780328992270	Unit 3, Week 6, p. 219	Escribir palabras con h, ch
			Student/Teacher	Activity	9780328992270	Unit 3, Week 6, p. 219	Mi turno
			Student/Teacher	Activity	9780328992270	Práctica adicional, p. 152	Whole page
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words; (ii) spelling words with diphthongs and hiatus; (iii) spelling common abbreviations; (iv) spelling words with prefixes and suffixes; and (v) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-	(xxi) apply spelling knowledge by spelling words that use the [syllable] que-	Student/Teacher	Narrative	9780328992263	Unit 1, Week 3, p. 123	Escribir palabras con c, q, k
			Student/Teacher	Activity	9780328992263	Unit 1, Week 3, p. 123	Mi turno
			Student/Teacher	Activity	9780328992263	Práctica adicional, p. 25	Whole page
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			



Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words; (ii) spelling words with diphthongs and hiatus; (iii) spelling common abbreviations; (iv) spelling words with prefixes and suffixes; and (v) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-	(xxii) apply spelling knowledge by spelling words that use the [syllable] qui-	Student/Teacher	Narrative	9780328992263	Unit 1, Week 3, p. 123	Escribir palabras con c, q, k
			Student/Teacher	Activity	9780328992263	Unit 1, Week 3, p. 123	Mi turno
			Student/Teacher	Activity	9780328992263	Práctica adicional, p. 25	Whole page
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words; (ii) spelling words with diphthongs and hiatus; (iii) spelling common abbreviations; (iv) spelling words with prefixes and suffixes; and (v) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-	(xxiii) apply spelling knowledge by spelling words that use the [syllable] gue-	Student/Teacher	Narrative	9780328992263	Unit 1, Week 5, p. 185	Escribir palabras con ga, go, gu, gue, gui
			Student/Teacher	Activity	9780328992263	Unit 1, Week 5, p. 185	Mi turno
			Student/Teacher	Narrative	9780328992263	Unit 1, Week 5, p. 157	Las palabras con ga, go, gu, gue, gui
			Student/Teacher	Activity	9780328992263	Práctica adicional, p. 27	Whole page
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words; (ii) spelling words with diphthongs and hiatus; (iii) spelling common abbreviations; (iv) spelling words with prefixes and suffixes; and (v) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-	(xxiv) apply spelling knowledge by spelling words that use the [syllable] gui-	Student/Teacher	Narrative	9780328992263	Unit 1, Week 5, p. 185	Escribir palabras con ga, go, gu, gue, gui
			Student/Teacher	Activity	9780328992263	Unit 1, Week 5, p. 185	Mi turno
			Student/Teacher	Narrative	9780328992263	Unit 1, Week 5, p. 157	Las palabras con ga, go, gu, gue, gui
			Student/Teacher	Activity	9780328992263	Práctica adicional, p. 27	Whole page
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words; (ii) spelling words with diphthongs and hiatus; (iii) spelling common abbreviations; (iv) spelling words with prefixes and suffixes; and (v) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-	(xxv) apply spelling knowledge by spelling words that use the [syllable] güe-	Student/Teacher	Narrative	9780328992263	Unit 2, Week 1, p. 247	Escribir palabras con güe, güi
			Student/Teacher	Activity	9780328992263	Unit 2, Week 1, p. 247	Mi turno
			Student/Teacher	Activity	9780328992263	Práctica adicional, p. 85	Whole page
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words; (ii) spelling words with diphthongs and hiatus; (iii) spelling common abbreviations; (iv) spelling words with prefixes and suffixes; and (v) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-	(xxvi) apply spelling knowledge by spelling words that use the [syllable] güi-	Student/Teacher	Narrative	9780328992263	Unit 2, Week 1, p. 247	Escribir palabras con güe, güi
			Student/Teacher	Activity	9780328992263	Unit 2, Week 1, p. 247	Mi turno
			Student/Teacher	Activity	9780328992263	Práctica adicional, p. 85	Whole page
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(C) alphabetize a series of words and use a dictionary or glossary to find words	(i) alphabetize a series of words	Student/Teacher	Narrative	9780328992263	Unit 2, Week 6, p. 415	Mi turno
			Student/Teacher	Activity	9780328992263	Unit 1, Week 4, p. 149	Mi turno
			Student/Teacher	Activity	9780328992263	Unit 2, Week 6, p. 415	Mi turno
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(C) alphabetize a series of words and use a dictionary or glossary to find words	(ii) use a dictionary or glossary to find words	Student/Teacher	Narrative	9780328992263	Unit 1, Week 2, p. 88	Las herramientas que usan los autores
			Student/Teacher	Activity	9780328992263	Unit 1, Week 2, p. 88	Mi turno
			Student/Teacher	Narrative	9780328992263	Unit 1, Week 5, p. 186	Usar recursos para la ortografía
			Student/Teacher	Activity	9780328992263	Unit 1, Week 5, p. 186	Mi turno
			Student/Teacher	Activity	9780328992263	Unit 2, Week 5, p. 398	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(D) develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters	(i) develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters	Student/Teacher	Narrative	9780328992270	Unit 3, Week 1, p. 20	Mi turno
			Student/Teacher	Activity	9780328992270	Unit 3, Week 1, p. 20	Mi turno
			Student/Teacher	Narrative	9780328992270	Unit 3, Week 3, p. 98	Mi turno
			Student/Teacher	Narrative	9780328992270	Unit 4, Week 1, p. 240	Intercambiar ideas
			Student/Teacher	Activity	9780328992270	Unit 3, Week 3, p. 98	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(A) use print or digital resources to determine meaning and pronunciation of unknown words	(i) use print or digital resources to determine meaning of unknown words	Student/Teacher	Narrative	9780328992263	Volume 1, p. 426	Cómo usar el glosario
			Student/Teacher	Activity	9780328992263	Volume 1, p. 426	Intercambiar ideas
			Student/Teacher	Narrative	9780328992270	Volume 2, p. 672	Cómo usar el glosario
			Student/Teacher	Activity	9780328992270	Volume 2, p. 672	Mi turno
			Student/Teacher	Activity	9780328992263	Unit 1, Week 3, p. 116	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(A) use print or digital resources to determine meaning and pronunciation of unknown words	(ii) use print or digital resources to determine pronunciation of unknown words	Student/Teacher	Narrative	9780328992263	Volume 1, p. 426	Cómo usar el glosario
			Student/Teacher	Activity	9780328992263	Volume 1, p. 426	Intercambiar ideas
			Student/Teacher	Narrative	9780328992270	Volume 2, p. 672	Cómo usar el glosario
			Student/Teacher	Activity	9780328992270	Volume 2, p. 672	Mi turno
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(B) use context within and beyond a sentence to determine the meaning of unfamiliar words	(i) use context within a sentence to determine the meaning of unfamiliar words	Student/Teacher	Narrative	9780328992270	Unit 5, Week 3, p. 581	Vocabulario académico
			Student/Teacher	Activity	9780328992270	Unit 5, Week 3, p. 581	Mi turno
			Student/Teacher	Activity	9780328992263	Unit 2, Week 3, p. 309	Vocabulario en contexto
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(B) use context within and beyond a sentence to determine the meaning of unfamiliar words	(ii) use context beyond a sentence to determine the meaning of unfamiliar words	Student/Teacher	Narrative	9780328992263	Unit 1, Week 3, p. 121	Vocabulario académico
			Student/Teacher	Activity	9780328992263	Unit 1, Week 3, p. 121	Mi turno
			Student/Teacher	Narrative	9780328992263	Unit 2, Week 3, p. 323	Vocabulario académico
			Student/Teacher	Activity	9780328992263	Unit 2, Week 3, p. 323	Mi turno
			Student/Teacher	Activity	9780328992263	Unit 1, Week 2, p. 65	Vocabulario en contexto
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) use affixes, including re-, pre-, -ción, and isimo/isima, to determine the meaning of words and subsequently use the newly acquired words	(i) use affixes, including re-, to determine the meaning of words	Student/Teacher	Narrative	9780328992270	Unit 5, Week 4, p. 613	Vocabulario académico
			Student/Teacher	Activity	9780328992270	Unit 5, Week 4, p. 613	Mi turno
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) use affixes, including re-, pre-, -ción, and isimo/isima, to determine the meaning of words and subsequently use the newly acquired words	(ii) use affixes, including pre-, to determine the meaning of words	Student/Teacher	Narrative	9780328992270	Unit 5, Week 4, p. 613	Vocabulario académico
			Student/Teacher	Activity	9780328992270	Unit 5, Week 4, p. 613	Mi turno
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) use affixes, including re-, pre-, -ción, and isimo/isima, to determine the meaning of words and subsequently use the newly acquired words	(iii) use affixes, including -ción, to determine the meaning of words	Student/Teacher	Narrative	9780328992270	Unit 4, Week 1, p. 271	Vocabulario académico
			Student/Teacher	Activity	9780328992270	Unit 4, Week 1, p. 271	Mi turno
			Student/Teacher	Narrative	9780328992270	Unit 3, Week 4, p. 165	Vocabulario académico
			Student/Teacher	Activity	9780328992270	Unit 3, Week 4, p. 165	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) use affixes, including re-, pre-, -ción, and isimo/isima, to determine the meaning of words and subsequently use the newly acquired words	(iv) use affixes, including isimo/isima, to determine the meaning of words	Student/Teacher	Narrative	9780328992263	Unit 1, Week 4, p. 147	Vocabulario académico
			Student/Teacher	Activity	9780328992263	Unit 1, Week 4, p. 147	Mi turno
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) use affixes, including re-, pre-, -ción, and isimo/isima, to determine the meaning of words and subsequently use the newly acquired words	(v) use the newly acquired words	Student/Teacher	Narrative	9780328992263	Unit 1, Week 4, p. 147	Vocabulario académico
			Student/Teacher	Activity	9780328992263	Unit 1, Week 4, p. 147	Mi turno
			Student/Teacher	Narrative	9780328992270	Unit 3, Week 4, p. 165	Vocabulario académico
			Student/Teacher	Narrative	9780328992270	Unit 4, Week 1, p. 271	Vocabulario académico
			Student/Teacher	Activity	9780328992270	Unit 3, Week 4, p. 165	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context	(i) identify antonyms	Student/Teacher	Narrative	9780328992270	Unit 4, Week 2, p. 313	Vocabulario académico
			Student/Teacher	Activity	9780328992270	Unit 4, Week 2, p. 313	Mi turno
			Student/Teacher	Narrative	9780328992270	Unit 3, Week 2, p. 87	Vocabulario académico
			Student/Teacher	Narrative	9780328992270	Unit 3, Week 5, p. 201	Vocabulario en contexto
			Student/Teacher	Activity	9780328992270	Unit 3, Week 2, p. 87	Mi turno

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context	(ii) identify synonyms	Student/Teacher	Narrative	9780328992270	Unit 3, Week 2, p. 87	Vocabulario académico
			Student/Teacher	Activity	9780328992270	Unit 3, Week 2, p. 87	Mi turno
			Student/Teacher	Narrative	9780328992263	Unit 1, Week 2, p. 83	Vocabulario académico
			Student/Teacher	Narrative	9780328992263	Unit 2, Week 2, p. 279	Vocabulario académico
			Student/Teacher	Activity	9780328992263	Unit 1, Week 2, p. 83	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context	(iii) identify idioms	Student/Teacher	Narrative	9780328992270	Unit 4, Week 1, p. 272	Leer como un escritor, escribir para un lector
			Student/Teacher	Activity	9780328992270	Unit 4, Week 1, p. 272	Intercambiar ideas
			Student/Teacher	Narrative	9780328992270	Unit 4, Week 4, p. 402	Leer como un escritor, escribir para un lector
			Student/Teacher	Activity	9780328992270	Unit 4, Week 4, p. 402	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context	(iv) identify homographs	Student/Teacher	Narrative	9780328992263	Unit 2, Week 1, p. 240	Instruction before second Mi turno
			Student/Teacher	Activity	9780328992263	Unit 2, Week 1, p. 240	Second Mi turno
			Student/Teacher	Narrative	9780328992270	Unit 5, Week 1, p. 496	Instruction before second Mi turno
			Student/Teacher	Activity	9780328992270	Unit 5, Week 1, p. 496	Second Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context	(v) use antonyms	Student/Teacher	Narrative	9780328992270	Unit 4, Week 2, p. 313	Vocabulario académico
			Student/Teacher	Activity	9780328992270	Unit 4, Week 2, p. 313	Mi turno
			Student/Teacher	Narrative	9780328992270	Unit 3, Week 2, p. 87	Vocabulario académico

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Narrative	9780328992270	Unit 3, Week 5, p. 201	Vocabulario en contexto
			Student/Teacher	Activity	9780328992270	Unit 3, Week 2, p. 87	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context	(vi) use synonyms	Student/Teacher	Narrative	9780328992270	Unit 3, Week 2, p. 87	Vocabulario académico
			Student/Teacher	Activity	9780328992270	Unit 3, Week 2, p. 87	Mi turno
			Student/Teacher	Narrative	9780328992263	Unit 1, Week 2, p. 83	Vocabulario académico
			Student/Teacher	Narrative	9780328992263	Unit 2, Week 2, p. 279	Vocabulario académico
			Student/Teacher	Activity	9780328992263	Unit 1, Week 2, p. 83	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context	(vii) use idioms	Student/Teacher	Narrative	9780328992270	Unit 4, Week 1, p. 272	Leer como un escritor, escribir para un lector
			Student/Teacher	Activity	9780328992270	Unit 4, Week 1, p. 272	Intercambiar ideas
			Student/Teacher	Narrative	9780328992270	Unit 4, Week 4, p. 402	Leer como un escritor, escribir para un lector
			Student/Teacher	Activity	9780328992270	Unit 4, Week 4, p. 402	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context	(viii) use homographs	Student/Teacher	Narrative	9780328992263	Unit 2, Week 1, p. 240	Instruction before second Mi turno
			Student/Teacher	Activity	9780328992263	Unit 2, Week 1, p. 240	Second Mi turno
			Student/Teacher	Narrative	9780328992270	Unit 5, Week 1, p. 496	Instruction before second Mi turno
			Student/Teacher	Activity	9780328992270	Unit 5, Week 1, p. 496	Second Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context	(ix) explain the meaning of antonyms in context	Student/Teacher	Narrative	9780328992270	Unit 4, Week 2, p. 313	Vocabulario académico

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9780328992270	Unit 4, Week 2, p. 313	Mi turno
			Student/Teacher	Narrative	9780328992270	Unit 3, Week 2, p. 87	Vocabulario académico
			Student/Teacher	Narrative	9780328992270	Unit 3, Week 5, p. 201	Vocabulario en contexto
			Student/Teacher	Activity	9780328992270	Unit 3, Week 2, p. 87	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context	(x) explain the meaning of synonyms in context	Student/Teacher	Narrative	9780328992270	Unit 3, Week 2, p. 87	Vocabulario académico
			Student/Teacher	Activity	9780328992270	Unit 3, Week 2, p. 87	Mi turno
			Student/Teacher	Narrative	9780328992263	Unit 1, Week 2, p. 83	Vocabulario académico
			Student/Teacher	Narrative	9780328992263	Unit 2, Week 2, p. 279	Vocabulario académico
			Student/Teacher	Activity	9780328992263	Unit 1, Week 2, p. 83	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context	(xi) explain the meaning of idioms in context	Student/Teacher	Narrative	9780328992270	Unit 4, Week 1, p. 272	Leer como un escritor, escribir para un lector
			Student/Teacher	Activity	9780328992270	Unit 4, Week 1, p. 272	Intercambiar ideas
			Student/Teacher	Narrative	9780328992270	Unit 4, Week 4, p. 402	Leer como un escritor, escribir para un lector
			Student/Teacher	Activity	9780328992270	Unit 4, Week 4, p. 402	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context	(xii) explain the meaning of homographs in context	Student/Teacher	Narrative	9780328992263	Unit 2, Week 1, p. 240	Instruction before second Mi turno
			Student/Teacher	Activity	9780328992263	Unit 2, Week 1, p. 240	Second Mi turno
			Student/Teacher	Narrative	9780328992270	Unit 5, Week 1, p. 496	Instruction before second Mi turno
			Student/Teacher	Activity	9780328992270	Unit 5, Week 1, p. 496	Second Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			



Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(E) differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien	(i) differentiate between homographs, homophones, and commonly confused terms	Student/Teacher	Narrative	9780328992270	Unit 5, Week 4, p. 608	Instruction before second Mi turno
			Student/Teacher	Activity	9780328992270	Unit 5, Week 4, p. 608	Second Mi turno
			Student/Teacher	Narrative	9780328992270	Unit 3, Week 6, p. 218	Instruction before second Mi turno
			Student/Teacher	Activity	9780328992270	Unit 3, Week 6, p. 218	Second Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(E) differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien	(ii) use homographs	Student/Teacher	Narrative	9780328992263	Unit 2, Week 1, p. 240	Instruction before second Mi turno
			Student/Teacher	Activity	9780328992263	Unit 2, Week 1, p. 240	Second Mi turno
			Student/Teacher	Narrative	9780328992270	Unit 5, Week 1, p. 496	Instruction before second Mi turno
			Student/Teacher	Activity	9780328992270	Unit 5, Week 1, p. 496	Second Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(E) differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien	(iii) use homophones	Student/Teacher	Narrative	9780328992270	Unit 5, Week 3, p. 218	Instruction before second Mi turno
			Student/Teacher	Activity	9780328992270	Unit 5, Week 3, p. 218	Second Mi turno
			Student/Teacher	Narrative	9780328992270	Unit 5, Week 4, p. 608	Instruction before second Mi turno
			Student/Teacher	Activity	9780328992270	Unit 5, Week 4, p. 608	Second Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(E) differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien	(iv) use commonly confused terms	Student/Teacher	Narrative	9780328992270	Unit 4, Week 3, p. 357	Vocabulario académico
			Student/Teacher	Activity	9780328992270	Unit 4, Week 3, p. 357	Mi turno
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking–fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	[A] use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	(i) use appropriate fluency (rate) when reading grade-level text	Student/Teacher	Narrative	9780328992263	Unit 1, Week 2, p. 58	Leer con fluidez
			Student/Teacher	Activity	9780328992263	Unit 1, Week 2, p. 77	Fluidez
			Student/Teacher	Narrative	9780328992270	Unit 4, Week 2, p. 284	Leer con fluidez
			Student/Teacher	Activity	9780328992270	Unit 4, Week 2, p. 307	Fluidez
			Teacher Only	(Drop-down selection) Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection) (Drop-down selection)			
			Teacher Only	(Drop-down selection) (Drop-down selection)			
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking–fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	[A] use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	(ii) use appropriate fluency (accuracy) when reading grade-level text	Student/Teacher	Narrative	9780328992263	Unit 2, Week 5, p. 380	Leer con fluidez
			Student/Teacher	Activity	9780328992263	Unit 2, Week 5, p. 380	Leer con fluidez
			Student/Teacher	Narrative	9780328992270	Unit 5, Week 5, p. 626	Leer con fluidez
			Student/Teacher	Activity	9780328992263	Unit 2, Week 5, p. 397	Fluidez
			Student/Teacher	Activity	9780328992270	Unit 5, Week 5, p. 643	Fluidez
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection) (Drop-down selection)			
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking–fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	[A] use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	(iii) use appropriate fluency (prosody) when reading grade-level text	Student/Teacher	Narrative	9780328992270	Unit 3, Week 2, p. 56	Leer con fluidez
			Student/Teacher	Activity	9780328992270	Unit 3, Week 2, p. 81	Fluidez
			Student/Teacher	Narrative	9780328992270	Unit 4, Week 2, p. 284	Leer con fluidez
			Student/Teacher	Activity	9780328992270	Unit 4, Week 2, p. 307	Fluidez
			Teacher Only	(Drop-down selection) Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection) (Drop-down selection)			
			Teacher Only	(Drop-down selection) (Drop-down selection)			
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking–self-sustained reading. The student reads grade appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	[A] self-select text and read independently for a sustained period of time	(i) self-select text	Student/Teacher	Narrative	9780328992263	Unit 1, Week 1, p. 10	Lectura independiente

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9780328992263	Unit 1, Week 1, pp. 10-11	Lectura independiente / Mi registro de lectura
			Student/Teacher	Narrative	9780328992263	Unit 2, Week 1, p. 208	Lectura independiente
			Student/Teacher	Narrative	9780328992270	Unit 5, Week 1, p. 462	Lectura independiente
			Student/Teacher	Activity	9780328992263	Unit 2, Week 1, pp. 208-209	Lectura independiente / Mi registro de lectura
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	[A] self-select text and read independently for a sustained period of time	(ii) read independently for a sustained period of time	Student/Teacher	Narrative	9780328992270	Unit 5, Week 1, p. 462	Lectura independiente
			Student/Teacher	Activity	9780328992270	Unit 5, Week 1, pp. 462-463	Lectura independiente / Mi registro de lectura
			Student/Teacher	Narrative	9780328992270	Unit 4, Week 1, p. 232	Lectura independiente
			Student/Teacher	Narrative	9780328992263	Unit 1, Week 1, p. 10	Lectura independiente
			Student/Teacher	Activity	9780328992270	Unit 4, Week 1, pp. 232-233	Lectura independiente / Mi registro de lectura
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(A) establish purpose for reading assigned and self-selected texts	(i) establish purpose for reading assigned texts	Student/Teacher	Narrative	9780328992263	Unit 1, Week 3, p. 96	Establecer un propósito
			Student/Teacher	Activity	9780328992270	Unit 3, Week 3, p. 100	Establecer un propósito de lectura / Intercambiar ideas
			Student/Teacher	Narrative	9780328992263	Unit 2, Week 3, p. 292	Establecer un propósito
			Student/Teacher	Narrative	9780328992270	Unit 4, Week 3, p. 326	Establecer un propósito
			Student/Teacher	Activity	9780328992263	Unit 1, Week 2, p. 60	Primer vistazo al vocabulario / Primera lectura
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(A) establish purpose for reading assigned and self-selected texts	(ii) establish purpose for reading self-selected texts	Student/Teacher	Narrative	9780328992263	Unit 1, Week 1, p. 10	Lectura independiente
			Student/Teacher	Activity	9780328992263	Unit 1, Week 1, pp. 10-11	Lectura independiente/Mi registro de lectura
			Student/Teacher	Narrative	9780328992263	Unit 2, Week 1, p. 208	Lectura independiente
			Student/Teacher	Narrative	9780328992270	Unit 5, Week 1, p. 462	Lectura independiente
			Student/Teacher	Activity	9780328992263	Unit 2, Week 1, p. 209	Lectura independiente/Mi registro de lectura
			Teacher Only	Narrative			
			Teacher Only	Activity			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(B) generate questions about text before, during, and after reading to deepen understanding and gain information	(i) generate questions about text before reading to deepen understanding	Student/Teacher	Narrative	9780328992263	Unit 1, Week 2, p. 81	Hacer y responder preguntas
			Student/Teacher	Activity	9780328992263	Unit 1, Week 1, p. 60	Primera lectura
			Student/Teacher	Narrative	9780328992263	Unit 2, Week 1, p. 243	Hacer y responder preguntas
			Student/Teacher	Narrative	9780328992270	Unit 4, Week 1, p. 269	Hacer y responder preguntas
			Student/Teacher	Activity	9780328992263	Unit 2, Week 2, p. 220	Primera lectura
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(B) generate questions about text before, during, and after reading to deepen understanding and gain information	(ii) generate questions about text during reading to deepen understanding	Student/Teacher	Narrative	9780328992263	Unit 1, Week 2, p. 81	Hacer y responder preguntas
			Student/Teacher	Activity	9780328992263	Unit 1, Week 1, pp. 63	Lectura atenta / Hacer y responder preguntas
			Student/Teacher	Narrative	9780328992263	Unit 2, Week 1, p. 243	Hacer y responder preguntas
			Student/Teacher	Narrative	9780328992270	Unit 4, Week 1, p. 269	Hacer y responder preguntas
			Student/Teacher	Activity	9780328992263	Unit 1, Week 1, pp. 75	Lectura atenta / Hacer y responder preguntas
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(B) generate questions about text before, during, and after reading to deepen understanding and gain information	(iii) generate questions about text after reading to deepen understanding	Student/Teacher	Narrative	9780328992263	Unit 1, Week 2, p. 81	Hacer y responder preguntas
			Student/Teacher	Activity	9780328992263	Unit 1, Week 2, p. 81	Mi turno
			Student/Teacher	Narrative	9780328992263	Unit 2, Week 1, p. 243	Hacer y responder preguntas
			Student/Teacher	Narrative	9780328992270	Unit 4, Week 1, p. 269	Hacer y responder preguntas
			Student/Teacher	Activity	9780328992263	Unit 2, Week 1, p. 243	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(B) generate questions about text before, during, and after reading to deepen understanding and gain information	(iv) generate questions about text before reading to gain information	Student/Teacher	Narrative	9780328992263	Unit 1, Week 2, p. 81	Hacer y responder preguntas

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9780328992263	Unit 2, Week 1, p. 220	Primera lectura
			Student/Teacher	Narrative	9780328992263	Unit 2, Week 1, p. 243	Hacer y responder preguntas
			Student/Teacher	Narrative	9780328992270	Unit 4, Week 1, p. 269	Hacer y responder preguntas
			Student/Teacher	Activity	9780328992263	Unit 1, Week 2, p. 60	Primera lectura
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(B) generate questions about text before, during, and after reading to deepen understanding and gain information	(v) generate questions about text during reading to gain information	Student/Teacher	Narrative	9780328992263	Unit 1, Week 2, p. 81	Hacer y responder preguntas
			Student/Teacher	Activity	9780328992263	Unit 2, Week 1, pp. 239	Lectura atenta / Hacer y responder preguntas
			Student/Teacher	Narrative	9780328992263	Unit 2, Week 1, p. 243	Hacer y responder preguntas
			Student/Teacher	Narrative	9780328992270	Unit 4, Week 1, p. 269	Hacer y responder preguntas
			Student/Teacher	Activity	9780328992263	Unit 1, Week 2, pp. 81	Lectura atenta / Hacer y responder preguntas
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(B) generate questions about text before, during, and after reading to deepen understanding and gain information	(vi) generate questions about text after reading to gain information	Student/Teacher	Narrative	9780328992263	Unit 1, Week 2, p. 81	Hacer y responder preguntas
			Student/Teacher	Activity	9780328992263	Unit 1, Week 2, p. 81	Mi turno
			Student/Teacher	Narrative	9780328992263	Unit 2, Week 1, p. 243	Hacer y responder preguntas
			Student/Teacher	Narrative	9780328992270	Unit 4, Week 1, p. 269	Hacer y responder preguntas
			Student/Teacher	Activity	9780328992263	Unit 2, Week 1, p. 243	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures	(i) make predictions using text features	Student/Teacher	Narrative	9780328992263	Unit 2, Week 2, p. 277	Hacer y confirmar predicciones
			Student/Teacher	Activity	9780328992263	Unit 2, Week 2, p. 260	Primera lectura
			Student/Teacher	Activity	9780328992263	Unit 2, Week 2, p. 262	Lectura atenta / Confirmar o adaptar predicciones
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures	(ii) make predictions using characteristics of genre	Student/Teacher	Narrative	9780328992263	Unit 1, Week 5, p. 181	Hacer y confirmar predicciones
			Student/Teacher	Activity	9780328992263	Unit 1, Week 5, p. 181	Mi turno
			Student/Teacher	Narrative	9780328992270	Unit 4, Week 4, p. 399	Confirmar o adaptar las predicciones
			Student/Teacher	Activity	9780328992270	Unit 4, Week 4, p. 399	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures	(iii) make predictions using structures	Student/Teacher	Narrative	9780328992270	Unit 5, Week 3, p. 579	Confirmar o adaptar las predicciones
			Student/Teacher	Activity	9780328992270	Unit 5, Week 3, p. 558	Primera lectura
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures	(iv) correct or confirm predictions using text features	Student/Teacher	Narrative	9780328992263	Unit 2, Week 2, p. 277	Hacer y confirmar predicciones
			Student/Teacher	Activity	9780328992263	Unit 2, Week 2, p. 264	Lectura atenta / Confirmar predicciones
			Student/Teacher	Activity	9780328992263	Unit 2, Week 2, pp. 268	Lectura atenta / Confirmar predicciones
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures	(v) correct or confirm predictions using characteristics of genre	Student/Teacher	Narrative	9780328992263	Unit 1, Week 5, p. 181	Hacer y confirmar predicciones
			Student/Teacher	Activity	9780328992263	Unit 1, Week 5, p. 181	Mi turno
			Student/Teacher	Narrative	9780328992270	Unit 4, Week 4, p. 399	Confirmar o adaptar las predicciones
			Student/Teacher	Activity	9780328992270	Unit 4, Week 4, p. 399	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures	(vi) correct or confirm predictions using structures	Student/Teacher	Narrative	9780328992270	Unit 5, Week 3, p. 579	Confirmar o adaptar las predicciones
			Student/Teacher	Activity	9780328992270	Unit 5, Week 3, p. 579	Mi turno
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(D) create mental images to deepen understanding	(i) create mental images to deepen understanding	Student/Teacher	Narrative	9780328992263	Unit 2, Week 3, p. 321	Visualizar los detalles
			Student/Teacher	Activity	9780328992263	Unit 2, Week 3, p. 302	Lectura atenta / Visualizar los detalles
			Student/Teacher	Narrative	9780328992270	Unit 3, Week 3, p. 129	Visualizar los detalles
			Student/Teacher	Activity	9780328992263	Unit 2, Week 3, p. 321	Mi turno
			Student/Teacher	Activity	9780328992270	Unit 3, Week 3, p. 104	Lectura atenta / Visualizar los detalles
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(E) make connections to personal experiences, ideas in other texts, and society	(i) make connections to personal experiences	Student/Teacher	Narrative	9780328992270	Unit 3, Week 2, p. 85	Hacer conexiones
			Student/Teacher	Activity	9780328992270	Unit 3, Week 2, p. 85	Mi turno
			Student/Teacher	Narrative	9780328992270	Unit 5, Week 4, p. 611	Hacer conexiones
			Student/Teacher	Narrative	9780328992270	Unit 4, Week 2, p. 311	Hacer conexiones
			Student/Teacher	Activity	9780328992270	Unit 5, Week 4, p. 598	Lectura atenta / Hacer conexiones
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(E) make connections to personal experiences, ideas in other texts, and society	(ii) make connections to ideas in other texts	Student/Teacher	Narrative	9780328992270	Unit 3, Week 2, p. 85	Hacer conexiones
			Student/Teacher	Activity	9780328992270	Unit 3, Week 2, p. 85	Mi turno

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Narrative	9780328992270	Unit 5, Week 4, p. 611	Hacer conexiones
			Student/Teacher	Narrative	9780328992270	Unit 4, Week 2, p. 311	Hacer conexiones
			Student/Teacher	Activity	9780328992270	Unit 5, Week 4, p. 611	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(E) make connections to personal experiences, ideas in other texts, and society	(iii) make connections to society	Student/Teacher	Narrative	9780328992270	Unit 3, Week 2, p. 85	Hacer conexiones
			Student/Teacher	Activity	9780328992270	Unit 3, Week 2, p. 85	Mi turno
			Student/Teacher	Narrative	9780328992270	Unit 5, Week 4, p. 611	Hacer conexiones
			Student/Teacher	Narrative	9780328992270	Unit 4, Week 2, p. 311	Hacer conexiones
			Student/Teacher	Activity	9780328992270	Unit 5, Week 4, p. 611	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(F) make inferences and use evidence to support understanding	(i) make inferences to support understanding	Student/Teacher	Narrative	9780328992263	Unit 2, Week 4, p. 365	Hacer inferencias
			Student/Teacher	Activity	9780328992263	Unit 2, Week 4, p. 365	Mi turno
			Student/Teacher	Narrative	9780328992270	Unit 3, Week 5, p. 205	Hacer inferencias
			Student/Teacher	Narrative	9780328992270	Unit 5, Week 5, p. 647	Hacer inferencias
			Student/Teacher	Activity	9780328992270	Unit 3, Week 5, p. 205	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(F) make inferences and use evidence to support understanding	(ii) use evidence to support understanding	Student/Teacher	Narrative	9780328992263	Unit 2, Week 4, p. 365	Hacer inferencias
			Student/Teacher	Activity	9780328992263	Unit 2, Week 4, p. 365	Mi turno
			Student/Teacher	Narrative	9780328992270	Unit 3, Week 5, p. 205	Hacer inferencias
			Student/Teacher	Narrative	9780328992270	Unit 5, Week 5, p. 647	Hacer inferencias
			Student/Teacher	Activity	9780328992270	Unit 3, Week 5, p. 205	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			



Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(G) evaluate details read to determine key ideas	(i) evaluate details read to determine key ideas	Student/Teacher	Narrative	9780328992263	Unit 2, Week 5, p. 401	Determinar las ideas clave
			Student/Teacher	Activity	9780328992263	Unit 2, Week 5, p. 401	Mi turno
			Student/Teacher	Narrative	9780328992270	Unit 3, Week 1, p. 41	Determinar las ideas clave
			Student/Teacher	Activity	9780328992270	Unit 3, Week 1, p. 41	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(H) synthesize information to create new understanding	(i) synthesize information to create new understanding	Student/Teacher	Narrative	9780328992270	Unit 4, Week 3, p. 355	Comprender nuevos conceptos
			Student/Teacher	Activity	9780328992270	Unit 4, Week 3, p. 355	Mi turno
			Student/Teacher	Narrative	9780328992270	Unit 5, Week 2, p. 541	Comprender nuevos conceptos
			Student/Teacher	Activity	9780328992270	Unit 5, Week 2, p. 541	Mi turno
			Student/Teacher	Activity	9780328992263	Unit 2, Week 6, pp. 410-411	Comparar textos
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down	(i) monitor comprehension	Student/Teacher	Narrative	9780328992270	Unit 4, Week 5, p. 435	Supervisar la comprensión
			Student/Teacher	Activity	9780328992270	Unit 4, Week 5, p. 435	Mi turno
			Student/Teacher	Narrative	9780328992270	Unit 5, Week 1, p. 499	Supervisar la comprensión
			Student/Teacher	Activity	9780328992270	Unit 4, Week 5, p. 421	Lectura atenta / Supervisar la comprensión
			Student/Teacher	Activity	9780328992270	Unit 5, Week 1, p. 499	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down	(ii) make adjustments when understanding breaks down	Student/Teacher	Narrative	9780328992270	Unit 4, Week 5, p. 435	Supervisar la comprensión
			Student/Teacher	Activity	9780328992270	Unit 4, Week 5, p. 435	Mi turno
			Student/Teacher	Narrative	9780328992270	Unit 5, Week 1, p. 499	Supervisar la comprensión

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9780328992270	Unit 5, Week 1, p. 499	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(A) describe personal connections to a variety of sources	(i) describe personal connections to a variety of sources	Student/Teacher	Narrative	9780328992270	Unit 4, Week 2, p. 312	Reflexionar y comentar
			Student/Teacher	Activity	9780328992270	Unit 4, Week 2, p. 312	Reflexionar y comentar
			Student/Teacher	Narrative	9780328992270	Unit 4, Week 5, p. 436	Reflexionar y comentar
			Student/Teacher	Activity	9780328992270	Unit 4, Week 5, p. 436	Reflexionar y comentar
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(B) write brief comments on literary or informational texts that demonstrate an understanding of the text	(i) write brief comments on literary or informational texts that demonstrate an understanding of the text	Student/Teacher	Narrative	9780328992270	Unit 3, Week 2, p. 86	Reflexionar y comentar
			Student/Teacher	Activity	9780328992270	Unit 3, Week 2, p. 86	Reflexionar y comentar
			Student/Teacher	Activity	9780328992263	Unit 1, Week 5, p. 179	Verificar la comprensión
			Student/Teacher	Activity	9780328992263	Unit 1, Week 4, p. 143	Verificar la comprensión
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(C) use text evidence to support an appropriate response	(i) use text evidence to support an appropriate response	Student/Teacher	Narrative	9780328992263	Unit 1, Week 1, p. 43	Usar la evidencia del texto
			Student/Teacher	Activity	9780328992263	Unit 1, Week 1, p. 43	Mi turno
			Student/Teacher	Narrative	9780328992263	Unit 2, Week 2, p. 278	Reflexionar y comentar
			Student/Teacher	Narrative	9780328992263	Unit 1, Week 3, p. 119	Usar la evidencia del texto
			Student/Teacher	Activity	9780328992263	Unit 2, Week 2, p. 278	Reflexionar y comentar
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(D) retell and paraphrase texts in ways that maintain meaning and logical order	(i) retell texts in ways that maintain meaning	Student/Teacher	Narrative	9780328992270	Unit 3, Week 3, p. 95	Intercambiar ideas
			Student/Teacher	Activity	9780328992270	Unit 3, Week 3, p. 95	Intercambiar ideas
			Student/Teacher	Narrative	9780328992270	Unit 4, Week 4, p. 400	Reflexionar y comentar: Volver a contar un texto
			Student/Teacher	Narrative	9780328992263	Unit 2, Week 6, p. 421	Paráfrasea
			Student/Teacher	Activity	9780328992270	Unit 4, Week 4, p. 400	Reflexionar y comentar: Escribir basándose en las
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(D) retell and paraphrase texts in ways that maintain meaning and logical order	(ii) retell texts in ways that maintain logical order	Student/Teacher	Narrative	9780328992270	Unit 3, Week 3, p. 95	Intercambiar ideas
			Student/Teacher	Activity	9780328992270	Unit 3, Week 3, p. 95	Intercambiar ideas
			Student/Teacher	Narrative	9780328992270	Unit 4, Week 4, p. 400	Reflexionar y comentar: Volver a contar un texto
			Student/Teacher	Narrative	9780328992263	Unit 2, Week 6, p. 421	Paráfrasea
			Student/Teacher	Activity	9780328992270	Unit 4, Week 4, p. 400	Reflexionar y comentar: Escribir basándose en las
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(D) retell and paraphrase texts in ways that maintain meaning and logical order	(iii) paraphrase texts in ways that maintain meaning	Student/Teacher	Narrative	9780328992263	Unit 2, Week 6, p. 421	Paráfrasea
			Student/Teacher	Activity	9780328992263	Unit 2, Week 6, p. 421	Colaborar
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(D) retell and paraphrase texts in ways that maintain meaning and logical order	(iv) paraphrase texts in ways that maintain logical order	Student/Teacher	Narrative	9780328992263	Unit 2, Week 6, p. 421	Paráfrasea
			Student/Teacher	Activity	9780328992263	Unit 2, Week 6, p. 421	Colaborar
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	Narrative			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(E) interact with sources in meaningful ways such as illustrating or writing	(i) interact with sources in meaningful ways	Student/Teacher	Narrative	9780328992263	Unit 1, Week 4, p. 146	Escribir basándose en las fuentes
			Student/Teacher	Activity	9780328992263	Unit 1, Week 4, p. 129	Escritura breve
			Student/Teacher	Narrative	9780328992263	Unit 2, Week 4, p. 368	Leer como un escritor, escribir para un lector
			Student/Teacher	Activity	9780328992263	Unit 1, Week 3, p. 91	Mi turno
			Student/Teacher	Activity	9780328992263	Unit 2, Week 4, p. 368	Leer como un escritor, escribir para un lector
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(F) respond using newly acquired vocabulary as appropriate	(i) respond using newly acquired vocabulary as appropriate	Student/Teacher	Narrative	9780328992270	Unit 3, Week 5, p. 202	Desarrollar el vocabulario
			Student/Teacher	Activity	9780328992270	Unit 3, Week 5, p. 202	Desarrollar el vocabulario
			Student/Teacher	Activity	9780328992263	Unit 2, Week 1, p. 211	Intercambiar ideas
			Student/Teacher	Activity	9780328992263	Unit 1, Week 5, p. 183	Intercambiar ideas
			Student/Teacher	Narrative	9780328992263	Unit 1, Week 1, p. 13	Vocabulario académico)
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(A) discuss topics and determine theme using text evidence with adult assistance	(i) discuss topics with adult assistance	Student/Teacher	Narrative	9780328992270	Unit 3, Week 3, p. 130	Mantenerse en el tema
			Student/Teacher	Activity	9780328992270	Unit 3, Week 1, p. 29	Lectura atenta
			Student/Teacher	Activity	9780328992270	Unit 3, Week 1, p. 37	Lectura atenta
			Student/Teacher	Activity	9780328992270	Unit 3, Week 3, p. 130	En tus palabras
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(A) discuss topics and determine theme using text evidence with adult assistance	(ii) determine theme using text evidence with adult assistance	Student/Teacher	Narrative	9780328992270	Unit 3, Week 1, p. 40	Identificar el tema
			Student/Teacher	Activity	9780328992270	Unit 3, Week 1, p. 40	Identificar el tema
			Student/Teacher	Narrative	9780328992270	Unit 4, Week 3, p. 354	Determinar el tema
			Student/Teacher	Activity	9780328992270	Unit 4, Week 3, p. 354	Mi turno
			Student/Teacher	Activity	9780328992270	Unit 4, Week 3, p. 333	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(B) describe the main character's (characters) internal and external traits	(i) describe the main character's (characters) internal traits	Student/Teacher	Narrative	9780328992263	Unit 1, Week 2, p. 80	Lectura atenta
			Student/Teacher	Activity	9780328992263	Unit 1, Week 2, p. 80	Mi turno
			Student/Teacher	Narrative	9780328992263	Unit 2, Week 4, p. 336	Género: Ficción
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(B) describe the main character's (characters) internal and external traits	(ii) describe the main character's (characters) external traits	Student/Teacher	Narrative	9780328992263	Unit 1, Week 2, p. 80	Lectura atenta
			Student/Teacher	Activity	9780328992263	Unit 1, Week 2, p. 80	Mi turno
			Student/Teacher	Narrative	9780328992263	Unit 2, Week 4, p. 336	Género: Ficción
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p>	<p>(C) describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently</p>	<p>(i) describe plot elements, including the main events, for texts read aloud</p>	Student/Teacher	Narrative	9780328992270	Unit 5, Week 3, p. 578	Identificar los elementos de una obra de teatro
			Student/Teacher	Activity	9780328992263	Unit 2, Week 4, p. 365	Mi turno
			Student/Teacher	Narrative	9780328992263	Unit 1, Week 5, p. 160	Enfoque en el género
			Student/Teacher	Narrative	9780328992263	Unit 2, Week 4, p. 365	Hacer inferencias
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
<p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p>	<p>(C) describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently</p>	<p>(ii) describe plot elements, including the conflict, for texts read aloud</p>	Student/Teacher	Narrative	9780328992263	Unit 2, Week 3, p. 320	Lectura atenta
			Student/Teacher	Activity	9780328992263	Unit 2, Week 3, p. 320	Mi turno
			Student/Teacher	Narrative	9780328992263	Unit 2, Week 3, p. 292	Género: Ficción realista
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
<p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p>	<p>(C) describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently</p>	<p>(iii) describe plot elements, including the resolution, for texts read aloud</p>	Student/Teacher	Narrative	9780328992263	Unit 2, Week 3, p. 320	Lectura atenta
			Student/Teacher	Activity	9780328992263	Unit 2, Week 3, p. 320	Mi turno
			Student/Teacher	Narrative	9780328992263	Unit 2, Week 3, p. 292	Género: Ficción realista
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
<p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p>	<p>(C) describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently</p>	<p>(iv) understand plot elements, including the main events, for texts read aloud</p>	Student/Teacher	Narrative	9780328992263	Unit 2, Week 3, p. 320	Lectura atenta
			Student/Teacher	Activity	9780328992263	Unit 2, Week 3, p. 320	Mi turno
			Student/Teacher	Narrative	9780328992263	Unit 2, Week 3, p. 292	Género: Ficción realista
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9780328992263	Unit 2, Week 3, p. 320	Mi turno
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(C) describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently	(v) understand plot elements, including the conflict, for texts read aloud	Student/Teacher	Narrative	9780328992263	Unit 2, Week 3, p. 320	Lectura atenta
			Student/Teacher	Activity	9780328992263	Unit 2, Week 3, p. 320	Mi turno
			Student/Teacher	Narrative	9780328992263	Unit 2, Week 3, p. 292	Género: Ficción realista
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(C) describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently	(vi) understand plot elements, including the resolution, for texts read aloud	Student/Teacher	Narrative	9780328992263	Unit 2, Week 3, p. 320	Lectura atenta
			Student/Teacher	Activity	9780328992263	Unit 2, Week 3, p. 320	Mi turno
			Student/Teacher	Narrative	9780328992263	Unit 2, Week 3, p. 292	Género: Ficción realista
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(C) describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently	(vii) describe plot elements, including the main events, for texts read independently	Student/Teacher	Narrative	9780328992263	Unit 2, Week 3, p. 320	Lectura atenta
			Student/Teacher	Activity	9780328992263	Unit 2, Week 3, p. 320	Mi turno
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(C) describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently	(viii) describe plot elements, including the conflict, for texts read independently	Student/Teacher	Narrative	9780328992263	Unit 1, Week 5, p. 180	Lectura atenta
			Student/Teacher	Activity	9780328992263	Unit 1, Week 5, p. 180	Mi turno
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(C) describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently	(ix) describe plot elements, including the resolution, for texts read independently	Student/Teacher	Narrative	9780328992263	Unit 2, Week 3, p. 320	Lectura atenta
			Student/Teacher	Activity	9780328992263	Unit 2, Week 3, p. 320	Mi turno
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(C) describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently	(x) understand plot elements, including the main events, for texts read independently	Student/Teacher	Narrative	9780328992263	Unit 1, Week 5, p. 180	Lectura atenta
			Student/Teacher	Activity	9780328992263	Unit 1, Week 5, p. 180	Mi turno
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(C) describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently	(xi) understand plot elements, including the conflict, for texts read independently	Student/Teacher	Narrative	9780328992263	Unit 2, Week 3, p. 320	Lectura atenta
			Student/Teacher	Activity	9780328992263	Unit 2, Week 3, p. 320	Mi turno
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			



Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(C) describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently	(xii) understand plot elements, including the resolution, for texts read independently	Student/Teacher	Narrative	9780328992263	Unit 1, Week 5, p. 180	Lectura atenta
			Student/Teacher	Activity	9780328992263	Unit 1, Week 5, p. 180	Mi turno
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(D) describe the importance of the setting	(i) describe the importance of the setting	Student/Teacher	Narrative	9780328992263	Unit 1, Week 1, p. 20	Enfoque en el género
			Student/Teacher	Activity	9780328992263	Unit 2, Week 3, p. 320	Mi turno
			Student/Teacher	Narrative	9780328992263	Unit 1, Week 1, p. 42	Lectura atenta
			Student/Teacher	Narrative	9780328992263	Unit 2, Week 3, p. 320	Lectura atenta
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales	(i) demonstrate knowledge of distinguishing characteristics of well-known children's literature	Student/Teacher	Narrative	9780328992270	Unit 3, Week 1, p. 22	Género: Cuentos tradicionales
			Student/Teacher	Activity	9780328992270	Unit 3, Week 1, p. 22	Intercambiar ideas
			Student/Teacher	Narrative	9780328992270	Unit 3, Week 3, p. 100	Género: Cuentos tradicionales
			Student/Teacher	Activity	9780328992270	Unit 3, Week 3, p. 100	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(B) explain visual patterns and structures in a variety of poems	(i) explain visual patterns in a variety of poems	Student/Teacher	Narrative	9780328992263	Unit 1, Week 4, p. 144	Lectura atenta
			Student/Teacher	Activity	9780328992263	Unit 1, Week 4, p. 144	Mi turno
			Student/Teacher	Narrative	9780328992270	Unit 5, Week 4, p. 614	Leer como un escritor, escribir para un lector
			Student/Teacher	Activity	9780328992270	Unit 5, Week 4, p. 614	Leer como un escritor, escribir para un lector
			Student/Teacher	Activity	9780328992270	Unit 5, Week 4, p. 609	Verificar la comprensión, question 2
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(B) explain visual patterns and structures in a variety of poems	(ii) explain structures in a variety of poems	Student/Teacher	Narrative	9780328992263	Unit 1, Week 4, p. 144	Lectura atenta
			Student/Teacher	Activity	9780328992263	Unit 1, Week 4, p. 144	Mi turno
			Student/Teacher	Narrative	9780328992270	Unit 5, Week 4, p. 614	Leer como un escritor, escribir para un lector
			Student/Teacher	Activity	9780328992270	Unit 5, Week 4, p. 614	Leer como un escritor, escribir para un lector
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(C) discuss elements of drama such as characters, dialogue, and setting	(i) discuss elements of drama	Student/Teacher	Narrative	9780328992270	Unit 5, Week 3, p. 556	Género: Teatro
			Student/Teacher	Activity	9780328992270	Unit 5, Week 3, p. 556	Intercambiar ideas
			Student/Teacher	Narrative	9780328992270	Unit 5, Week 3, p. 578	Lectura atenta
			Student/Teacher	Activity	9780328992270	Unit 5, Week 3, p. 578	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance; (ii) features and graphics to locate and gain information; and (iii) organizational patterns such as chronological order and cause and effect stated explicitly	(i) recognize characteristics of informational text, including the central idea with adult assistance	Student/Teacher	Narrative	9780328992263	Unit 1, Week 3, p. 96	Género
			Student/Teacher	Activity	9780328992263	Unit 1, Week 3, p. 96	Género
			Student/Teacher	Narrative	9780328992263	Unit 1, Week 3, p. 118	Lectura atenta
			Student/Teacher	Narrative	9780328992270	Unit 5, Week 5, p. 646	Lectura atenta
			Student/Teacher	Activity	9780328992263	Unit 1, Week 3, p. 118	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance; (ii) features and graphics to locate and gain information; and (iii) organizational patterns such as chronological order and cause and effect stated explicitly	(ii) recognize characteristics of informational text, including supporting evidence with adult assistance	Student/Teacher	Narrative	9780328992263	Unit 1, Week 3, p. 96	Género
			Student/Teacher	Activity	9780328992263	Unit 1, Week 3, p. 96	Género
			Student/Teacher	Narrative	9780328992263	Unit 1, Week 3, p. 118	Lectura atenta
			Student/Teacher	Narrative	9780328992270	Unit 5, Week 5, p. 646	Lectura atenta
			Student/Teacher	Activity	9780328992263	Unit 1, Week 3, p. 118	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance; (ii) features and graphics to locate and gain information; and (iii) organizational patterns such as chronological order and cause and effect stated explicitly	(iii) recognize characteristics of informational text, including features to locate information	Student/Teacher	Narrative	9780328992263	Unit 2, Week 2, p. 258	Género
			Student/Teacher	Activity	9780328992263	Unit 2, Week 2, p. 258	Intercambiar ideas
			Student/Teacher	Narrative	9780328992263	Unit 2, Week 2, p. 259	Cartel de referencia
			Student/Teacher	Narrative	9780328992263	Unit 2, Week 2, p. 276	Lectura atenta
			Student/Teacher	Activity	9780328992263	Unit 2, Week 2, p. 276	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance; (ii) features and graphics to locate and gain information; and (iii) organizational patterns such as chronological order and cause and effect stated explicitly	(iv) recognize characteristics of informational text, including features to gain information	Student/Teacher	Narrative	9780328992263	Unit 2, Week 2, p. 258	Género
			Student/Teacher	Activity	9780328992263	Unit 2, Week 2, p. 258	Intercambiar ideas
			Student/Teacher	Narrative	9780328992263	Unit 2, Week 2, p. 259	Cartel de referencia
			Student/Teacher	Narrative	9780328992263	Unit 2, Week 2, p. 276	Lectura atenta
			Student/Teacher	Activity	9780328992263	Unit 2, Week 2, p. 276	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance; (ii) features and graphics to locate and gain information; and (iii) organizational patterns such as chronological order and cause and effect stated explicitly	(v) recognize characteristics of informational text, including graphics to locate information	Student/Teacher	Narrative	9780328992263	Unit 2, Week 2, p. 258	Género
			Student/Teacher	Activity	9780328992263	Unit 2, Week 2, p. 258	Intercambiar ideas
			Student/Teacher	Narrative	9780328992263	Unit 2, Week 2, p. 259	Cartel de referencia
			Student/Teacher	Narrative	9780328992263	Unit 2, Week 2, p. 276	Lectura atenta
			Student/Teacher	Activity	9780328992263	Unit 2, Week 2, p. 276	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance; (ii) features and graphics to locate and gain information; and (iii) organizational patterns such as chronological order and cause and effect stated explicitly	(vi) recognize characteristics of informational text, including graphics to gain information	Student/Teacher	Narrative	9780328992263	Unit 2, Week 2, p. 258	Género
			Student/Teacher	Activity	9780328992263	Unit 2, Week 2, p. 258	Intercambiar ideas
			Student/Teacher	Narrative	9780328992263	Unit 2, Week 2, p. 259	Cartel de referencia
			Student/Teacher	Narrative	9780328992263	Unit 2, Week 2, p. 276	Lectura atenta
			Student/Teacher	Activity	9780328992263	Unit 2, Week 2, p. 276	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance; (ii) features and graphics to locate and gain information; and (iii) organizational patterns such as chronological order and cause and effect stated explicitly	(vii) recognize characteristics of informational text, including organizational patterns	Student/Teacher	Narrative	9780328992263	Unit 2, Week 1, p. 218	Género
			Student/Teacher	Activity	9780328992263	Unit 2, Week 1, p. 218	Intercambiar ideas
			Student/Teacher	Narrative	9780328992263	Unit 2, Week 1, p. 219	Cartel de referencia
			Student/Teacher	Narrative	9780328992270	Unit 5, Week 2, p. 544	Leer como un escritor, escribir para un lector
			Student/Teacher	Activity	9780328992270	Unit 5, Week 2, p. 544	Leer como un escritor, escribir para un lector
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance; (ii) features and graphics to locate and gain information; and (iii) organizational patterns such as chronological order and cause and effect stated explicitly	(viii) recognize structures of informational text, including the central idea with adult assistance	Student/Teacher	Narrative	9780328992263	Unit 1, Week 3, p. 96	Género
			Student/Teacher	Activity	9780328992263	Unit 1, Week 3, p. 96	Intercambiar ideas
			Student/Teacher	Narrative	9780328992263	Unit 1, Week 3, p. 118	Lectura atenta
			Student/Teacher	Narrative	9780328992270	Unit 5, Week 5, p. 646	Lectura atenta
			Student/Teacher	Activity	9780328992263	Unit 1, Week 3, p. 118	Lectura atenta
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance; (ii) features and graphics to locate and gain information; and (iii) organizational patterns such as chronological order and cause and effect stated explicitly	(ix) recognize structures of informational text, including supporting evidence with adult assistance	Student/Teacher	Narrative	9780328992263	Unit 1, Week 3, p. 96	Género
			Student/Teacher	Activity	9780328992263	Unit 1, Week 3, p. 96	Intercambiar ideas
			Student/Teacher	Narrative	9780328992270	Unit 5, Week 5, p. 646	Lectura atenta
			Student/Teacher	Narrative	9780328992263	Unit 1, Week 3, p. 118	Lectura atenta
			Student/Teacher	Activity	9780328992270	Unit 5, Week 5, p. 646	Lectura atenta
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance; (ii) features and graphics to locate and gain information; and (iii) organizational patterns such as chronological order and cause and effect stated explicitly	(x) recognize structures of informational text, including features to locate information	Student/Teacher	Narrative	9780328992263	Unit 2, Week 2, p. 258	Género
			Student/Teacher	Activity	9780328992263	Unit 2, Week 2, p. 258	Intercambiar ideas
			Student/Teacher	Narrative	9780328992263	Unit 2, Week 2, p. 259	Cartel de referencia
			Student/Teacher	Narrative	9780328992263	Unit 2, Week 2, p. 276	Lectura atenta
			Student/Teacher	Activity	9780328992263	Unit 2, Week 2, p. 276	Lectura atenta
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance; (ii) features and graphics to locate and gain information; and (iii) organizational patterns such as chronological order and cause and effect stated explicitly	(xi) recognize structures of informational text, including features to gain information	Student/Teacher	Narrative	9780328992263	Unit 2, Week 2, p. 258	Género
			Student/Teacher	Activity	9780328992263	Unit 2, Week 2, p. 258	Intercambiar ideas
			Student/Teacher	Narrative	9780328992263	Unit 2, Week 2, p. 259	Cartel de referencia
			Student/Teacher	Narrative	9780328992263	Unit 2, Week 2, p. 276	Lectura atenta
			Student/Teacher	Activity	9780328992263	Unit 2, Week 2, p. 276	Lectura atenta
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance; (ii) features and graphics to locate and gain information; and (iii) organizational patterns such as chronological order and cause and effect stated explicitly	(xii) recognize structures of informational text, including graphics to locate information	Student/Teacher	Narrative	9780328992263	Unit 2, Week 2, p. 258	Género
			Student/Teacher	Activity	9780328992263	Unit 2, Week 2, p. 258	Intercambiar ideas
			Student/Teacher	Narrative	9780328992263	Unit 2, Week 2, p. 259	Cartel de referencia
			Student/Teacher	Narrative	9780328992263	Unit 2, Week 2, p. 276	Lectura atenta
			Student/Teacher	Activity	9780328992263	Unit 2, Week 2, p. 276	Lectura atenta
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	<p>(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance; (ii) features and graphics to locate and gain information; and (iii) organizational patterns such as chronological order and cause and effect stated explicitly</p>	<p>(xiii) recognize structures of informational text, including graphics to gain information</p>	Student/Teacher	Narrative	9780328992263	Unit 2, Week 2, p. 258	Género
			Student/Teacher	Activity	9780328992263	Unit 2, Week 2, p. 258	Intercambiar ideas
			Student/Teacher	Narrative	9780328992263	Unit 2, Week 2, p. 259	Cartel de referencia
			Student/Teacher	Narrative	9780328992263	Unit 2, Week 2, p. 276	Lectura atenta
			Student/Teacher	Activity	9780328992263	Unit 2, Week 2, p. 276	Lectura atenta
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
<p>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	<p>(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance; (ii) features and graphics to locate and gain information; and (iii) organizational patterns such as chronological order and cause and effect stated explicitly</p>	<p>(xiv) recognize structures of informational text, including organizational patterns</p>	Student/Teacher	Narrative	9780328992263	Unit 2, Week 1, p. 218	Género
			Student/Teacher	Activity	9780328992263	Unit 2, Week 1, p. 218	Intercambiar ideas
			Student/Teacher	Narrative	9780328992263	Unit 2, Week 1, p. 219	Cartel de referencia
			Student/Teacher	Narrative	9780328992270	Unit 5, Week 2, p. 544	Leer como un escritor, escribir para un lector
			Student/Teacher	Activity	9780328992270	Unit 5, Week 2, p. 544	Leer como un escritor, escribir para un lector
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
<p>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	<p>(E) recognize characteristics of persuasive text, including: (i) stating what the author is trying to persuade the reader to think or do; and (ii) distinguishing facts from opinion</p>	<p>(i) recognize characteristics of persuasive text, including stating what the author is trying to persuade the reader to think or do</p>	Student/Teacher	Narrative	9780328992263	Unit 1, Week 6, p. 198	Proyecto de indagación
			Student/Teacher	Activity	9780328992263	Unit 1, Week 6, p. 198	Colaborar
			Student/Teacher	Narrative	9780328992270	Unit 4, Week 5, p. 434	Lectura atenta
			Student/Teacher	Activity	9780328992270	Unit 4, Week 5, p. 434	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(E) recognize characteristics of persuasive text, including: (i) stating what the author is trying to persuade the reader to think or do; and (ii) distinguishing facts from opinion	(ii) recognize characteristics of persuasive text, including distinguishing facts from opinion	Student/Teacher	Narrative	9780328992270	Unit 4, Week 5, p. 414	Género
			Student/Teacher	Activity	9780328992270	Unit 3, Week 6, p. 227	Proyecto de indagación
			Student/Teacher	Narrative	9780328992270	Unit 5, Week 6, p. 669	Proyecto de indagación
			Student/Teacher	Narrative	9780328992270	Unit 5, Week 6, p. 664	Colaborar y comentar
			Student/Teacher	Activity	9780328992270	Unit 5, Week 6, p. 664	Colaborar
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(F) recognize characteristics of multimodal and digital texts	(i) recognize characteristics of multimodal texts	Student/Teacher	Narrative	9780328992270	Unit 5, Week 6, p. 666	Colaborar y comentar
			Student/Teacher	Activity	9780328992263	Unit 1, Week 3, p. 127	Intercambiar ideas
			Student/Teacher	Narrative	9780328992263	Unit 1, Week 3, p. 127	Taller de escritura
			Student/Teacher	Narrative	9780328992270	Unit 4, Week 6, p. 453	Proyecto de indagación
			Student/Teacher	Activity	9780328992270	Unit 4, Week 6, p. 453	Colaborar
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(F) recognize characteristics of multimodal and digital texts	(ii) recognize characteristics of digital texts	Student/Teacher	Narrative	9780328992270	Unit 4, Week 6, p. 453	Proyecto de indagación
			Student/Teacher	Activity	9780328992270	Unit 4, Week 6, p. 453	Colaborar
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			



Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	(A) discuss the author's purpose for writing text	(i) discuss the author's purpose for writing text	Student/Teacher	Narrative	9780328992270	Unit 3, Week 2, p. 84	Lectura atenta
			Student/Teacher	Activity	9780328992270	Unit 3, Week 2, p. 84	Colaborar
			Student/Teacher	Narrative	9780328992270	Unit 3, Week 4, p. 162	Lectura atenta
			Student/Teacher	Activity	9780328992270	Unit 3, Week 4, p. 162	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
<p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	(B) discuss how the use of text structure contributes to the author's purpose	(i) discuss how the use of text structure contributes to the author's purpose	Student/Teacher	Narrative	9780328992270	Unit 3, Week 2, p. 84	Lectura atenta
			Student/Teacher	Activity	9780328992270	Unit 3, Week 2, p. 84	Colaborar
			Student/Teacher	Narrative	9780328992270	Unit 3, Week 4, p. 162	Lectura atenta
			Student/Teacher	Activity	9780328992270	Unit 3, Week 4, p. 162	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
<p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	(C) discuss the author's use of print and graphic features to achieve specific purposes	(i) discuss the author's use of print features to achieve specific purposes	Student/Teacher	Narrative	9780328992263	Unit 2, Week 5, p. 404	Leer como un escritor, escribir para un lector
			Student/Teacher	Activity	9780328992263	Unit 2, Week 5, p. 404	Leer como un escritor, escribir para un lector
			Student/Teacher	Narrative	9780328992263	Unit 2, Week 2, p. 276	Lectura atenta
			Student/Teacher	Activity	9780328992263	Unit 2, Week 2, p. 276	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(C) discuss the author's use of print and graphic features to achieve specific purposes	(ii) discuss the author's use of graphic features to achieve specific purposes	Student/Teacher	Narrative	9780328992270	Unit 4, Week 2, p. 310	Lectura atenta
			Student/Teacher	Activity	9780328992270	Unit 4, Week 2, p. 310	Lectura atenta
			Student/Teacher	Narrative	9780328992263	Unit 2, Week 2, p. 276	Lectura atenta
			Student/Teacher	Activity	9780328992263	Unit 2, Week 2, p. 276	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(D) discuss the use of descriptive, literal, and figurative language	(i) discuss the use of descriptive language	Student/Teacher	Narrative	9780328992263	Unit 2, Week 2, p. 280	Leer como un escritor, escribir para un lector
			Student/Teacher	Activity	9780328992263	Unit 2, Week 2, p. 280	Leer como un escritor, escribir para un lector
			Student/Teacher	Narrative	9780328992270	Unit 4, Week 2, p. 314	Leer como un escritor, escribir para un lector
			Student/Teacher	Activity	9780328992270	Unit 4, Week 2, p. 314	Leer como un escritor, escribir para un lector
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(D) discuss the use of descriptive, literal, and figurative language	(ii) discuss the use of literal language	Student/Teacher	Narrative	9780328992270	Unit 4, Week 1, p. 272	Leer como un escritor, escribir para un lector
			Student/Teacher	Activity	9780328992270	Unit 4, Week 1, p. 272	Leer como un escritor, escribir para un lector
			Student/Teacher	Narrative	9780328992270	Unit 4, Week 4, p. 402	Leer como un escritor, escribir para un lector
			Student/Teacher	Activity	9780328992270	Unit 4, Week 4, p. 402	Leer como un escritor, escribir para un lector
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	(D) discuss the use of descriptive, literal, and figurative language	(iii) discuss the use of figurative language	Student/Teacher	Narrative	9780328992270	Unit 4, Week 1, p. 272	Leer como un escritor, escribir para un lector
			Student/Teacher	Activity	9780328992270	Unit 4, Week 1, p. 272	Leer como un escritor, escribir para un lector
			Student/Teacher	Narrative	9780328992270	Unit 4, Week 4, p. 402	Leer como un escritor, escribir para un lector
			Student/Teacher	Activity	9780328992270	Unit 4, Week 4, p. 402	Leer como un escritor, escribir para un lector
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
<p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	(E) identify the use of first or third person in a text	(i) identify the use of first or third person in a text	Student/Teacher	Narrative	9780328992270	Unit 4, Week 3, p. 358	Leer como un escritor, escribir para un lector
			Student/Teacher	Activity	9780328992270	Unit 4, Week 3, p. 358	Leer como un escritor, escribir para un lector
			Student/Teacher	Narrative	9780328992270	Unit 4, Week 4, p. 370	Género
			Student/Teacher	Activity	9780328992270	Unit 4, Week 4, p. 397	Verificar la comprensión
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
<p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	(F) identify and explain the use of repetition	(i) identify the use of repetition	Student/Teacher	Narrative	9780328992270	Unit 5, Week 4, p. 610	Lectura atenta
			Student/Teacher	Activity	9780328992270	Unit 5, Week 4, p. 610	Mi turno
			Student/Teacher	Narrative	9780328992270	Unit 5, Week 4, p. 614	Leer como un escritor, escribir para un lector
			Student/Teacher	Activity	9780328992270	Unit 5, Week 4, p. 614	Leer como un escritor, escribir para un lector
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	(F) identify and explain the use of repetition	(ii) explain the use of repetition	Student/Teacher	Narrative	9780328992270	Unit 5, Week 4, p. 610	Lectura atenta
			Student/Teacher	Activity	9780328992270	Unit 5, Week 4, p. 610	Mi turno
			Student/Teacher	Narrative	9780328992270	Unit 5, Week 4, p. 614	Leer como un escritor, escribir para un lector
			Student/Teacher	Activity	9780328992270	Unit 5, Week 4, p. 614	Leer como un escritor, escribir para un lector
			Teacher Only	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	(A) plan a first draft by generating ideas for writing such as drawing and brainstorming	(i) plan a first draft by generating ideas for writing	Student/Teacher	Narrative	9780328992270	Unit 3, Week 1, p. 48	Generar ideas
			Student/Teacher	Activity	9780328992270	Unit 3, Week 1, p. 48	Mi turno
			Student/Teacher	Narrative	9780328992270	Unit 3, Week 1, p. 49	Taller de escritura
			Student/Teacher	Activity	9780328992270	Unit 3, Week 1, p. 49	Mi turno
			Teacher Only	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	(B) develop drafts into a focused piece of writing by: (i) organizing with structure; and (ii) developing an idea with specific and relevant details	(i) develop drafts into a focused piece of writing by organizing with structure	Student/Teacher	Narrative	9780328992263	Unit 2, Week 3, p. 327	Taller de escritura
			Student/Teacher	Activity	9780328992263	Unit 2, Week 3, p. 327	Mi turno
			Student/Teacher	Narrative	9780328992270	Unit 4, Week 3, pp. 361-362	Taller de escritura
			Student/Teacher	Narrative	9780328992263	Unit 2, Week 3, p. 328	Taller de escritura
			Student/Teacher	Activity	9780328992270	Unit 4, Week 3, pp. 361-362	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			(Drop-down selection)				
			(Drop-down selection)				
			(Drop-down selection)				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(B) develop drafts into a focused piece of writing by: (i) organizing with structure; and (ii) developing an idea with specific and relevant details	(ii) develop drafts into a focused piece of writing by developing an idea with specific details	Student/Teacher	Narrative	9780328992270	Unit 3, Week 1, p. 49	Taller de escritura
			Student/Teacher	Activity	9780328992270	Unit 3, Week 1, p. 49	Mi turno
			Student/Teacher	Narrative	9780328992270	Unit 3, Week 2, p. 92	Poesía
			Student/Teacher	Activity	9780328992270	Unit 3, Week 2, p. 92	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(B) develop drafts into a focused piece of writing by: (i) organizing with structure; and (ii) developing an idea with specific and relevant details	(iii) develop drafts into a focused piece of writing by developing an idea with relevant details	Student/Teacher	Narrative	9780328992270	Unit 3, Week 1, p. 49	Taller de escritura
			Student/Teacher	Activity	9780328992270	Unit 3, Week 1, p. 49	Mi turno
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences	(i) revise drafts by adding, deleting, or rearranging words, phrases, or sentences	Student/Teacher	Narrative	9780328992263	Unit 1, Week 4, p. 152	Presentar el taller de lectura
			Student/Teacher	Activity	9780328992263	Unit 1, Week 4, p. 152	Colaborar
			Student/Teacher	Narrative	9780328992263	Unit 1, Week 4, p. 153	Presentar el taller de lectura
			Student/Teacher	Narrative	9780328992270	Unit 5, Week 4, p. 618	Taller de escritura
			Student/Teacher	Activity	9780328992263	Unit 1, Week 4, p. 153	Colaborar
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
	Teacher Only	(Drop-down selection)					
	Teacher Only	(Drop-down selection)					

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard Spanish conventions, including: (i) complete sentences with subject-verb agreement (ii) past, present, and future verb tense, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including articles; (v) adverbs that convey time and adverbs that convey place; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, and objective, and the difference in the use of formal pronoun usted and informal pronoun tú; (viii) coordinating conjunctions to form compound subjects and predicates (ix) capitalization of proper nouns and the salutation and closing of a letter; (x) punctuation marks at the end of declarative sentences and the beginning and end of exclamatory and interrogative sentences; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules	(i) edit drafts using standard Spanish conventions, including complete sentences with subject-verb agreement	Student/Teacher	Narrative	9780328992263	Unit 2, Week 4, p. 371	Taller de escritura
			Student/Teacher	Activity	9780328992263	Unit 2, Week 4, p. 371	Mi turno
			Student/Teacher	Narrative	9780328992263	Unit 1, Week 2, p. 86	Lenguaje y normas
			Student/Teacher	Narrative	9780328992263	Unit 2, Week 5, p. 408	Artículo de lista
			Student/Teacher	Activity	9780328992263	Unit 1, Week 2, p. 86	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard Spanish conventions, including: (i) complete sentences with subject-verb agreement (ii) past, present, and future verb tense, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including articles; (v) adverbs that convey time and adverbs that convey place; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, and objective, and the difference in the use of formal pronoun usted and informal pronoun tú; (viii) coordinating conjunctions to form compound subjects and predicates (ix) capitalization of proper nouns and the salutation and closing of a letter; (x) punctuation marks at the end of declarative sentences and the beginning and end of exclamatory and interrogative sentences; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules	(ii) edit drafts using standard Spanish conventions, including past verb tense, including the difference between ser and estar	Student/Teacher	Narrative	9780328992270	Unit 3, Week 3, p. 134	Lenguaje y normas
			Student/Teacher	Activity	9780328992270	Unit 3, Week 3, p. 134	Mi turno

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Narrative	9780328992270	Unit 3, Week 2, p. 90	Lenguaje y normas
			Student/Teacher	Narrative	9780328992270	Unit 3, Week 4, p. 171	Taller de escritura
			Student/Teacher	Activity	9780328992270	Unit 3, Week 2, p. 90	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard Spanish conventions, including: (i) complete sentences with subject-verb agreement (ii) past, present, and future verb tense, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including articles; (v) adverbs that convey time and adverbs that convey place; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, and objective, and the difference in the use of formal pronoun usted and informal pronoun tú; (viii) coordinating conjunctions to form compound subjects and predicates (ix) capitalization of proper nouns and the salutation and closing of a letter; (x) punctuation marks at the end of declarative sentences and the beginning and end of exclamatory and interrogative sentences; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules	(iii) edit drafts using standard Spanish conventions, including present verb tense, including the difference between ser and estar	Student/Teacher	Narrative	9780328992270	Unit 3, Week 1, p. 46	Lenguaje y normas
			Student/Teacher	Activity	9780328992270	Unit 3, Week 1, p. 46	Mi turno
			Student/Teacher	Narrative	9780328992270	Unit 3, Week 3, p. 134	Lenguaje y normas
			Student/Teacher	Narrative	9780328992270	Unit 3, Week 4, p. 171	Taller de escritura
			Student/Teacher	Activity	9780328992270	Unit 3, Week 3, p. 134	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:                      (i) complete sentences with subject-verb agreement                      (ii) past, present, and future verb tense, including the difference between ser and estar;                      (iii) singular, plural, common, and proper nouns, including gender-specific articles;                      (iv) adjectives, including articles;                      (v) adverbs that convey time and adverbs that convey place;                      (vi) prepositions and prepositional phrases;                      (vii) pronouns, including personal, possessive, and objective, and the difference in the use of formal pronoun usted and informal pronoun tú;                      (viii) coordinating conjunctions to form compound subjects and predicates                      (ix) capitalization of proper nouns and the salutation and closing of a letter;                      (x) punctuation marks at the end of declarative sentences and the beginning and end of exclamatory and interrogative sentences; and                      (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(iv) edit drafts using standard Spanish conventions, including future verb tense, including the difference between ser and estar</p>	Student/Teacher	Narrative	9780328992270	Unit 3, Week 4, p. 171	Taller de escritura
			Student/Teacher	Activity	9780328992270	Unit 3, Week 4, p. 171	Mi turno
			Student/Teacher	Narrative	9780328992270	Unit 3, Week 2, p. 90	Lenguaje y normas
			Student/Teacher	Activity	9780328992270	Unit 3, Week 2, p. 90	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:                      (i) complete sentences with subject-verb agreement                      (ii) past, present, and future verb tense, including the difference between ser and estar;                      (iii) singular, plural, common, and proper nouns, including gender-specific articles;                      (iv) adjectives, including articles;                      (v) adverbs that convey time and adverbs that convey place;                      (vi) prepositions and prepositional phrases;                      (vii) pronouns, including personal, possessive, and objective, and the difference in the use of formal pronoun usted and informal pronoun tú;                      (viii) coordinating conjunctions to form compound subjects and predicates                      (ix) capitalization of proper nouns and the salutation and closing of a letter;                      (x) punctuation marks at the end of declarative sentences and the beginning and end of exclamatory and interrogative sentences; and                      (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(v) edit drafts using standard Spanish conventions, including singular nouns, including gender-specific articles</p>	Student/Teacher	Narrative	9780328992263	Unit 2, Week 4, p. 372	Los sustantivos
			Student/Teacher	Activity	9780328992263	Unit 2, Week 4, p. 372	Mi turno
			Student/Teacher	Narrative	9780328992270	Unit 3, Week 5, p. 211	Taller de escritura



Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Narrative	9780328992263	Unit 2, Week 1, p. 248	Lenguaje y normas
			Student/Teacher	Activity	9780328992270	Unit 3, Week 5, p. 211	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard Spanish conventions, including: (i) complete sentences with subject-verb agreement (ii) past, present, and future verb tense, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including articles; (v) adverbs that convey time and adverbs that convey place; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, and objective, and the difference in the use of formal pronoun usted and informal pronoun tú; (viii) coordinating conjunctions to form compound subjects and predicates (ix) capitalization of proper nouns and the salutation and closing of a letter; (x) punctuation marks at the end of declarative sentences and the beginning and end of exclamatory and interrogative sentences; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules	(vi) edit drafts using standard Spanish conventions, including plural nouns, including gender-specific articles	Student/Teacher	Narrative	9780328992270	Unit 3, Week 5, p. 211	Taller de escritura
			Student/Teacher	Activity	9780328992270	Unit 3, Week 5, p. 211	Mi turno
			Student/Teacher	Narrative	9780328992263	Unit 2, Week 4, p. 372	Los sustantivos
			Student/Teacher	Narrative	9780328992263	Unit 2, Week 1, p. 248	Lenguaje y normas
			Student/Teacher	Activity	9780328992263	Unit 2, Week 4, p. 372	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:                      (i) complete sentences with subject-verb agreement                      (ii) past, present, and future verb tense, including the difference between ser and estar;                      (iii) singular, plural, common, and proper nouns, including gender-specific articles;                      (iv) adjectives, including articles;                      (v) adverbs that convey time and adverbs that convey place;                      (vi) prepositions and prepositional phrases;                      (vii) pronouns, including personal, possessive, and objective, and the difference in the use of formal pronoun usted and informal pronoun tú;                      (viii) coordinating conjunctions to form compound subjects and predicates                      (ix) capitalization of proper nouns and the salutation and closing of a letter;                      (x) punctuation marks at the end of declarative sentences and the beginning and end of exclamatory and interrogative sentences; and                      (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(vii) edit drafts using standard Spanish conventions, including common nouns, including gender-specific articles</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992263</p>	<p>Unit 2, Week 4, p. 370</p>	<p>Lenguaje y normas</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992263</p>	<p>Unit 2, Week 1, p. 248</p>	<p>Lenguaje y normas, Mi turno</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992263</p>	<p>Unit 1, Week 1, p. 248</p>	<p>Lenguaje y normas</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992270</p>	<p>Unit 4, Week 1, p. 274</p>	<p>Lenguaje y normas</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992270</p>	<p>Unit 4, Week 1, p. 274</p>	<p>Mi turno</p>
			<p>Teacher Only</p>	<p>Narrative</p>			
			<p>Teacher Only</p>	<p>Activity</p>			
			<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
			<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
			<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:                      (i) complete sentences with subject-verb agreement                      (ii) past, present, and future verb tense, including the difference between ser and estar;                      (iii) singular, plural, common, and proper nouns, including gender-specific articles;                      (iv) adjectives, including articles;                      (v) adverbs that convey time and adverbs that convey place;                      (vi) prepositions and prepositional phrases;                      (vii) pronouns, including personal, possessive, and objective, and the difference in the use of formal pronoun usted and informal pronoun tú;                      (viii) coordinating conjunctions to form compound subjects and predicates                      (ix) capitalization of proper nouns and the salutation and closing of a letter;                      (x) punctuation marks at the end of declarative sentences and the beginning and end of exclamatory and interrogative sentences; and                      (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(viii) edit drafts using standard Spanish conventions, including proper nouns, including gender-specific articles</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992263</p>	<p>Unit 2, Week 4, p. 370</p>	<p>Lenguaje y normas</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992263</p>	<p>Unit 2, Week 4, p. 370</p>	<p>Mi turno</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Narrative	9780328992270	Unit 3, Week 5, p. 211	Taller de escritura
			Student/Teacher	Narrative	9780328992270	Unit 4, Week 1, p. 274	Lenguaje y normas
			Student/Teacher	Activity	9780328992270	Unit 4, Week 1, p. 274	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard Spanish conventions, including: (i) complete sentences with subject-verb agreement (ii) past, present, and future verb tense, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including articles; (v) adverbs that convey time and adverbs that convey place; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, and objective, and the difference in the use of formal pronoun usted and informal pronoun tú; (viii) coordinating conjunctions to form compound subjects and predicates (ix) capitalization of proper nouns and the salutation and closing of a letter; (x) punctuation marks at the end of declarative sentences and the beginning and end of exclamatory and interrogative sentences; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules	(ix) edit drafts using standard Spanish conventions, including adjectives, including articles	Student/Teacher	Narrative	9780328992270	Unit 3, Week 4, p. 170	Corregir los adjetivos
			Student/Teacher	Activity	9780328992270	Unit 3, Week 4, p. 170	Mi turno
			Student/Teacher	Narrative	9780328992270	Unit 4, Week 1, p. 274	Lenguaje y normas
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs					
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:                      (i) complete sentences with subject-verb agreement                      (ii) past, present, and future verb tense, including the difference between ser and estar;                      (iii) singular, plural, common, and proper nouns, including gender-specific articles;                      (iv) adjectives, including articles;                      (v) adverbs that convey time and adverbs that convey place;                      (vi) prepositions and prepositional phrases;                      (vii) pronouns, including personal, possessive, and objective, and the difference in the use of formal pronoun usted and informal pronoun tú;                      (viii) coordinating conjunctions to form compound subjects and predicates                      (ix) capitalization of proper nouns and the salutation and closing of a letter;                      (x) punctuation marks at the end of declarative sentences and the beginning and end of exclamatory and interrogative sentences; and                      (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(x) edit drafts using standard Spanish conventions, including adverbs that convey time</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992270</p>	<p>Unit 3, Week 5, p. 210</p>	<p>Lenguaje y normas</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992270</p>	<p>Unit 3, Week 5, p. 210</p>	<p>Mi turno</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992270</p>	<p>Unit 5, Week 4, p. 617</p>	<p>Taller de escritura</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992270</p>	<p>Unit 5, Week 4, p. 617</p>	<p>Mi turno</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:                      (i) complete sentences with subject-verb agreement                      (ii) past, present, and future verb tense, including the difference between ser and estar;                      (iii) singular, plural, common, and proper nouns, including gender-specific articles;                      (iv) adjectives, including articles;                      (v) adverbs that convey time and adverbs that convey place;                      (vi) prepositions and prepositional phrases;                      (vii) pronouns, including personal, possessive, and objective, and the difference in the use of formal pronoun usted and informal pronoun tú;                      (viii) coordinating conjunctions to form compound subjects and predicates                      (ix) capitalization of proper nouns and the salutation and closing of a letter;                      (x) punctuation marks at the end of declarative sentences and the beginning and end of exclamatory and interrogative sentences; and                      (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(xi) edit drafts using standard Spanish conventions, including and adverbs that convey place</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992270</p>	<p>Unit 5, Week 4, p. 617</p>	<p>Taller de escritura</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992270</p>	<p>Unit 5, Week 4, p. 617</p>	<p>Mi turno</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992270</p>	<p>Unit 3, Week 5, p. 210</p>	<p>Lenguaje y normas</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9780328992270	Unit 3, Week 5, p. 210	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard Spanish conventions, including: (i) complete sentences with subject-verb agreement (ii) past, present, and future verb tense, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including articles; (v) adverbs that convey time and adverbs that convey place; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, and objective, and the difference in the use of formal pronoun usted and informal pronoun tú; (viii) coordinating conjunctions to form compound subjects and predicates (ix) capitalization of proper nouns and the salutation and closing of a letter; (x) punctuation marks at the end of declarative sentences and the beginning and end of exclamatory and interrogative sentences; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules	(xii) edit drafts using standard Spanish conventions, including prepositions	Student/Teacher	Narrative	9780328992263	Unit 2, Week 4, p. 373	Taller de escritura
			Student/Teacher	Activity	9780328992263	Unit 2, Week 4, p. 373	Mi turno
			Student/Teacher	Narrative	9780328992270	Unit 3, Week 5, p. 212	Poesía
			Student/Teacher	Narrative	9780328992270	Unit 5, Week 1, p. 504	Lenguaje y normas
			Student/Teacher	Activity	9780328992270	Unit 3, Week 5, p. 212	First Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:                      (i) complete sentences with subject-verb agreement                      (ii) past, present, and future verb tense, including the difference between ser and estar;                      (iii) singular, plural, common, and proper nouns, including gender-specific articles;                      (iv) adjectives, including articles;                      (v) adverbs that convey time and adverbs that convey place;                      (vi) prepositions and prepositional phrases;                      (vii) pronouns, including personal, possessive, and objective, and the difference in the use of formal pronoun usted and informal pronoun tú;                      (viii) coordinating conjunctions to form compound subjects and predicates                      (ix) capitalization of proper nouns and the salutation and closing of a letter;                      (x) punctuation marks at the end of declarative sentences and the beginning and end of exclamatory and interrogative sentences; and                      (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(xiii) edit drafts using standard Spanish conventions, including prepositional phrases</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992263</p>	<p>Unit 2, Week 4, p. 373</p>	<p>Taller de escritura</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992263</p>	<p>Unit 2, Week 4, p. 373</p>	<p>Mi turno</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992270</p>	<p>Unit 3, Week 5, p. 212</p>	<p>Poesía</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992270</p>	<p>Unit 5, Week 1, p. 504</p>	<p>Lenguaje y normas</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992270</p>	<p>Unit 3, Week 5, p. 212</p>	<p>Second Mi turno</p>
			<p>Teacher Only</p>	<p>Narrative</p>			
			<p>Teacher Only</p>	<p>Activity</p>			
			<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
			<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
			<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:                      (i) complete sentences with subject-verb agreement                      (ii) past, present, and future verb tense, including the difference between ser and estar;                      (iii) singular, plural, common, and proper nouns, including gender-specific articles;                      (iv) adjectives, including articles;                      (v) adverbs that convey time and adverbs that convey place;                      (vi) prepositions and prepositional phrases;                      (vii) pronouns, including personal, possessive, and objective, and the difference in the use of formal pronoun usted and informal pronoun tú;                      (viii) coordinating conjunctions to form compound subjects and predicates                      (ix) capitalization of proper nouns and the salutation and closing of a letter;                      (x) punctuation marks at the end of declarative sentences and the beginning and end of exclamatory and interrogative sentences; and                      (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(xiv) edit drafts using standard Spanish conventions, including pronouns, including personal</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992270</p>	<p>Unit 4, Week 4, p. 404</p>	<p>Lenguaje y normas</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992270</p>	<p>Unit 4, Week 4, p. 404</p>	<p>Mi turno</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Narrative	9780328992270	Unit 4, Week 4, p. 406	Taller de escritura
			Student/Teacher	Narrative	9780328992270	Unit 5, Week 5, p. 653	Taller de escritura
			Student/Teacher	Activity	9780328992270	Unit 4, Week 4, p. 406	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard Spanish conventions, including: (i) complete sentences with subject-verb agreement (ii) past, present, and future verb tense, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including articles; (v) adverbs that convey time and adverbs that convey place; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, and objective, and the difference in the use of formal pronoun usted and informal pronoun tú; (viii) coordinating conjunctions to form compound subjects and predicates (ix) capitalization of proper nouns and the salutation and closing of a letter; (x) punctuation marks at the end of declarative sentences and the beginning and end of exclamatory and interrogative sentences; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules	(xv) edit drafts using standard Spanish conventions, including pronouns, including possessive	Student/Teacher	Narrative	9780328992270	Unit 4, Week 4, p. 404	Lenguaje y normas
			Student/Teacher	Activity	9780328992270	Unit 4, Week 4, p. 404	Mi turno
			Student/Teacher	Narrative	9780328992270	Unit 4, Week 4, p. 406	Taller de escritura
			Student/Teacher	Narrative	9780328992270	Unit 5, Week 5, p. 653	Taller de escritura
			Student/Teacher	Activity	9780328992270	Unit 4, Week 4, p. 406	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:                      (i) complete sentences with subject-verb agreement                      (ii) past, present, and future verb tense, including the difference between ser and estar;                      (iii) singular, plural, common, and proper nouns, including gender-specific articles;                      (iv) adjectives, including articles;                      (v) adverbs that convey time and adverbs that convey place;                      (vi) prepositions and prepositional phrases;                      (vii) pronouns, including personal, possessive, and objective, and the difference in the use of formal pronoun usted and informal pronoun tú;                      (viii) coordinating conjunctions to form compound subjects and predicates                      (ix) capitalization of proper nouns and the salutation and closing of a letter;                      (x) punctuation marks at the end of declarative sentences and the beginning and end of exclamatory and interrogative sentences; and                      (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(xvi) edit drafts using standard Spanish conventions, including pronouns, including objective</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992270</p>	<p>Unit 4, Week 4, p. 404</p>	<p>Lenguaje y normas</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992270</p>	<p>Unit 4, Week 4, p. 404</p>	<p>Mi turno</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992270</p>	<p>Unit 4, Week 4, p. 406</p>	<p>Taller de escritura</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992270</p>	<p>Unit 5, Week 5, p. 653</p>	<p>Taller de escritura</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992270</p>	<p>Unit 4, Week 4, p. 406</p>	<p>Mi turno</p>
			<p>Teacher Only</p>	<p>Narrative</p>			
			<p>Teacher Only</p>	<p>Activity</p>			
			<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
			<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
			<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:                      (i) complete sentences with subject-verb agreement                      (ii) past, present, and future verb tense, including the difference between ser and estar;                      (iii) singular, plural, common, and proper nouns, including gender-specific articles;                      (iv) adjectives, including articles;                      (v) adverbs that convey time and adverbs that convey place;                      (vi) prepositions and prepositional phrases;                      (vii) pronouns, including personal, possessive, and objective, and the difference in the use of formal pronoun usted and informal pronoun tú;                      (viii) coordinating conjunctions to form compound subjects and predicates                      (ix) capitalization of proper nouns and the salutation and closing of a letter;                      (x) punctuation marks at the end of declarative sentences and the beginning and end of exclamatory and interrogative sentences; and                      (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(xvii) edit drafts using standard Spanish conventions, including pronouns, including the difference in the use of formal pronoun usted and informal pronoun tú</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992270</p>	<p>Unit 5, Week 5, p. 653</p>	<p>Taller de escritura</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992270</p>	<p>Unit 5, Week 5, p. 653</p>	<p>Mi turno</p>



Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Narrative	9780328992270	Unit 4, Week 4, p. 404	Lenguaje y normas
			Student/Teacher	Narrative	9780328992270	Unit 4, Week 4, p. 406	Lenguaje y normas
			Student/Teacher	Activity	9780328992270	Unit 4, Week 4, p. 404	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard Spanish conventions, including: (i) complete sentences with subject-verb agreement (ii) past, present, and future verb tense, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including articles; (v) adverbs that convey time and adverbs that convey place; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, and objective, and the difference in the use of formal pronoun usted and informal pronoun tú; (viii) coordinating conjunctions to form compound subjects and predicates (ix) capitalization of proper nouns and the salutation and closing of a letter; (x) punctuation marks at the end of declarative sentences and the beginning and end of exclamatory and interrogative sentences; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules	(xviii) edit drafts using standard Spanish conventions, including coordinating conjunctions to form compound subjects	Student/Teacher	Narrative	9780328992270	Unit 4, Week 4, p. 407	Taller de escritura
			Student/Teacher	Activity	9780328992270	Unit 4, Week 4, p. 407	Mi turno
			Student/Teacher	Narrative	9780328992270	Unit 5, Week 4, p. 616	Lenguaje y normas
			Student/Teacher	Activity	9780328992270	Unit 5, Week 4, p. 616	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs					
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:                      (i) complete sentences with subject-verb agreement                      (ii) past, present, and future verb tense, including the difference between ser and estar;                      (iii) singular, plural, common, and proper nouns, including gender-specific articles;                      (iv) adjectives, including articles;                      (v) adverbs that convey time and adverbs that convey place;                      (vi) prepositions and prepositional phrases;                      (vii) pronouns, including personal, possessive, and objective, and the difference in the use of formal pronoun usted and informal pronoun tú;                      (viii) coordinating conjunctions to form compound subjects and predicates                      (ix) capitalization of proper nouns and the salutation and closing of a letter;                      (x) punctuation marks at the end of declarative sentences and the beginning and end of exclamatory and interrogative sentences; and                      (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(xix) edit drafts using standard Spanish conventions, including coordinating conjunctions to form compound predicates</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992270</p>	<p>Unit 4, Week 4, p. 407</p>	<p>Taller de escritura</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992270</p>	<p>Unit 4, Week 4, p. 407</p>	<p>Mi turno</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992270</p>	<p>Unit 5, Week 4, p. 616</p>	<p>Lenguaje y normas</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992270</p>	<p>Unit 5, Week 4, p. 616</p>	<p>Mi turno</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:                      (i) complete sentences with subject-verb agreement                      (ii) past, present, and future verb tense, including the difference between ser and estar;                      (iii) singular, plural, common, and proper nouns, including gender-specific articles;                      (iv) adjectives, including articles;                      (v) adverbs that convey time and adverbs that convey place;                      (vi) prepositions and prepositional phrases;                      (vii) pronouns, including personal, possessive, and objective, and the difference in the use of formal pronoun usted and informal pronoun tú;                      (viii) coordinating conjunctions to form compound subjects and predicates                      (ix) capitalization of proper nouns and the salutation and closing of a letter;                      (x) punctuation marks at the end of declarative sentences and the beginning and end of exclamatory and interrogative sentences; and                      (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(xx) edit drafts using standard Spanish conventions, including capitalization of proper nouns</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992270</p>	<p>Unit 4, Week 4, p. 405</p>	<p>Taller de escritura</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992270</p>	<p>Unit 4, Week 4, p. 405</p>	<p>Mi turno</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992270</p>	<p>Unit 5, Week 5, p. 654</p>	<p>Corregir las mayúsculas</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Narrative	9780328992270	Unit 4, Week 6, p. 456	Ampliar la investigación
			Student/Teacher	Activity	9780328992270	Unit 5, Week 5, p. 654	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard Spanish conventions, including: (i) complete sentences with subject-verb agreement (ii) past, present, and future verb tense, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including articles; (v) adverbs that convey time and adverbs that convey place; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, and objective, and the difference in the use of formal pronoun usted and informal pronoun tú; (viii) coordinating conjunctions to form compound subjects and predicates (ix) capitalization of proper nouns and the salutation and closing of a letter; (x) punctuation marks at the end of declarative sentences and the beginning and end of exclamatory and interrogative sentences; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules	(xxi) edit drafts using standard Spanish conventions, including capitalization of the salutation of a letter	Student/Teacher	Narrative	9780328992270	Unit 4, Week 4, p. 405	Taller de escritura
			Student/Teacher	Activity	9780328992270	Unit 4, Week 4, p. 405	Mi turno
			Student/Teacher	Narrative	9780328992270	Unit 5, Week 5, p. 654	Corregir las mayúsculas
			Student/Teacher	Narrative	9780328992270	Unit 4, Week 6, p. 456	Ampliar la investigación
			Student/Teacher	Activity	9780328992270	Unit 5, Week 5, p. 654	First Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:                      (i) complete sentences with subject-verb agreement                      (ii) past, present, and future verb tense, including the difference between ser and estar;                      (iii) singular, plural, common, and proper nouns, including gender-specific articles;                      (iv) adjectives, including articles;                      (v) adverbs that convey time and adverbs that convey place;                      (vi) prepositions and prepositional phrases;                      (vii) pronouns, including personal, possessive, and objective, and the difference in the use of formal pronoun usted and informal pronoun tú;                      (viii) coordinating conjunctions to form compound subjects and predicates                      (ix) capitalization of proper nouns and the salutation and closing of a letter;                      (x) punctuation marks at the end of declarative sentences and the beginning and end of exclamatory and interrogative sentences; and                      (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(xxii) edit drafts using standard Spanish conventions, including capitalization of the closing of a letter</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992270</p>	<p>Unit 4, Week 4, p. 405</p>	<p>Taller de escritura</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992270</p>	<p>Unit 4, Week 4, p. 405</p>	<p>Mi turno</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992270</p>	<p>Unit 5, Week 5, p. 654</p>	<p>Corregir las mayúsculas</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992270</p>	<p>Unit 4, Week 6, p. 456</p>	<p>Ampliar la investigación</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992270</p>	<p>Unit 5, Week 5, p. 654</p>	<p>First Mi turno</p>
			<p>Teacher Only</p>	<p>Narrative</p>			
			<p>Teacher Only</p>	<p>Activity</p>			
			<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
			<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
			<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:                      (i) complete sentences with subject-verb agreement                      (ii) past, present, and future verb tense, including the difference between ser and estar;                      (iii) singular, plural, common, and proper nouns, including gender-specific articles;                      (iv) adjectives, including articles;                      (v) adverbs that convey time and adverbs that convey place;                      (vi) prepositions and prepositional phrases;                      (vii) pronouns, including personal, possessive, and objective, and the difference in the use of formal pronoun usted and informal pronoun tú;                      (viii) coordinating conjunctions to form compound subjects and predicates                      (ix) capitalization of proper nouns and the salutation and closing of a letter;                      (x) punctuation marks at the end of declarative sentences and the beginning and end of exclamatory and interrogative sentences; and                      (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(xxiii) edit drafts using standard Spanish conventions, including punctuation marks at the end of declarative sentences</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992263</p>	<p>Unit 1, Week 4, p. 150</p>	<p>Lenguaje y normas</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992263</p>	<p>Unit 1, Week 4, p. 150</p>	<p>Mi turno</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Narrative	9780328992263	Unit 1, Week 4, p. 151	Taller de escritura
			Student/Teacher	Activity	9780328992263	Unit 1, Week 4, p. 151	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard Spanish conventions, including: (i) complete sentences with subject-verb agreement (ii) past, present, and future verb tense, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including articles; (v) adverbs that convey time and adverbs that convey place; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, and objective, and the difference in the use of formal pronoun usted and informal pronoun tú; (viii) coordinating conjunctions to form compound subjects and predicates (ix) capitalization of proper nouns and the salutation and closing of a letter; (x) punctuation marks at the end of declarative sentences and the beginning and end of exclamatory and interrogative sentences; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules	(xxiv) edit drafts using standard Spanish conventions, including punctuation marks at the beginning of exclamatory sentences	Student/Teacher	Narrative	9780328992263	Unit 1, Week 4, p. 150	Lenguaje y normas
			Student/Teacher	Activity	9780328992263	Unit 1, Week 4, p. 150	Mi turno
			Student/Teacher	Narrative	9780328992263	Unit 1, Week 4, p. 151	Taller de escritura
			Student/Teacher	Activity	9780328992263	Unit 1, Week 4, p. 151	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:                      (i) complete sentences with subject-verb agreement                      (ii) past, present, and future verb tense, including the difference between ser and estar;                      (iii) singular, plural, common, and proper nouns, including gender-specific articles;                      (iv) adjectives, including articles;                      (v) adverbs that convey time and adverbs that convey place;                      (vi) prepositions and prepositional phrases;                      (vii) pronouns, including personal, possessive, and objective, and the difference in the use of formal pronoun usted and informal pronoun tú;                      (viii) coordinating conjunctions to form compound subjects and predicates                      (ix) capitalization of proper nouns and the salutation and closing of a letter;                      (x) punctuation marks at the end of declarative sentences and the beginning and end of exclamatory and interrogative sentences; and                      (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(xxv) edit drafts using standard Spanish conventions, including punctuation marks at the end of exclamatory sentences</p>	Student/Teacher	Narrative	9780328992263	Unit 1, Week 4, p. 150	Lenguaje y normas
			Student/Teacher	Activity	9780328992263	Unit 1, Week 4, p. 150	Mi turno
			Student/Teacher	Narrative	9780328992263	Unit 1, Week 4, p. 151	Taller de escritura
			Student/Teacher	Activity	9780328992263	Unit 1, Week 4, p. 151	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:                      (i) complete sentences with subject-verb agreement                      (ii) past, present, and future verb tense, including the difference between ser and estar;                      (iii) singular, plural, common, and proper nouns, including gender-specific articles;                      (iv) adjectives, including articles;                      (v) adverbs that convey time and adverbs that convey place;                      (vi) prepositions and prepositional phrases;                      (vii) pronouns, including personal, possessive, and objective, and the difference in the use of formal pronoun usted and informal pronoun tú;                      (viii) coordinating conjunctions to form compound subjects and predicates                      (ix) capitalization of proper nouns and the salutation and closing of a letter;                      (x) punctuation marks at the end of declarative sentences and the beginning and end of exclamatory and interrogative sentences; and                      (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(xxvi) edit drafts using standard Spanish conventions, including punctuation marks at the beginning of interrogative sentences</p>	Student/Teacher	Narrative	9780328992263	Unit 1, Week 4, p. 150	Lenguaje y normas
			Student/Teacher	Activity	9780328992263	Unit 1, Week 4, p. 150	Mi turno
			Student/Teacher	Narrative	9780328992263	Unit 1, Week 4, p. 151	Taller de escritura

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9780328992263	Unit 1, Week 4, p. 151	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard Spanish conventions, including: (i) complete sentences with subject-verb agreement (ii) past, present, and future verb tense, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including articles; (v) adverbs that convey time and adverbs that convey place; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, and objective, and the difference in the use of formal pronoun usted and informal pronoun tú; (viii) coordinating conjunctions to form compound subjects and predicates (ix) capitalization of proper nouns and the salutation and closing of a letter; (x) punctuation marks at the end of declarative sentences and the beginning and end of exclamatory and interrogative sentences; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules	(xxvii) edit drafts using standard Spanish conventions, including punctuation marks at the end of interrogative sentences	Student/Teacher	Narrative	9780328992263	Unit 1, Week 4, p. 150	Lenguaje y normas
			Student/Teacher	Activity	9780328992263	Unit 1, Week 4, p. 150	Mi turno
			Student/Teacher	Narrative	9780328992263	Unit 1, Week 4, p. 151	Taller de escritura
			Student/Teacher	Activity	9780328992263	Unit 1, Week 4, p. 151	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:                      (i) complete sentences with subject-verb agreement                      (ii) past, present, and future verb tense, including the difference between ser and estar;                      (iii) singular, plural, common, and proper nouns, including gender-specific articles;                      (iv) adjectives, including articles;                      (v) adverbs that convey time and adverbs that convey place;                      (vi) prepositions and prepositional phrases;                      (vii) pronouns, including personal, possessive, and objective, and the difference in the use of formal pronoun usted and informal pronoun tú;                      (viii) coordinating conjunctions to form compound subjects and predicates                      (ix) capitalization of proper nouns and the salutation and closing of a letter;                      (x) punctuation marks at the end of declarative sentences and the beginning and end of exclamatory and interrogative sentences; and                      (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(xxviii) edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992270</p>	<p>Unit 4, Week 5, p. 442</p>	<p>Corregir la ortografía</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992270</p>	<p>Unit 4, Week 5, p. 442</p>	<p>Mi turno</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992263</p>	<p>Unit 1, Week 5, p. 186</p>	<p>Lenguaje y normas</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992263</p>	<p>Unit 2, Week 6, p. 423</p>	<p>Proyecto de indagación</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992263</p>	<p>Unit 1, Week 5, p. 186</p>	<p>Mi turno</p>
			<p>Teacher Only</p>	<p>Narrative</p>			
			<p>Teacher Only</p>	<p>Activity</p>			
			<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
			<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
			<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:                      (i) complete sentences with subject-verb agreement                      (ii) past, present, and future verb tense, including the difference between ser and estar;                      (iii) singular, plural, common, and proper nouns, including gender-specific articles;                      (iv) adjectives, including articles;                      (v) adverbs that convey time and adverbs that convey place;                      (vi) prepositions and prepositional phrases;                      (vii) pronouns, including personal, possessive, and objective, and the difference in the use of formal pronoun usted and informal pronoun tú;                      (viii) coordinating conjunctions to form compound subjects and predicates                      (ix) capitalization of proper nouns and the salutation and closing of a letter;                      (x) punctuation marks at the end of declarative sentences and the beginning and end of exclamatory and interrogative sentences; and                      (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(xxix) edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic rules</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992270</p>	<p>Unit 4, Week 5, p. 442</p>	<p>Corregir la ortografía</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992270</p>	<p>Unit 4, Week 5, p. 442</p>	<p>Mi turno</p>



Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Narrative	9780328992263	Unit 1, Week 5, p. 186	Lenguaje y normas
			Student/Teacher	Activity	9780328992263	Unit 1, Week 5, p. 186	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(E) publish and share writing	(i) publish writing	Student/Teacher	Narrative	9780328992263	Unit 1, Week 3, p. 127	Taller de escritura
			Student/Teacher	Activity	9780328992263	Unit 1, Week 3, p. 127	Taller de escritura
			Student/Teacher	Narrative	9780328992263	Unit 1, Week 5, p. 189	Publicar y celebrar
			Student/Teacher	Activity	9780328992270	Unit 3, Week 5, p. 213	Publicar y celebrar
			Student/Teacher	Activity	9780328992263	Unit 1, Week 5, p. 189	Publicar y celebrar
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(E) publish and share writing	(ii) share writing	Student/Teacher	Narrative	9780328992263	Unit 1, Week 5, p. 189	Publicar y celebrar
			Student/Teacher	Activity	9780328992263	Unit 1, Week 5, p. 189	Publicar y celebrar
			Student/Teacher	Narrative	9780328992263	Unit 1, Week 3, p. 127	Taller de escritura
			Student/Teacher	Activity	9780328992270	Unit 3, Week 5, p. 213	Publicar y celebrar
			Student/Teacher	Activity	9780328992263	Unit 1, Week 3, p. 127	Taller de escritura
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	(A) compose literary texts, including personal narratives and poetry	(i) compose literary texts, including personal narratives	Student/Teacher	Narrative	9780328992270	Unit 4, Week 1, p. 275	Taller de escritura
			Student/Teacher	Activity	9780328992270	Unit 4, Week 2, pp. 318-319	Mi turno
			Student/Teacher	Narrative	9780328992270	Unit 4, Week 2, pp. 318-319	Taller de escritura
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	(A) compose literary texts, including personal narratives and poetry	(ii) compose literary texts, including poetry	Student/Teacher	Narrative	9780328992270	Unit 3, Week 1, p. 49	Taller de escritura
			Student/Teacher	Activity	9780328992270	Unit 3, Week 1, p. 49	Mi turno
			Student/Teacher	Narrative	9780328992270	Unit 3, Week 3, p. 136	Aliteración
			Student/Teacher	Narrative	9780328992270	Unit 3, Week 2, pp. 92-93	Detalles sensoriales
			Student/Teacher	Activity	9780328992270	Unit 3, Week 3, p. 136	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	(B) compose informational texts, including procedural texts and reports	(i) compose informational texts, including procedural texts	Student/Teacher	Narrative	9780328992270	Unit 5, Week 1, p. 505	Taller de escritura
			Student/Teacher	Activity	9780328992270	Unit 5, Week 1, p. 507	Taller de escritura
			Student/Teacher	Narrative	9780328992270	Unit 5, Week 3, pp. 585-587	Taller de escritura
			Student/Teacher	Activity	9780328992270	Unit 5, Week 3, pp. 585-587	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	(B) compose informational texts, including procedural texts and reports	(ii) compose informational texts, including reports	Student/Teacher	Narrative	9780328992270	Unit 3, Week 4, p. 164	Reflexionar y comentar
			Student/Teacher	Activity	9780328992270	Unit 3, Week 4, p. 164	Reflexionar y comentar
			Student/Teacher	Narrative	9780328992263	Unit 2, Week 6, p. 418	Colaborar y comentar
			Student/Teacher	Narrative	9780328992263	Unit 2, Week 6, p. 422	Ampliar la investigación
			Student/Teacher	Activity	9780328992263	Unit 2, Week 6, p. 418	Colaborar y comentar
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	(C) compose correspondence such as thank you notes or letters	(i) compose correspondence	Student/Teacher	Narrative	9780328992263	Unit 1, Week 2, p. 82	Reflexionar y comentar
			Student/Teacher	Activity	9780328992263	Unit 1, Week 2, p. 82	Reflexionar y comentar
			Student/Teacher	Narrative	9780328992270	Unit 4, Week 6, p. 456	Ampliar la investigación

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Narrative	9780328992270	Unit 3, Week 6, p. 224	Colaborar y comentar
			Student/Teacher	Activity	9780328992270	Unit 4, Week 6, p. 456	Colaborar
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(A) generate questions for formal and informal inquiry with adult assistance	(i) generate questions for formal inquiry with adult assistance	Student/Teacher	Narrative	9780328992263	Unit 1, Week 6, p. 199	Proyecto de indagación
			Student/Teacher	Activity	9780328992263	Unit 1, Week 6, p. 199	Proyecto de indagación
			Student/Teacher	Activity	9780328992263	Unit 2, Week 6, p. 417	Colaborar
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(A) generate questions for formal and informal inquiry with adult assistance	(ii) generate questions for informal inquiry with adult assistance	Student/Teacher	Narrative	9780328992263	Unit 1, Week 6, p. 199	Proyecto de indagación
			Student/Teacher	Activity	9780328992263	Unit 1, Week 6, p. 199	Proyecto de indagación
			Student/Teacher	Activity	9780328992263	Unit 2, Week 6, p. 417	Colaborar
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(B) develop and follow a research plan with adult assistance	(i) develop a research plan with adult assistance	Student/Teacher	Narrative	9780328992270	Unit 3, Week 6, p. 221	Proyecto de indagación
			Student/Teacher	Activity	9780328992270	Unit 3, Week 6, p. 221	Proyecto de indagación
			Student/Teacher	Narrative	9780328992270	Unit 5, Week 6, p. 663	Proyecto de indagación
			Student/Teacher	Activity	9780328992270	Unit 5, Week 6, p. 663	Proyecto de indagación
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(B) develop and follow a research plan with adult assistance	(ii) follow a research plan with adult assistance	Student/Teacher	Narrative	9780328992270	Unit 3, Week 6, p. 221	Proyecto de indagación
			Student/Teacher	Activity	9780328992270	Unit 3, Week 6, p. 221	Colaborar
			Student/Teacher	Narrative	9780328992263	Unit 1, Week 6, p. 197	Proyecto de indagación
			Student/Teacher	Activity	9780328992263	Unit 1, Week 6, p. 197	Colaborar
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(C) identify and gather relevant sources and information to answer the questions	(i) identify relevant sources to answer the questions	Student/Teacher	Narrative	9780328992263	Unit 1, Week 6, p. 201	Proyecto de indagación
			Student/Teacher	Activity	9780328992263	Unit 1, Week 6, p. 201	Intercambiar ideas
			Student/Teacher	Narrative	9780328992270	Unit 3, Week 6, p. 223	Proyecto de indagación
			Student/Teacher	Activity	9780328992270	Unit 3, Week 6, p. 223	Proyecto de indagación
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(C) identify and gather relevant sources and information to answer the questions	(ii) gather relevant sources to answer the questions	Student/Teacher	Narrative	9780328992270	Unit 3, Week 6, p. 223	Proyecto de indagación
			Student/Teacher	Activity	9780328992270	Unit 3, Week 6, p. 223	Proyecto de indagación
			Student/Teacher	Narrative	9780328992263	Unit 1, Week 6, p. 202	Proyecto de indagación
			Student/Teacher	Activity	9780328992263	Unit 1, Week 6, p. 202	Colaborar
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(C) identify and gather relevant sources and information to answer the questions	(iii) identify relevant information to answer the questions	Student/Teacher	Narrative	9780328992270	Unit 3, Week 6, p. 223	Proyecto de indagación
			Student/Teacher	Activity	9780328992270	Unit 3, Week 6, p. 223	Proyecto de indagación
			Student/Teacher	Narrative	9780328992263	Unit 1, Week 6, p. 202	Proyecto de indagación
			Student/Teacher	Activity	9780328992263	Unit 1, Week 6, p. 202	Colaborar

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(C) identify and gather relevant sources and information to answer the questions	(iv) gather relevant information to answer the questions	Student/Teacher	Narrative	9780328992270	Unit 3, Week 6, p. 223	Proyecto de indagación
			Student/Teacher	Activity	9780328992270	Unit 3, Week 6, p. 223	Proyecto de indagación
			Student/Teacher	Narrative	9780328992263	Unit 1, Week 6, p. 202	Proyecto de indagación
			Student/Teacher	Activity	9780328992263	Unit 1, Week 6, p. 202	Colaborar
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(D) identify primary and secondary sources	(i) identify primary sources	Student/Teacher	Narrative	9780328992263	Unit 1, Week 6, p. 201	Proyecto de indagación
			Student/Teacher	Activity	9780328992263	Unit 1, Week 6, p. 201	Intercambiar ideas
			Student/Teacher	Narrative	9780328992270	Unit 3, Week 6, p. 225	Proyecto de indagación
			Student/Teacher	Narrative	9780328992270	Unit 4, Week 6, p. 455	Proyecto de indagación
			Student/Teacher	Activity	9780328992270	Unit 3, Week 6, p. 225	Colaborar
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(D) identify primary and secondary sources	(ii) identify secondary sources	Student/Teacher	Narrative	9780328992263	Unit 1, Week 6, p. 201	Proyecto de indagación
			Student/Teacher	Activity	9780328992263	Unit 1, Week 6, p. 201	Intercambiar ideas
			Student/Teacher	Narrative	9780328992270	Unit 3, Week 6, p. 225	Proyecto de indagación
			Student/Teacher	Narrative	9780328992270	Unit 4, Week 6, p. 455	Proyecto de indagación
			Student/Teacher	Activity	9780328992270	Unit 3, Week 6, p. 225	Colaborar
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(E) demonstrate understanding of information gathered	(i) demonstrate understanding of information gathered	Student/Teacher	Narrative	9780328992263	Unit 2, Week 6, p. 419	Proyecto de indagación
			Student/Teacher	Activity	9780328992263	Unit 2, Week 6, p. 419	Colaborar
			Student/Teacher	Narrative	9780328992270	Unit 3, Week 6, p. 223	Proyecto de indagación
			Student/Teacher	Activity	9780328992270	Unit 3, Week 6, p. 223	Colaborar
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(F) cite sources appropriately	(i) cite sources appropriately	Student/Teacher	Narrative	9780328992270	Unit 3, Week 6, p. 225	Proyecto de indagación
			Student/Teacher	Activity	9780328992270	Unit 3, Week 6, p. 225	Colaborar
			Student/Teacher	Narrative	9780328992270	Unit 5, Week 6, p. 667	Proyecto de indagación
			Student/Teacher	Activity	9780328992270	Unit 5, Week 6, p. 667	Second Colaborar
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(G) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	(i) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	Student/Teacher	Narrative	9780328992270	Unit 3, Week 6, p. 228	Celebrar y reflexionar
			Student/Teacher	Activity	9780328992270	Unit 3, Week 6, p. 228	Celebrar y reflexionar
			Student/Teacher	Narrative	9780328992263	Unit 1, Week 6, p. 204	Celebrar y reflexionar
			Student/Teacher	Narrative	9780328992270	Unit 5, Week 6, p. 670	Celebrar y reflexionar
			Student/Teacher	Activity	9780328992263	Unit 1, Week 6, p. 204	Celebrar y reflexionar
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			