

A Correlation of
Texas miVisión Lectura
Grade 3, ©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	
Subject	Chapter 128. Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language
Subchapter	Subchapter A. Elementary
Course	128.5. Spanish Language Arts and Reading, Grade 3
Publisher	Pearson Education, Inc., publishing as Scott Foresman
Program Title	Texas myVisión Lectura - Print + Online, Grade 3
Program ISBN	9780134920542
TEKS %	100.00
(a) Introduction.	
<p>(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.</p> <p>(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.</p> <p>(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.</p>	
<p>(4) Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, <i>STAAR Performance Level Descriptors</i>, 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.</p> <p>(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).</p>	
<p>(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.</p> <p>(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).</p> <p>(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).</p> <p>(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.</p>	
(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 make pertinent comments	(i) listen actively	Student/Teacher	Narrative	9780328992287	Unit 2, Week 1, p. 258	Central text / Third bullet
			Student/Teacher	Activity	9780328992287	Unit 2, Week 1, p. 269	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 5, Week 1, p. 467	Chart
			Student/Teacher	Narrative	9780328992294	Unit 5, Week 1, p. 456	Central text / First bullet
			Student/Teacher	Activity	9780328992294	Unit 5, Week 1, p. 467	Mi turno activity
			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 make pertinent comments	(ii) ask relevant questions to clarify information	Student/Teacher	Narrative	9780328992287	Unit 2, Week 1, p. 258	Central text / Second bullet
			Student/Teacher	Activity	9780328992287	Unit 2, Week 1, p. 258	Central text
			Student/Teacher	Narrative	9780328992294	Unit 3, Week 5, p. 184	Reflexionar y comentar: Hacer preguntas relevantes
			Student/Teacher	Narrative	9780328992294	Unit 5, Week 5, p. 598	Central text
			Student/Teacher	Activity	9780328992287	Unit 2, Week 1, p. 269	Mi turno activity
			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 make pertinent comments	(iii) make pertinent comments	Student/Teacher	Narrative	9780328992287	Unit 2, Week 5, p. 400	Central text / Second bullet
			Student/Teacher	Activity	9780328992294	Unit 5, Week 5, p. 598	Central text
			Student/Teacher	Narrative	9780328992294	Unit 5, Week 1, p. 456	Full page
			Student/Teacher	Narrative	9780328992294	Unit 3, Week 1, p. 48	Central text
			Student/Teacher	Activity	9780328992287	Unit 2, Week 1, p. 269	Planificar tu artículo con instrucciones: 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 series of related sequences of action	(i) follow oral instructions that involve a series of related sequences of action	Student/Teacher	Narrative	9780328992294	Unit 5, Week 3, p. 522	Central text / First bullet

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	9780328992294	Unit 5, Week 3, p. 522	Central text
			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)			
(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 series of related sequences of action	(ii) restate oral instructions that involve a series of related sequences of action	Student/Teacher	Narrative	9780328992294	Unit 5, Week 3, p. 522	Reflexionar y comentar: Instrucciones orales
			Student/Teacher	Activity	9780328992294	Unit 5, Week 3, p. 522	Central text
			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)			
(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 series of related sequences of action	(iii) give oral instructions that involve a series of related sequences of action	Student/Teacher	Narrative	9780328992294	Unit 5, Week 3, p. 522	Reflexionar y comentar: Instrucciones orales
			Student/Teacher	Activity	9780328992294	Unit 5, Week 3, p. 522	Reflexionar y comentar: Instrucciones orales
			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)			
(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) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively	(i) speak coherently about the topic under discussion, employing eye contact to communicate ideas effectively	Student/Teacher	Narrative	9780328992287	Unit 2, Week 6, p. 428	¡Hora de celebrar!: Colaborar
			Student/Teacher	Activity	9780328992294	Unit 2, Week 6, p. 428	¡Hora de celebrar!: Colaborar
			Student/Teacher	Activity	9780328992294	Unit 3, Week 6, p. 212	Colaborar activity
			Student/Teacher	Activity	9780328992294	Unit 5, Week 6, p. 626	¡A celebrar!: 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)			
(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) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively	(ii) speak coherently about the topic under discussion, employing speaking rate to communicate ideas effectively	Student/Teacher	Narrative	9780328992287	Unit 2, Week 6, p. 428	Colaborar / Second bullet

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	9780328992294	Unit 5, Week 6, p. 626	Colaborar activity
			Student/Teacher	Activity	9780328992294	Unit 3, Week 6, p. 212	Colaborar activity
			Student/Teacher	Narrative	9780328992294	Unit 5, Week 6, p. 626	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)			
(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) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively	(iii) speak coherently about the topic under discussion, employing volume to communicate ideas effectively	Student/Teacher	Narrative	9780328992287	Unit 2, Week 6, p. 428	¡Hora de celebrar!: Colaborar
			Student/Teacher	Activity	9780328992294	Unit 5, Week 6, p. 626	¡A celebrar!
			Student/Teacher	Activity	9780328992294	Unit 3, Week 6, p. 212	Colaborar activity
			Student/Teacher	Narrative	9780328992294	Unit 3, Week 6, p. 212	Colaborar
			Student/Teacher	Activity	9780328992287	Unit 2, Week 2, p. 271	Intercambiar Ideas activity
			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) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively	(iv) speak coherently about the topic under discussion, employing enunciation to communicate ideas effectively	Student/Teacher	Narrative	9780328992287	Unit 2, Week 6, p. 428	¡Hora de celebrar!: Colaborar
			Student/Teacher	Activity	9780328992287	Unit 2, Week 6, p. 428	¡Hora de celebrar!: Colaborar
			Student/Teacher	Activity	9780328992294	Unit 3, Week 6, p. 212	Colaborar activity
			Student/Teacher	Activity	9780328992294	Unit 5, Week 6, p. 626	Colaborar activity
			Student/Teacher	Activity	9780328992287	Unit 2, Week 2, p. 271	Pregunta de la semana: Intercambiar Ideas
			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) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively	(v) speak coherently about the topic under discussion, employing the conventions of language to communicate ideas effectively	Student/Teacher	Narrative	9780328992287	Unit 1, Week 1, p. 15	Pregunta de la semana: Intercambiar Ideas
			Student/Teacher	Activity	9780328992287	Unit 1, Week 1, p. 15	Intercambiar Ideas activity
			Student/Teacher	Activity	9780328992294	Unit 3, Week 6, p. 212	Colaborar activity
			Student/Teacher	Activity	9780328992294	Unit 5, Week 6, p. 626	Activity (Colaborar activity)
			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
(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, norms, and protocols	(i) work collaboratively with others by following agreed-upon rules	Student/Teacher	Narrative	9780328992294	Unit 3, Week 6, p. 209	Colaborar
			Student/Teacher	Activity	9780328992294	Unit 3, Week 6, p. 209	Colaborar activity
			Student/Teacher	Activity	9780328992294	Unit 3, Week 6, p. 204	Colaborar activity
			Student/Teacher	Activity	9780328992294	Unit 4, Week 1, p. 221	Pregunta de la semana: Intercambiar Ideas
			Student/Teacher	Activity	9780328992294	Unit 4, Week 6, p. 411	Project-based Inquiry: Colaborar activity
			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:	(D) work collaboratively with others by following agreed-upon rules, norms, and protocols	(ii) work collaboratively with others by following agreed-upon norms	Student/Teacher	Narrative	9780328992294	Unit 3, Week 6, p. 209	Colaborar
			Student/Teacher	Activity	9780328992294	Unit 4, Week 1, p. 221	Pregunta de la semana: Intercambiar Ideas
			Student/Teacher	Activity	9780328992294	Unit 4, Week 6, p. 406	Indagar: Artículos de investigación
			Student/Teacher	Activity	9780328992294	Unit 4, Week 6, p. 411	Proyecto de indagación: Colaborar activity
			Student/Teacher	Activity	9780328992294	Unit 3, Week 6, p. 199	Proyecto de indagación: Colaborar activity
			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:	(D) work collaboratively with others by following agreed-upon rules, norms, and protocols	(iii) work collaboratively with others by following agreed-upon protocols	Student/Teacher	Narrative	9780328992294	Unit 3, Week 6, p. 209	Colaborar
			Student/Teacher	Activity	9780328992294	Unit 3, Week 6, p. 203	Proyecto de indagación: Colaborar activity
			Student/Teacher	Activity	9780328992294	Unit 4, Week 6, p. 411	Proyecto de indagación: Colaborar activity
			Student/Teacher	Activity	9780328992294	Unit 5, Week 6, p. 617	Proyecto de indagación: Colaborar activity
			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:	(E) develop social communication such as conversing politely in all situations	(i) develop social communication	Student/Teacher	Narrative	9780328992287	Unit 2, Week 6, p. 428	¡Hora de celebrar!: Colaborar
			Student/Teacher	Activity	9780328992287	Unit 2, Week 6, p. 428	¡Hora de celebrar!: Colaborar
			Teacher Only	(Drop-down Selection)			
			Teacher Only	(Drop-down Selection)			
			Teacher Only	(Drop-down Selection)			
			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
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 4, p. 366	Corregir entre compañeros: first paragraph
			Student/Teacher	Activity	9780328992294	Unit 4, Week 4, p. 366	Corregir entre compañeros: first paragraph
			Student/Teacher	Activity	9780328992294	Unit 4, Week 6, p. 420	Colaborar activity
			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 words with a prosodic or orthographic accent; (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) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes	(i) demonstrate phonetic knowledge by decoding words with a prosodic or orthographic accent	Student/Teacher	Narrative	9780328992294	Unit 3, Week 2, p. 84	Central text
			Student/Teacher	Activity	9780328992294	Unit 3, Week 2, p. 84	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 3, Week 3, p. 120	Central text
			Student/Teacher	Activity	9780328992294	Unit 3, Week 3, p. 120	Mi turno activity
			Student/Teacher	Activity	9780328992294	Unit 4, Week 4, p. 361	Ortografía: Mi turno activity
			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 words with a prosodic or orthographic accent; (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) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes	(ii) demonstrate phonetic knowledge by decoding words with multiple sound spelling patterns	Student/Teacher	Narrative	9780328992287	Unit 1, Week 1, p. 48	Central text
			Student/Teacher	Activity	9780328992287	Unit 1, Week 1, p. 48	Mi turno activity
			Student/Teacher	Narrative	9780328992287	Unit 1, Week 5, p. 200	Central text
			Student/Teacher	Narrative	9780328992294	Unit 5, Week 1, p. 458	Central text
			Student/Teacher	Activity	9780328992287	Unit 1, Week 5, p. 200	Mi turno activity
			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:	(A) demonstrate and apply phonetic knowledge by: (i) decoding words with a prosodic or orthographic accent; (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) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes	(iii) demonstrate phonetic knowledge by decoding words with silent h	Student/Teacher	Narrative	9780328992294	Unit 3, Week 4, p. 154	Central text
			Student/Teacher	Activity	9780328992294	Unit 3, Week 4, p. 154	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 3, Week 4, p. 157	Ortografía: Central text
			Student/Teacher	Activity	9780328992294	Unit 3, Week 4, p. 157	Mi turno activity
			Student/Teacher	Activity	9780328992294	Práctica adicional Unit 3, Week 4, p. 92	Full 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:	(A) demonstrate and apply phonetic knowledge by: (i) decoding words with a prosodic or orthographic accent; (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) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes	(iv) demonstrate phonetic knowledge by decoding words that use the [syllable] que-	Student/Teacher	Narrative	9780328992287	Unit 1, Week 1, p. 48	Central text
			Student/Teacher	Activity	9780328992287	Unit 1, Week 1, p. 48	Mi turno activity
			Student/Teacher	Narrative	9780328992287	Unit 1, Week 1, p. 51	Ortografía: Central text
			Student/Teacher	Activity	9780328992287	Unit 1, Week 1, p. 51	Mi turno activity
			Student/Teacher	Activity	9780328992287	Práctica adicional Unit 1, Week 1, p. 1	Full page
			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>(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:</p>	<p>(A) demonstrate and apply phonetic knowledge by: (i) decoding words with a prosodic or orthographic accent; (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) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes</p>	<p>(v) demonstrate phonetic knowledge by decoding words that use the [syllable] qui-</p>	Student/Teacher	Narrative	9780328992287	Unit 1, Week 1, p. 48	Central text
			Student/Teacher	Activity	9780328992287	Unit 1, Week 1, p. 48	Mi turno activity
			Student/Teacher	Narrative	9780328992287	Unit 1, Week 1, p. 51	Ortografía: Central text
			Student/Teacher	Activity	9780328992287	Unit 1, Week 1, p. 51	Mi turno activity
			Student/Teacher	Activity	9780328992287	Práctica adicional Unit 1, Week 1, p. 1	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down Selection)			
			Teacher Only	(Drop-down Selection)			
			Teacher Only	(Drop-down Selection)			
<p>(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:</p>	<p>(A) demonstrate and apply phonetic knowledge by: (i) decoding words with a prosodic or orthographic accent; (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) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes</p>	<p>(vi) demonstrate phonetic knowledge by decoding words that use the [syllable] gue-</p>	Student/Teacher	Narrative	9780328992294	Unit 4, Week 2, p. 285	Ortografía: Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 2, p. 285	Mi turno activity
			Student/Teacher	Activity	9780328992294	Unit 4, Week 2, p. 282	First Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 2, p. 282	Central text / Second bullet
			Student/Teacher	Activity	9780328992294	Práctica adicional Unit 4, Week 2, p. 134	Full page
			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>(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:</p>	<p>(A) demonstrate and apply phonetic knowledge by: (i) decoding words with a prosodic or orthographic accent; (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) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes</p>	<p>(vii) demonstrate phonetic knowledge by decoding words that use the [syllable] gui-</p>	Student/Teacher	Narrative	9780328992294	Unit 4, Week 2, p. 285	Ortografía: Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 2, p. 282	First Mi turno activity
			Student/Teacher	Activity	9780328992294	Unit 4, Week 2, p. 285	Mi turno activity
			Student/Teacher	Activity	9780328992294	Práctica adicional Unit 4, Week 2, p. 134	Full page
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 2, p. 282	Central text / Third bullet
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down Selection)			
			Teacher Only	(Drop-down Selection)			
			Teacher Only	(Drop-down Selection)			
<p>(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:</p>	<p>(A) demonstrate and apply phonetic knowledge by: (i) decoding words with a prosodic or orthographic accent; (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) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes</p>	<p>(viii) demonstrate phonetic knowledge by decoding words that use the [syllable] güe-</p>	Student/Teacher	Narrative	9780328992294	Unit 4, Week 2, p. 285	Ortografía: Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 2, p. 282	First Mi turno activity
			Student/Teacher	Activity	9780328992294	Unit 4, Week 2, p. 285	Mi turno activity
			Student/Teacher	Activity	9780328992294	Práctica adicional Unit 4, Week 2, p. 134	Full page
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 2, p. 282	Central text / Third bullet
			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 words with a prosodic or orthographic accent; (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) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes	(ix) demonstrate phonetic knowledge by decoding words that use the [syllable] güi-	Student/Teacher	Narrative	9780328992294	Unit 4, Week 2, p. 285	Ortografía: Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 2, p. 282	First Mi turno activity
			Student/Teacher	Activity	9780328992294	Unit 4, Week 2, p. 285	Mi turno activity
			Student/Teacher	Activity	9780328992294	Práctica adicional Unit 4, Week 2, p. 134	Full page
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 2, p. 282	Centra text / third bullet
			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 words with a prosodic or orthographic accent; (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) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes	(x) demonstrate phonetic knowledge by becoming very familiar with the concept of hiatus	Student/Teacher	Narrative	9780328992294	Unit 4, Week 1, p. 248	Central text / Second paragraph
			Student/Teacher	Activity	9780328992287	Unit 2, Week 5, p. 405	Mi turno activity
			Student/Teacher	Activity	9780328992294	Unit 4, Week 1, p. 248	Mi turno activity
			Student/Teacher	Activity	9780328992287	Práctica adicional Unit 2, Week 5, p. 49	Full page
			Student/Teacher	Narrative	9780328992287	Unit 2, Week 2, p. 296	Central text
			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 words with a prosodic or orthographic accent; (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) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes	(xi) demonstrate phonetic knowledge by becoming very familiar with the concept of diphthongs	Student/Teacher	Narrative	9780328992287	Unit 2, Week 2, p. 299	Central text / Third bullet
			Student/Teacher	Activity	9780328992287	Unit 2, Week 2, p. 296	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 1, p. 248	Central text/second paragraph
			Student/Teacher	Activity	9780328992287	Unit 2, Week 2, p. 299	Mi turno activity
			Student/Teacher	Narrative	9780328992287	Unit 2, Week 5, p. 405	Ortografia: Central text / First paragraph
			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 words with a prosodic or orthographic accent; (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) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes	(xii) demonstrate phonetic knowledge by becoming very familiar with the implications for orthographic accents	Student/Teacher	Narrative	9780328992287	Unit 2, Week 5, p. 402	Central text / Second paragraph
			Student/Teacher	Activity	9780328992287	Unit 2, Week 5, p. 402	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 3, Week 3, p. 120	Central text/Second paragraph
			Student/Teacher	Activity	9780328992287	Unit 2, Week 5, p. 405	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 5, p. 394	Central text / Second paragraph
			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>(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:</p>	<p>(A) demonstrate and apply phonetic knowledge by: (i) decoding words with a prosodic or orthographic accent; (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) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes</p>	<p>(xiii) demonstrate phonetic knowledge by decoding a word based on a diacritical accent</p>	Student/Teacher	Narrative	9780328992287	Unit 2, Week 4, p. 370	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 5, p. 394	Mi turno activity
			Student/Teacher	Activity	9780328992287	Unit 2, Week 4, p. 370	Mi turno activity
			Student/Teacher	Activity	9780328992294	Práctica adicional Unit 4, Week 5, p. 137	Full page
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 5, p. 394	Central text / Second paragraph
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down Selection)			
			Teacher Only	(Drop-down Selection)			
			Teacher Only	(Drop-down Selection)			
<p>(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:</p>	<p>(A) demonstrate and apply phonetic knowledge by: (i) decoding words with a prosodic or orthographic accent; (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) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes</p>	<p>(xiv) demonstrate phonetic knowledge by differentiating meaning of a word based on a diacritical accent</p>	Student/Teacher	Narrative	9780328992287	Unit 2, Week 4, p. 370	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 5, p. 394	Mi turno activity
			Student/Teacher	Activity	9780328992287	Unit 2, Week 4, p. 370	Mi turno activity
			Student/Teacher	Activity	9780328992294	Práctica adicional Unit 4, Week 5, p. 137	Full 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
<p>(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:</p>	<p>(A) demonstrate and apply phonetic knowledge by: (i) decoding words with a prosodic or orthographic accent; (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) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes</p>	<p>(xv) demonstrate phonetic knowledge by decoding words with prefixes</p>	Student/Teacher	Narrative	9780328992294	Unit 5, Week 4, p. 566	Central text
			Student/Teacher	Activity	9780328992294	Unit 3, Week 1, p. 50	Mi turno activity
			Student/Teacher	Activity	9780328992294	Unit 5, Week 4, p. 566	Mi turno activity
			Student/Teacher	Activity	9780328992294	Práctica adicional Unit 3, Week 1, p. 89	Full 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)						
<p>(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:</p>	<p>(A) demonstrate and apply phonetic knowledge by: (i) decoding words with a prosodic or orthographic accent; (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) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes</p>	<p>(xvi) demonstrate phonetic knowledge by decoding words with suffixes</p>	Student/Teacher	Narrative	9780328992294	Unit 5, Week 5, p. 600	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 3, p. 318	Mi turno activity
			Student/Teacher	Activity	9780328992294	Unit 5, Week 5, p. 600	Mi turno activity
			Student/Teacher	Activity	9780328992294	Práctica adicional Unit 4, Week 3, p. 135	Full 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
<p>(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:</p>	<p>(A) demonstrate and apply phonetic knowledge by: (i) decoding words with a prosodic or orthographic accent; (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) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes</p>	<p>(xvii) apply phonetic knowledge by decoding words with a prosodic or orthographic accent</p>	Student/Teacher	Narrative	9780328992294	Unit 3, Week 3, p. 120	Central text
			Student/Teacher	Activity	9780328992294	Unit 3, Week 2, p. 84	Mi turno activity
			Student/Teacher	Activity	9780328992294	Unit 3, Week 3, p. 120	Mi turno activity
			Student/Teacher	Activity	9780328992294	Unit 4, Week 4, p. 361	Mi turno activity
			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>(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:</p>	<p>(A) demonstrate and apply phonetic knowledge by: (i) decoding words with a prosodic or orthographic accent; (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) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes</p>	<p>(xviii) apply phonetic knowledge by decoding words with multiple sound spelling patterns</p>	Student/Teacher	Narrative	9780328992287	Unit 1, Week 5, p. 200	Central text
			Student/Teacher	Activity	9780328992287	Unit 1, Week 1, p. 48	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 5, Week 1, p. 458	Central text
			Student/Teacher	Activity	9780328992287	Unit 1, Week 5, p. 200	Mi turno activity
			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>(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:</p>	<p>(A) demonstrate and apply phonetic knowledge by: (i) decoding words with a prosodic or orthographic accent; (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) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes</p>	<p>(xix) apply phonetic knowledge by decoding words with silent h</p>	Student/Teacher	Narrative	9780328992294	Unit 3, Week 4, p. 157	Central text
			Student/Teacher	Activity	9780328992294	Unit 3, Week 4, p. 154	Mi turno activity
			Student/Teacher	Activity	9780328992294	Unit 3, Week 4, p. 157	Mi turno activity
			Student/Teacher	Activity	9780328992294	Práctica adicional Unit 3, Week 4, p. 92	Full page
			Teacher Only	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down Selection)			
<p>(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:</p>	<p>(A) demonstrate and apply phonetic knowledge by: (i) decoding words with a prosodic or orthographic accent; (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) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes</p>	<p>(xx) apply phonetic knowledge by decoding words that use the [syllable] que-</p>	Student/Teacher	Narrative	9780328992287	Unit 1, Week 1, p. 51	Central text
			Student/Teacher	Activity	9780328992287	Unit 1, Week 1, p. 48	Mi turno activity
			Student/Teacher	Activity	9780328992287	Unit 1, Week 1, p. 51	Mi turno activity
			Student/Teacher	Activity	9780328992287	Práctica adicional Unit 1, Week 1, p. 1	Full page
			Student/Teacher	Narrative	9780328992287	Unit 1, Week 1, p. 48	Central text
			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>(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:</p>	<p>(A) demonstrate and apply phonetic knowledge by: (i) decoding words with a prosodic or orthographic accent; (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) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes</p>	<p>(xxi) apply phonetic knowledge by decoding words that use the [syllable] qui-</p>	Student/Teacher	Narrative	9780328992287	Unit 1, Week 1, p. 51	Central text
			Student/Teacher	Activity	9780328992287	Unit 1, Week 1, p. 48	Mi turno activity
			Student/Teacher	Activity	9780328992287	Unit 1, Week 1, p. 51	Mi turno activity
			Student/Teacher	Activity	9780328992287	Práctica adicional Unit 1, Week 1, p. 1	Full page
			Teacher Only	(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>(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:</p>	<p>(A) demonstrate and apply phonetic knowledge by: (i) decoding words with a prosodic or orthographic accent; (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) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes</p>	<p>(xxii) apply phonetic knowledge by decoding words that use the [syllable] gue-</p>	Student/Teacher	Narrative	9780328992294	Unit 4, Week 2, p. 285	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 2, p. 282	First Mi turno activity
			Student/Teacher	Activity	9780328992294	Unit 4, Week 2, p. 285	Mi turno activity
			Student/Teacher	Activity	9780328992294	Práctica adicional Unit 4, Week 2, p. 134	Full page
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 2, p. 282	Central text / Second bullet
			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>(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:</p>	<p>(A) demonstrate and apply phonetic knowledge by: (i) decoding words with a prosodic or orthographic accent; (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) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes</p>	<p>(xxiii) apply phonetic knowledge by decoding words that use the [syllable] gui-</p>	Student/Teacher	Narrative	9780328992294	Unit 4, Week 2, p. 285	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 2, p. 282	First Mi turno activity
			Student/Teacher	Activity	9780328992294	Unit 4, Week 2, p. 285	Mi turno activity
			Student/Teacher	Activity	9780328992294	Práctica adicional Unit 4, Week 2, p. 134	Full page
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 2, p. 282	Central text / Third bullet
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down Selection)			
			Teacher Only	(Drop-down Selection)			
			Teacher Only	(Drop-down Selection)			
<p>(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:</p>	<p>(A) demonstrate and apply phonetic knowledge by: (i) decoding words with a prosodic or orthographic accent; (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) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes</p>	<p>(xxiv) apply phonetic knowledge by decoding words that use the [syllable] güe-</p>	Student/Teacher	Narrative	9780328992294	Unit 4, Week 2, p. 285	Ortografía: Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 2, p. 282	First Mi turno activity
			Student/Teacher	Activity	9780328992294	Unit 4, Week 2, p. 285	Mi turno activity
			Student/Teacher	Activity	9780328992294	Práctica adicional Unit 4, Week 2, p. 134	Full page
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 2, p. 282	Central text / Third bullet
			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 words with a prosodic or orthographic accent; (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) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes	(xxv) apply phonetic knowledge by decoding words that use the [syllable] güi-	Student/Teacher	Narrative	9780328992294	Unit 4, Week 2, p. 285	Ortografía: Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 2, p. 282	First Mi turno activity
			Student/Teacher	Activity	9780328992294	Unit 4, Week 2, p. 285	Mi turno activity
			Student/Teacher	Activity	9780328992294	Práctica adicional Unit 4, Week 2, p. 134	Full page
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 2, p. 282	Central text / Third bullet
			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 words with a prosodic or orthographic accent; (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) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes	(xxvi) apply phonetic knowledge by becoming very familiar with the concept of hiatus	Student/Teacher	Narrative	9780328992294	Unit 4, Week 1, p. 248	Central text / Second paragraph
			Student/Teacher	Activity	9780328992287	Unit 2, Week 5, p. 405	Mi turno activity
			Student/Teacher	Activity	9780328992294	Unit 4, Week 1, p. 248	Mi turno activity
			Student/Teacher	Activity	9780328992287	Práctica adicional Unit 2, Week 5, p. 49	Full 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
<p>(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:</p>	<p>(A) demonstrate and apply phonetic knowledge by: (i) decoding words with a prosodic or orthographic accent; (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) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes</p>	<p>(xxvii) apply phonetic knowledge by becoming very familiar with the concept of diphthongs</p>	Student/Teacher	Narrative	9780328992287	Unit 2, Week 2, p. 299	Ortografia: Central text / Third bullet
			Student/Teacher	Activity	9780328992287	Unit 2, Week 2, p. 299	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 1, p. 248	Central text/Second paragraph
			Student/Teacher	Activity	9780328992287	Unit 2, Week 2, p. 296	Mi turno activity
			Student/Teacher	Narrative	9780328992287	Unit 2, Week 2, p. 296	Central text
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down Selection)			
			Teacher Only	(Drop-down Selection)			
			Teacher Only	(Drop-down Selection)			
<p>(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:</p>	<p>(A) demonstrate and apply phonetic knowledge by: (i) decoding words with a prosodic or orthographic accent; (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) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes</p>	<p>(xxviii) apply phonetic knowledge by becoming very familiar with the implications for orthographic accents</p>	Student/Teacher	Narrative	9780328992287	Unit 2, Week 5, p. 402	Central text / First paragraph
			Student/Teacher	Activity	9780328992287	Unit 2, Week 5, p. 405	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 3, Week 3, p. 120	Central text / Second paragraph
			Student/Teacher	Activity	9780328992287	Unit 2, Week 5, p. 402	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 5, p. 394	Central text / Second paragraph
			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>(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:</p>	<p>(A) demonstrate and apply phonetic knowledge by: (i) decoding words with a prosodic or orthographic accent; (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) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes</p>	<p>(xxix) apply phonetic knowledge by decoding a word based on a diacritical accent</p>	Student/Teacher	Narrative	9780328992287	Unit 2, Week 4, p. 370	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 5, p. 394	Mi turno activity
			Student/Teacher	Activity	9780328992287	Unit 2, Week 4, p. 370	Mi turno activity
			Student/Teacher	Activity	9780328992294	Práctica adicional Unit 4, Week 5, p. 137	Full page
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 5, p. 394	Central text / Second paragraph
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down Selection)			
			Teacher Only	(Drop-down Selection)			
			Teacher Only	(Drop-down Selection)			
<p>(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:</p>	<p>(A) demonstrate and apply phonetic knowledge by: (i) decoding words with a prosodic or orthographic accent; (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) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes</p>	<p>(xxx) apply phonetic knowledge by differentiating meaning of a word based on a diacritical accent</p>	Student/Teacher	Narrative	9780328992287	Unit 2, Week 4, p. 370	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 5, p. 394	Mi turno activity
			Student/Teacher	Activity	9780328992287	Unit 2, Week 4, p. 370	Mi turno activity
			Student/Teacher	Activity	9780328992294	Práctica adicional Unit 4, Week 5, p. 137	Full page
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 5, p. 394	Central text / Second paragraph
			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>(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:</p>	<p>(A) demonstrate and apply phonetic knowledge by: (i) decoding words with a prosodic or orthographic accent; (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) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes</p>	<p>(xxxix) apply phonetic knowledge by decoding words with prefixes</p>	Student/Teacher	Narrative	9780328992294	Unit 5, Week 4, p. 566	Central text
			Student/Teacher	Activity	9780328992294	Unit 5, Week 4, p. 566	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 3, Week 1, p. 50	Central text
			Student/Teacher	Activity	9780328992294	Práctica adicional Unit 3, Week 1, p. 89	Full 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)			
<p>(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:</p>	<p>(A) demonstrate and apply phonetic knowledge by: (i) decoding words with a prosodic or orthographic accent; (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) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes</p>	<p>(xxxix) apply phonetic knowledge by decoding words with suffixes</p>	Student/Teacher	Narrative	9780328992294	Unit 4, Week 3, p. 318	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 3, p. 318	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 5, Week 5, p. 600	Central text
			Student/Teacher	Activity	9780328992294	Unit 5, Week 5, p. 600	Mi turno activity
			Student/Teacher	Activity	9780328992294	Práctica adicional Unit 4, Week 3, p. 135	Full page
			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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by: (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with silabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es</p>	<p>(i) demonstrate spelling knowledge by spelling palabras agudas (words with an accent on the last syllable)</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 3, Week 2, p. 87</p>	<p>Ortografia Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 3, Week 2, p. 87</p>	<p>Mi turno activity/Second activity</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 3, Week 2, p. 84</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 3, Week 2, p. 84</p>	<p>Mi turno activity/Second activity</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Práctica adicional Unit 3, Week 2, p. 95</p>	<p>Full page</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>			

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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by: (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with silabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es</p>	<p>(ii) demonstrate spelling knowledge by spelling palabras graves (words with an accent on the penultimate syllable)</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 3, Week 2, p. 87</p>	<p>Ortografia Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 3, Week 2, p. 87</p>	<p>Mi turno activity/Second activity</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 3, Week 2, p. 84</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 3, Week 2, p. 84</p>	<p>Mi turno activity/Second activity</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Práctica adicional Unit 3, Week 2, p. 95</p>	<p>Full page</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>			

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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by: (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with silabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es</p>	<p>(iii) demonstrate spelling knowledge by spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 3, Week 3, p. 123</p>	<p>Ortografía: Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 3, Week 3, p. 123</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 3, Week 3, p. 120</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 3, Week 3, p. 120</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Práctica adicional Unit 3, Week 3, p. 91</p>	<p>Mi turno activity</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>			

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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by: (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with silabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es</p>	<p>(iv) demonstrate spelling knowledge by spelling words with the concept of diphthongs and their implications for orthographic accents</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 3, Week 3, p. 120</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Unit 2, Week 1, p. 263</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 3, Week 3, p. 123</p>	<p>Ortografía: Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Unit 2, Week 2, p. 299</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Práctica adicional Unit 2, Week 1, p. 50</p>	<p>Full page</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>			

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 palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with silabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es	(v) demonstrate spelling knowledge by spelling words with the concept of hiatus and their implications for orthographic accents	Student/Teacher	Narrative	9780328992287	Unit 2, Week 5, p. 402	Ortografía: Central text
			Student/Teacher	Activity	9780328992287	Unit 2, Week 5, p. 402	Mi turno activity
			Student/Teacher	Narrative	9780328992287	Unit 2, Week 5, p. 405	Ortografía: Central text / First paragraph
			Student/Teacher	Activity	9780328992287	Unit 2, Week 5, p. 405	Mi turno activity
			Student/Teacher	Activity	9780328992287	Práctica adicional Unit 2, Week 5, p. 54	Full page
			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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by: (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with silabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es</p>	<p>(vi) demonstrate spelling knowledge by using accents on words commonly used in questions</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992287</p>	<p>Unit 1, Week 3, p. 124</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Unit 1, Week 3, p. 124</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 4, Week 5, p. 394</p>	<p>Second paragraph</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 4, Week 5, p. 397</p>	<p>Second paragraph</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 4, Week 5, p. 394</p>	<p>First Mi Turno activity</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>			

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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by: (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as <i>se/sé, el/él, and mas/más</i>; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables <i>que-, qui-, gue-, gui-, güe-, and güi-</i> (viii) spelling words that have the same sounds represented by different letters, including <i>ll</i> and <i>y</i>; <i>c, k,</i> and <i>q</i>; soft <i>c,</i> soft <i>x,</i> <i>s,</i> and <i>z</i>; and soft <i>g, j,</i> and <i>x</i>; (ix) spelling words with hard and soft <i>r</i>; (x) spelling words using <i>n</i> before <i>v</i>; <i>m</i> before <i>b</i>; and <i>m</i> before <i>p</i>; (xi) spelling words with <i>silabas trabadas</i>; and (xii) spelling the plural form of words ending in <i>z</i> by replacing the <i>z</i> with <i>c</i> before adding <i>-es</i></p>	<p>(vii) demonstrate spelling knowledge by using accents on words commonly used in exclamations</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992287</p>	<p>Unit 1, Week 4, p. 168</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Unit 1, Week 4, p. 168</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 4, Week 5, p. 394</p>	<p>Second paragraph</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 4, Week 5, p. 397</p>	<p>Second paragraph</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 4, Week 5, p. 394</p>	<p>First Mi turno activity</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>			

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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with silabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es 	<p>(viii) demonstrate spelling knowledge by spelling words based on the diacritical accent</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 4, Week 5, p. 394</p>	<p>Central text / Second paragraph</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 4, Week 5, p. 394</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992287</p>	<p>Unit 2, Week 4, p. 370</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Unit 2, Week 4, p. 370</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Práctica adicional Unit 4, Week 5, p. 137</p>	<p>Full page</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>			

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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by: (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, él/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with silabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es</p>	<p>(ix) demonstrate spelling knowledge by marking accents appropriately when conjugating verbs in simple past [tense]</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 4, Week 4, p. 358</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 4, Week 4, p. 358</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 4, Week 4, p. 361</p>	<p>Ortografía: Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 4, Week 4, p. 361</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Práctica adicional Unit 4, Week 4, p. 136</p>	<p>Full page</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>			

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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by: (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, él/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with silabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es</p>	<p>(x) demonstrate spelling knowledge by marking accents appropriately when conjugating verbs in imperfect past [tense]</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 4, Week 4, p. 358</p>	<p>First paragraph and chart</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 4, Week 4, p. 358</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 4, Week 4, p. 361</p>	<p>First paragraph</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 4, Week 4, p. 361</p>	<p>Mi turno activiites</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>			

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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by: (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with silabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es</p>	<p>(xi) demonstrate spelling knowledge by marking accents appropriately when conjugating verbs in perfect [tense]</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 4, Week 4, p. 358</p>	<p>First paragraph and chart</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 4, Week 4, p. 358</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 4, Week 4, p. 361</p>	<p>First paragraph</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 4, Week 4, p. 361</p>	<p>Mi turno activities</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>			

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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by: (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with silabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es</p>	<p>(xii) demonstrate spelling knowledge by marking accents appropriately when conjugating verbs in conditional [tense]</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 4, Week 4, p. 358</p>	<p>First paragraph and chart</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 4, Week 4, p. 358</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 4, Week 4, p. 361</p>	<p>First paragraph</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 4, Week 4, p. 361</p>	<p>Mi turno activiites</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>			

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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by: (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with silabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es</p>	<p>(xiii) demonstrate spelling knowledge by marking accents appropriately when conjugating verbs in future [tense]</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 4, Week 4, p. 358</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 4, Week 4, p. 358</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 4, Week 4, p. 361</p>	<p>Ortografía: Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 4, Week 4, p. 361</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Práctica adicional Unit 4, Week 4, p. 136</p>	<p>Full page</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>			

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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by: (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with silabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es</p>	<p>(xiv) demonstrate spelling knowledge by spelling words with silent h</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 3, Week 4, p. 154</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 3, Week 4, p. 154</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 3, Week 4, p. 157</p>	<p>Ortografía: Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 3, Week 4, p. 157</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Práctica adicional Unit 3, Week 4, p. 92</p>	<p>Full page</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>			

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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by: (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with silabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es</p>	<p>(xv) demonstrate spelling knowledge by spelling words that use the [syllable] que-</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992287</p>	<p>Unit 1, Week 1, p. 48</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Unit 1, Week 1, p. 48</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992287</p>	<p>Unit 1, Week 1, p. 51</p>	<p>Ortografía: Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Unit 1, Week 1, p. 51</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Práctica adicional Unit 1, Week 1, p. 1</p>	<p>Full page</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>			

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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with silabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es 	<p>(xvii) demonstrate spelling knowledge by spelling words that use the [syllable] qui-</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992287</p>	<p>Unit 1, Week 1, p. 48</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Unit 1, Week 1, p. 48</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992287</p>	<p>Unit 1, Week 1, p. 51</p>	<p>Ortografía: Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Unit 1, Week 1, p. 51</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Práctica adicional Unit 1, Week 1, p. 1</p>	<p>Full page</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>			

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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by: (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with silabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es</p>	<p>(xvii) demonstrate spelling knowledge by spelling words that use the [syllable] gue-</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 4, Week 2, p. 282</p>	<p>Central text / Second bullet</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 4, Week 2, p. 282</p>	<p>Second Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 4, Week 2, p. 285</p>	<p>Ortografía: Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 4, Week 2, p. 285</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Práctica adicional Unit 4, Week 2, p. 134</p>	<p>Full page</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>			

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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by: (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with silabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es</p>	<p>(xviii) demonstrate spelling knowledge by spelling words that use the [syllable] gui-</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 4, Week 2, p. 282</p>	<p>Central text / Second bullet</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 4, Week 2, p. 282</p>	<p>Second Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 4, Week 2, p. 285</p>	<p>Ortografía: Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 4, Week 2, p. 285</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Práctica adicional Unit 4, Week 2, p. 134</p>	<p>Full page</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>			

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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by: (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with silabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es</p>	<p>(xix) demonstrate spelling knowledge by spelling words that use the [syllable] güe-</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 4, Week 2, p. 282</p>	<p>Central text / Third bullet</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 4, Week 2, p. 282</p>	<p>Second Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 4, Week 2, p. 285</p>	<p>Ortografía: Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 4, Week 2, p. 285</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Práctica adicional Unit 4, Week 2, p. 134</p>	<p>Full page</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>			

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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by: (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with silabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es</p>	<p>(xx) demonstrate spelling knowledge by spelling words that use the [syllable] güi-</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 4, Week 2, p. 282</p>	<p>Central text / Third bullet</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 4, Week 2, p. 282</p>	<p>Second Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 4, Week 2, p. 285</p>	<p>Ortografía: Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 4, Week 2, p. 285</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Práctica adicional Unit 4, Week 2, p. 134</p>	<p>Full page</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>			

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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by: (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with silabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es</p>	<p>(xxi) demonstrate spelling knowledge by spelling words that have the same sounds represented by different letters, including ll and y</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 5, Week 3, p. 524</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 5, Week 3, p. 524</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 5, Week 3, p. 527</p>	<p>Ortografía Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 5, Week 3, p. 527</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Práctica adicional Unit 5, Week 3, p. 184</p>	<p>Full page</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>			

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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by: (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with silabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es</p>	<p>(xxii) demonstrate spelling knowledge by spelling words that have the same sounds represented by different letters, including c, k, and q</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992287</p>	<p>Unit 1, Week 1, p. 51</p>	<p>Ortografía: Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Unit 1, Week 1, p. 51</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992287</p>	<p>Unit 1, Week 1, p. 48</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Unit 1, Week 1, p. 48</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Práctica adicional Unit 1, Week 1, p. 6</p>	<p>Full page</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>			

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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by: (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with silabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es</p>	<p>(xxiii) demonstrate spelling knowledge by spelling words that have the same sounds represented by different letters, including soft c, soft x, s, and z</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 5, Week 1, p. 458</p>	<p>Central text and chart</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 5, Week 1, p. 458</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 5, Week 1, p. 461</p>	<p>Central text: Ortografía</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 5, Week 1, p. 461</p>	<p>Mi turno activities</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Práctica adicional Unit 5, Week 1, p. 182</p>	<p>Full page</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>			

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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by: (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with silabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es</p>	<p>(xxiv) demonstrate spelling knowledge by spelling words that have the same sounds represented by different letters, including soft g, j, and x</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 4, Week 2, p. 285</p>	<p>Ortografía: Central text / Fourth paragraph</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 4, Week 2, p. 285</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992287</p>	<p>Unit 1, Week 5, p. 200</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992287</p>	<p>Unit 1, Week 5, p. 203</p>	<p>Ortografía: Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Unit 1, Week 5, p. 200</p>	<p>Mi turno activity</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>			

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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by: (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with silabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es</p>	<p>(xxv) demonstrate spelling knowledge by spelling words with hard r</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992287</p>	<p>Unit 1, Week 3, p. 120</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Unit 1, Week 3, p. 120</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992287</p>	<p>Unit 1, Week 3, p. 123</p>	<p>Ortografía: Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Unit 1, Week 3, p. 123</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Práctica adicional Unit 1, Week 3, p. 8</p>	<p>Full page</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>			

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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by: (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with silabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es</p>	<p>(xxvi) demonstrate spelling knowledge by spelling words with soft r</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992287</p>	<p>Unit 1, Week 3, p. 120</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Unit 1, Week 3, p. 120</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992287</p>	<p>Unit 1, Week 3, p. 123</p>	<p>Ortografía: Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Unit 1, Week 3, p. 123</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Práctica adicional Unit 1, Week 3, p. 8</p>	<p>Full page</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>			

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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by: (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with silabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es</p>	<p>(xxvii) demonstrate spelling knowledge by spelling words using n before v</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 5, Week 2, p. 490</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 5, Week 2, p. 490</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 5, Week 2, p. 493</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 5, Week 2, p. 493</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Práctica adicional Unit 5, Week 2, p. 183</p>	<p>Full page</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>			

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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by: (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as <i>se/sé, él/él, and mas/más</i>; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables <i>que-, qui-, gue-, gui-, güe-, and güi-</i> (viii) spelling words that have the same sounds represented by different letters, including <i>ll</i> and <i>y</i>; <i>c, k,</i> and <i>q</i>; soft <i>c,</i> soft <i>x,</i> <i>s,</i> and <i>z</i>; and soft <i>g, j,</i> and <i>x</i>; (ix) spelling words with hard and soft <i>r</i>; (x) spelling words using <i>n</i> before <i>v</i>; <i>m</i> before <i>b</i>; and <i>m</i> before <i>p</i>; (xi) spelling words with <i>silabas trabadas</i>; and (xii) spelling the plural form of words ending in <i>z</i> by replacing the <i>z</i> with <i>c</i> before adding <i>-es</i></p>	<p>(xxviii) demonstrate spelling knowledge by spelling words using <i>m</i> before <i>b</i></p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 5, Week 2, p. 490</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 5, Week 2, p. 490</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 5, Week 2, p. 493</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 5, Week 2, p. 493</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Práctica adicional Unit 5, Week 2, p. 183</p>	<p>Full page</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>			

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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by: (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with silabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es</p>	<p>(xxix) demonstrate spelling knowledge by spelling words using m before p</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 5, Week 2, p. 490</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 5, Week 2, p. 490</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 5, Week 2, p. 493</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 5, Week 2, p. 493</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Práctica adicional Unit 5, Week 2, p. 183</p>	<p>Full page</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>			

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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by: (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with silabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es</p>	<p>(xxx) demonstrate spelling knowledge by spelling words with silabas trabadas</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992287</p>	<p>Unit 1, Week 4, p. 164</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Unit 1, Week 4, p. 164</p>	<p>Mi turno activities</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992287</p>	<p>Unit 1, Week 4, p. 167</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Unit 1, Week 4, p. 167</p>	<p>Mi turno activities</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Práctica adicional Unit 1, Week 4, p. 9</p>	<p>Full page</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>			

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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by: (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as <i>se/sé, el/él, and mas/más</i>; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables <i>que-, qui-, gue-, gui-, güe-, and güi-</i> (viii) spelling words that have the same sounds represented by different letters, including <i>ll</i> and <i>y</i>; <i>c, k,</i> and <i>q</i>; soft <i>c,</i> soft <i>x,</i> <i>s,</i> and <i>z</i>; and soft <i>g, j,</i> and <i>x</i>; (ix) spelling words with hard and soft <i>r</i>; (x) spelling words using <i>n</i> before <i>v</i>; <i>m</i> before <i>b</i>; and <i>m</i> before <i>p</i>; (xi) spelling words with <i>silabas trabadas</i>; and (xii) spelling the plural form of words ending in <i>z</i> by replacing the <i>z</i> with <i>c</i> before adding <i>-es</i></p>	<p>(xxxii) demonstrate spelling knowledge by spelling the plural form of words ending in <i>z</i> by replacing the <i>z</i> with <i>c</i> before adding <i>-es</i></p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 3, Week 5, p. 189</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 3, Week 5, p. 189</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 3, Week 5, p. 186</p>	<p>Central text / Third bullet and Chart / last row</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 3, Week 5, p. 186</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Práctica adicional Unit 3, Week 5, p. 98</p>	<p>Full page</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>			

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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by: (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with silabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es</p>	<p>(xxxii) apply spelling knowledge by spelling palabras agudas (words with an accent on the last syllable)</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 3, Week 2, p. 87</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 3, Week 2, p. 87</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 3, Week 2, p. 84</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 3, Week 2, p. 84</p>	<p>Second Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Práctica adicional Unit 3, Week 2, p. 95</p>	<p>Full page</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>			

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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by: (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with silabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es</p>	<p>(xxxiii) apply spelling knowledge by spelling palabras graves (words with an accent on the penultimate syllable)</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 3, Week 2, p. 87</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 3, Week 2, p. 87</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 3, Week 2, p. 84</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 3, Week 2, p. 84</p>	<p>Second Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Práctica adicional Unit 3, Week 2, p. 95</p>	<p>Full page</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>			

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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by: (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with silabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es</p>	<p>(xxxiv) apply spelling knowledge by spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent</p>	Student/Teacher	Narrative	9780328992294	Unit 3, Week 3, p. 123	Central text
			Student/Teacher	Activity	9780328992294	Unit 3, Week 3, p. 123	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 3, Week 3, p. 120	Central text
			Student/Teacher	Activity	9780328992294	Unit 3, Week 3, p. 120	Mi turno activity
			Student/Teacher	Activity	9780328992294	Práctica adicional Unit 3, Week 3, p. 91	Mi turno activity
			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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by: (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with silabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es</p>	<p>(xxxv) apply spelling knowledge by spelling words with the concept of diphthongs and their implications for orthographic accents</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 3, Week 2, p. 84</p>	<p>Central text: Second paragraph</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Unit 2, Week 1, p. 263</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 3, Week 2, p. 87</p>	<p>Central text: Second bullet</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 3, Week 3, p. 120</p>	<p>Central text: Second paragraph</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Unit 2, Week 2, p. 299</p>	<p>Mi turno activity</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>			

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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by: (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with silabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es</p>	<p>(xxxvi) apply spelling knowledge by spelling words with the concept of hiatus and their implications for orthographic accents</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992287</p>	<p>Unit 2, Week 5, p. 402</p>	<p>Central text: First paragraph</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Unit 2, Week 5, p. 402</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992287</p>	<p>Unit 2, Week 5, p. 405</p>	<p>Central text / First paragraph</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Unit 2, Week 5, p. 405</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Práctica adicional Unit 2, Week 5, p. 54</p>	<p>Full page</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>			

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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by: (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with silabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es</p>	<p>(xxxvii) apply spelling knowledge by using accents on words commonly used in questions</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992287</p>	<p>Unit 1, Week 3, p. 124</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Unit 1, Week 3, p. 124</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 4, Week 5, p. 394</p>	<p>Second paragraph</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 4, Week 5, p. 397</p>	<p>Second paragraph</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 4, Week 5, p. 394</p>	<p>First Mi turno activity</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>			

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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by: (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with silabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es</p>	<p>(xxxviii) apply spelling knowledge by using accents on words commonly used in exclamations</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992287</p>	<p>Unit 1, Week 4, p. 168</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Unit 1, Week 4, p. 168</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 4, Week 5, p. 394</p>	<p>Second paragraph</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 4, Week 5, p. 397</p>	<p>Second paragraph</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 4, Week 5, p. 394</p>	<p>First Mi turno activity</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>			

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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with silabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es 	<p>(xxxix) apply spelling knowledge by spelling words based on the diacritical accent</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 4, Week 5, p. 394</p>	<p>Central text / Second paragraph</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 4, Week 5, p. 394</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992287</p>	<p>Unit 2, Week 4, p. 370</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Unit 2, Week 4, p. 370</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Práctica adicional Unit 4, Week 5, p. 137</p>	<p>Full page</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>			

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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by: (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with silabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es</p>	<p>(xl) apply spelling knowledge by marking accents appropriately when conjugating verbs in simple past [tense]</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 4, Week 4, p. 358</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 4, Week 4, p. 358</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 4, Week 4, p. 361</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 4, Week 4, p. 361</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Práctica adicional Unit 4, Week 4, p. 136</p>	<p>Full page</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>			

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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by: (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with silabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es</p>	<p>(xii) apply spelling knowledge by marking accents appropriately when conjugating verbs in imperfect past [tense]</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 4, Week 4, p. 358</p>	<p>First paragraph and chart</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 4, Week 4, p. 358</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 4, Week 4, p. 361</p>	<p>First paragrph</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 4, Week 4, p. 361</p>	<p>Second Mi turno activity</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>			

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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by: (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with silabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es</p>	<p>(xliii) apply spelling knowledge by marking accents appropriately when conjugating verbs in perfect tenses</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 4, Week 4, p. 358</p>	<p>First paragraph and chart</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 4, Week 4, p. 358</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 4, Week 4, p. 361</p>	<p>First paragraph</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 4, Week 4, p. 361</p>	<p>Second Mi turno activity</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>			

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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by: (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with silabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es</p>	<p>(xliii) apply spelling knowledge by marking accents appropriately when conjugating verbs in conditional tenses</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 4, Week 4, p. 358</p>	<p>First paragraph and chart</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 4, Week 4, p. 358</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 4, Week 4, p. 361</p>	<p>First paragraph</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 4, Week 4, p. 361</p>	<p>Second Mi turno activity</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>			

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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by: (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with silabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es</p>	<p>(xiv) apply spelling knowledge by marking accents appropriately when conjugating verbs in future [tense]</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 4, Week 4, p. 358</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 4, Week 4, p. 358</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 4, Week 4, p. 361</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 4, Week 4, p. 361</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Práctica adicional Unit 4, Week 4, p. 136</p>	<p>Full page</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>			

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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by: (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with silabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es</p>	<p>(xiv) apply spelling knowledge by spelling words with silent h</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 3, Week 4, p. 154</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 3, Week 4, p. 154</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 3, Week 4, p. 157</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 3, Week 4, p. 157</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Práctica adicional Unit 3, Week 4, p. 92</p>	<p>Full page</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>			

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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by: (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with silabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es</p>	<p>(xvii) apply spelling knowledge by spelling words that use the [syllable] que-</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992287</p>	<p>Unit 1, Week 1, p. 48</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Unit 1, Week 1, p. 48</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992287</p>	<p>Unit 1, Week 1, p. 51</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Unit 1, Week 1, p. 51</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Práctica adicional Unit 1, Week 1, p. 1</p>	<p>Full page</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>			

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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by: (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as <i>se/sé, el/él, and mas/más</i>; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables <i>que-, qui-, gue-, gui-, güe-, and güi-</i> (viii) spelling words that have the same sounds represented by different letters, including <i>ll</i> and <i>y</i>; <i>c, k,</i> and <i>q</i>; soft <i>c,</i> soft <i>x,</i> <i>s,</i> and <i>z</i>; and soft <i>g, j,</i> and <i>x</i>; (ix) spelling words with hard and soft <i>r</i>; (x) spelling words using <i>n</i> before <i>v</i>; <i>m</i> before <i>b</i>; and <i>m</i> before <i>p</i>; (xi) spelling words with <i>silabas trabadas</i>; and (xii) spelling the plural form of words ending in <i>z</i> by replacing the <i>z</i> with <i>c</i> before adding <i>-es</i></p>	<p>(xlvii) apply spelling knowledge by spelling words that use the [syllable] <i>qui-</i></p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992287</p>	<p>Unit 1, Week 1, p. 48</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Unit 1, Week 1, p. 48</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992287</p>	<p>Unit 1, Week 1, p. 51</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Unit 1, Week 1, p. 51</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Práctica adicional Unit 1, Week 1, p. 1</p>	<p>Full page</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>			

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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with silabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es 	<p>(xiviii) apply spelling knowledge by spelling words that use the [syllable] gue-</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 4, Week 2, p. 282</p>	<p>Central text / Second bullet</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 4, Week 2, p. 282</p>	<p>Second Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 4, Week 2, p. 285</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 4, Week 2, p. 285</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Práctica adicional Unit 4, Week 2, p. 134</p>	<p>Full page</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>			

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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by: (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with silabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es</p>	<p>(xlix) apply spelling knowledge by spelling words that use the [syllable] gui-</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 4, Week 2, p. 282</p>	<p>Central text / Second bullet</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 4, Week 2, p. 282</p>	<p>Second Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 4, Week 2, p. 285</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 4, Week 2, p. 285</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Práctica adicional Unit 4, Week 2, p. 134</p>	<p>Full page</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>			

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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with silabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es 	<p>(I) apply spelling knowledge by spelling words that use the [syllable] güe-</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 4, Week 2, p. 282</p>	<p>Central text / Third bullet</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 4, Week 2, p. 282</p>	<p>First Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 4, Week 2, p. 285</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 4, Week 2, p. 285</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Práctica adicional Unit 4, Week 2, p. 134</p>	<p>Full page</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>			

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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with silabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es 	<p>(li) apply spelling knowledge by spelling words that use the [syllable] gui-</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 4, Week 2, p. 282</p>	<p>Central text / Third bullet</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 4, Week 2, p. 282</p>	<p>First Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 4, Week 2, p. 285</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 4, Week 2, p. 285</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Práctica adicional Unit 4, Week 2, p. 134</p>	<p>Full page</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>			

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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by: (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with silabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es</p>	<p>(lii) apply spelling knowledge by spelling words that have the same sounds represented by different letters, including ll and y</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 5, Week 3, p. 524</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 5, Week 3, p. 524</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 5, Week 3, p. 527</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 5, Week 3, p. 527</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Práctica adicional Unit 5, Week 3, p. 184</p>	<p>Full page</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>			

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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by: (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with silabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es</p>	<p>(liii) apply spelling knowledge by spelling words that have the same sounds represented by different letters, including c, k, and q</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992287</p>	<p>Unit 1, Week 1, p. 51</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Unit 1, Week 1, p. 51</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992287</p>	<p>Unit 1, Week 1, p. 48</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Unit 1, Week 1, p. 48</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Práctica adicional Unit 1, Week 1, p. 6</p>	<p>Full page</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>			

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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by: (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with silabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es</p>	<p>(liv) apply spelling knowledge by spelling words that have the same sounds represented by different letters, including soft c, soft x, s, and z</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 5, Week 1, p. 458</p>	<p>Central text and chart</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 5, Week 1, p. 458</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 5, Week 1, p. 461</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 5, Week 1, p. 461</p>	<p>Mi turno activities</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Práctica adicional Unit 5, Week 1, p. 182</p>	<p>Full page</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>			

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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by: (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as <i>se/sé, el/él, and mas/más</i>; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables <i>que-, qui-, gue-, gui-, güe-, and güi-</i> (viii) spelling words that have the same sounds represented by different letters, including <i>ll</i> and <i>y</i>; <i>c, k,</i> and <i>q</i>; soft <i>c,</i> soft <i>x,</i> <i>s,</i> and <i>z</i>; and soft <i>g,</i> <i>j,</i> and <i>x</i>; (ix) spelling words with hard and soft <i>r</i>; (x) spelling words using <i>n</i> before <i>v</i>; <i>m</i> before <i>b</i>; and <i>m</i> before <i>p</i>; (xi) spelling words with <i>silabas trabadas</i>; and (xii) spelling the plural form of words ending in <i>z</i> by replacing the <i>z</i> with <i>c</i> before adding <i>-es</i></p>	<p>(iv) apply spelling knowledge by spelling words that have the same sounds represented by different letters, including soft <i>g,</i> <i>j,</i> and <i>x</i></p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 4, Week 2, p. 285</p>	<p>Central text / Fourth paragraph</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 4, Week 2, p. 285</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992287</p>	<p>Unit 1, Week 5, p. 200</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992287</p>	<p>Unit 1, Week 5, p. 203</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Unit 1, Week 5, p. 200</p>	<p>Mi turno activity</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>			

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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by: (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with silabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es</p>	<p>(Ivi) apply spelling knowledge by spelling words with hard r</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992287</p>	<p>Unit 1, Week 3, p. 120</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Unit 1, Week 3, p. 120</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992287</p>	<p>Unit 1, Week 3, p. 123</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Unit 1, Week 3, p. 123</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Práctica adicional Unit 1, Week 3, p. 8</p>	<p>Full page</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>			

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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by: (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as <i>se/sé, el/él, and mas/más</i>; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables <i>que-, qui-, gue-, gui-, güe-, and güi-</i> (viii) spelling words that have the same sounds represented by different letters, including <i>ll</i> and <i>y</i>; <i>c, k,</i> and <i>q</i>; soft <i>c,</i> soft <i>x,</i> <i>s,</i> and <i>z</i>; and soft <i>g, j,</i> and <i>x</i>; (ix) spelling words with hard and soft <i>r</i>; (x) spelling words using <i>n</i> before <i>v</i>; <i>m</i> before <i>b</i>; and <i>m</i> before <i>p</i>; (xi) spelling words with <i>silabas trabadas</i>; and (xii) spelling the plural form of words ending in <i>z</i> by replacing the <i>z</i> with <i>c</i> before adding <i>-es</i></p>	<p>(lvii) apply spelling knowledge by spelling words with soft <i>r</i></p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992287</p>	<p>Unit 1, Week 3, p. 120</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Unit 1, Week 3, p. 120</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992287</p>	<p>Unit 1, Week 3, p. 123</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Unit 1, Week 3, p. 123</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Práctica adicional Unit 1, Week 3, p. 8</p>	<p>Full page</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>			

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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by: (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with silabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es</p>	<p>(lviii) apply spelling knowledge by spelling words using n before v</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 5, Week 2, p. 490</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 5, Week 2, p. 490</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 5, Week 2, p. 493</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 5, Week 2, p. 493</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Práctica adicional Unit 5, Week 2, p. 183</p>	<p>Full page</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>			

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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by: (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with silabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es</p>	<p>(lix) apply spelling knowledge by spelling words using m before b</p>	Student/Teacher	Narrative	9780328992294	Unit 5, Week 2, p. 490	Central text
			Student/Teacher	Activity	9780328992294	Unit 5, Week 2, p. 490	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 5, Week 2, p. 493	Central text
			Student/Teacher	Activity	9780328992294	Unit 5, Week 2, p. 493	Mi turno activity
			Student/Teacher	Activity	9780328992294	Práctica adicional Unit 5, Week 2, p. 183	Full page
			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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as <i>se/sé, el/él, and mas/más</i>; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables <i>que-, qui-, gue-, gui-, güe-, and güi-</i> (viii) spelling words that have the same sounds represented by different letters, including <i>ll</i> and <i>y</i>; <i>c, k,</i> and <i>q</i>; soft <i>c,</i> soft <i>x,</i> <i>s,</i> and <i>z</i>; and soft <i>g, j,</i> and <i>x</i>; (ix) spelling words with hard and soft <i>r</i>; (x) spelling words using <i>n</i> before <i>v</i>; <i>m</i> before <i>b</i>; and <i>m</i> before <i>p</i>; (xi) spelling words with <i>silabas trabadas</i>; and (xii) spelling the plural form of words ending in <i>z</i> by replacing the <i>z</i> with <i>c</i> before adding <i>-es</i> 	<p>(ix) apply spelling knowledge by spelling words using <i>m</i> before <i>p</i></p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 5, Week 2, p. 490</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 5, Week 2, p. 490</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 5, Week 2, p. 493</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 5, Week 2, p. 493</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Práctica adicional Unit 5, Week 2, p. 183</p>	<p>Full page</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>			

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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by: (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as <i>se/sé, el/él, and mas/más</i>; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables <i>que-, qui-, gue-, gui-, güe-, and güi-</i> (viii) spelling words that have the same sounds represented by different letters, including <i>ll</i> and <i>y</i>; <i>c, k,</i> and <i>q</i>; soft <i>c,</i> soft <i>x,</i> <i>s,</i> and <i>z</i>; and soft <i>g, j,</i> and <i>x</i>; (ix) spelling words with hard and soft <i>r</i>; (x) spelling words using <i>n</i> before <i>v</i>; <i>m</i> before <i>b</i>; and <i>m</i> before <i>p</i>; (xi) spelling words with <i>silabas trabadas</i>; and (xii) spelling the plural form of words ending in <i>z</i> by replacing the <i>z</i> with <i>c</i> before adding <i>-es</i></p>	<p>(ix) apply spelling knowledge by spelling words with <i>silabas trabadas</i></p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992287</p>	<p>Unit 1, Week 4, p. 164</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Unit 1, Week 4, p. 164</p>	<p>Mi turno activities</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992287</p>	<p>Unit 1, Week 4, p. 167</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Unit 1, Week 4, p. 167</p>	<p>Mi turno activities</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Práctica adicional Unit 1, Week 4, p. 9</p>	<p>Full page</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>			

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>(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:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as <i>se/sé, el/él, and mas/más</i>; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (vii) spelling words with silent h and words that use the syllables <i>que-, qui-, gue-, gui-, güe-, and güi-</i> (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x; (ix) spelling words with hard and soft r; (x) spelling words using n before v; m before b; and m before p; (xi) spelling words with silabas trabadas; and (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es 	<p>(lxii) apply spelling knowledge by spelling the plural form of words ending in z by replacing the z with c before adding -es</p>	Student/Teacher	Narrative	9780328992294	Unit 3, Week 5, p. 189	Central text
			Student/Teacher	Activity	9780328992294	Unit 3, Week 5, p. 189	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 3, Week 5, p. 186	Central text / Third bullet and Chart / last row
			Student/Teacher	Activity	9780328992294	Unit 3, Week 5, p. 186	Mi turno activity
			Student/Teacher	Activity	9780328992294	Práctica adicional Unit 3, Week 5, p. 98	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down Selection)			
			Teacher Only	(Drop-down Selection)			
			Teacher Only	(Drop-down Selection)			
<p>(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:</p>	<p>(C) alphabetize a series of words to the third letter</p>	<p>(i) alphabetize a series of words to the third letter</p>	Student/Teacher	Narrative	9780328992287	Unit 1, Week 3, p. 123	Second paragraph
			Student/Teacher	Activity	9780328992287	Unit 1, Week 1, p. 51	Mi turno activity
			Student/Teacher	Activity	9780328992287	Unit 1, Week 1, p. 87	Mi turno activity
			Student/Teacher	Activity	9780328992287	Unit 1, Week 3, p. 123	First Mi turno activity
			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:	(D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words	(i) write complete words legibly in cursive	Student/Teacher	Narrative	9780328992287	Unit 1, Week 5, p. 205	Central text
			Student/Teacher	Activity	9780328992287	Unit 1, Week 5, p. 205	Mi turno activity
			Student/Teacher	Narrative	9780328992287	Unit 1, Week 5, p. 207	Mi turno activity rubric
			Student/Teacher	Narrative	9780328992287	Unit 2, Week 5, p. 407	Full page
			Student/Teacher	Activity	9780328992287	Unit 1, Week 5, p. 207	Mi turno activity
			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) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words	(ii) write complete thoughts legibly in cursive leaving appropriate spaces between words	Student/Teacher	Narrative	9780328992287	Unit 1, Week 5, p. 205	Central text / Second bullet
			Student/Teacher	Activity	9780328992294	Unit 3, Week 5, p. 193	Mi turno activity
			Student/Teacher	Narrative	9780328992287	Unit 1, Week 5, p. 207	Mi turno activity rubric
			Student/Teacher	Activity	9780328992294	Unit 5, Week 5, p. 607	Mi turno activity
			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:	(D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words	(iii) write complete answers legibly in cursive leaving appropriate spaces between words	Student/Teacher	Narrative	9780328992287	Unit 1, Week 5, p. 205	Central text
			Student/Teacher	Activity	9780328992294	Unit 3, Week 5, p. 193	Mi turno activity
			Student/Teacher	Activity	9780328992294	Unit 5, Week 5, p. 607	Mi turno activity
			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:	(A) use print or digital resources to determine meaning, syllabication, and pronunciation	(i) use print or digital resources to determine meaning	Student/Teacher	Narrative	9780328992287	Volume 1, p. 430	Central text
			Student/Teacher	Activity	9780328992287	Volume 1, p. 430	Mi turno 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
			Student/Teacher	Narrative	9780328992294	Volume 2, p. 628	Central text
			Student/Teacher	Activity	9780328992294	Volume 2, p. 628	Mi turno activity
			Student/Teacher	Activity	9780328992287	Unit 1, Week 3, p. 119	Mi turno activity
			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, syllabication, and pronunciation	(ii) use print or digital resources to determine syllabication	Student/Teacher	Narrative	9780328992287	Volume 1, p. 430	Central text
			Student/Teacher	Activity	9780328992287	Volume 1, p. 430	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Volume 2, p. 628	Central text
			Student/Teacher	Activity	9780328992294	Volume 2, p. 628	Mi turno activity
			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:	(A) use print or digital resources to determine meaning, syllabication, and pronunciation	(iii) use print or digital resources to determine pronunciation	Student/Teacher	Narrative	9780328992287	Unit 1, Week 1, p. 48	Central text
			Student/Teacher	Activity	9780328992287	Unit 1, Week 1, p. 48	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 5, Week 1, p. 458	Central text
			Student/Teacher	Narrative	9780328992287	Unit 1, Week 5, p. 200	Central text
			Student/Teacher	Activity	9780328992287	Unit 1, Week 5, p. 200	Mi turno activity
			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 and multiple-meaning words	(i) use context within a sentence to determine the meaning of unfamiliar words	Student/Teacher	Narrative	9780328992287	Unit 1, Week 3, p. 119	Central text
			Student/Teacher	Activity	9780328992287	Unit 1, Week 3, p. 119	Mi turno activity
			Student/Teacher	Narrative	9780328992287	Unit 2, Week 3, p. 329	Central text
			Student/Teacher	Activity	9780328992287	Unit 2, Week 3, p. 329	Mi turno activity
			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 and multiple-meaning words	(ii) use context within a sentence to determine the meaning of multiple-meaning words	Student/Teacher	Narrative	9780328992294	Unit 3, Week 3, p. 111	Vocabulario en contexto
			Student/Teacher	Activity	9780328992294	Unit 3, Week 3, p. 111	Vocabulario en contexto

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	9780328992294	Unit 4, Week 3, p. 304	Vocabulario en contexto
			Student/Teacher	Narrative	9780328992287	Unit 2, Week 3, p. 319	Vocabulario en contexto
			Student/Teacher	Activity	9780328992294	Unit 4, Week 3, p. 304	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:	(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words	(iii) use context beyond a sentence to determine the meaning of unfamiliar words	Student/Teacher	Narrative	9780328992287	Unit 2, Week 3, p. 245	Vocabulario en contexto
			Student/Teacher	Activity	9780328992287	Unit 2, Week 3, p. 245	Vocabulario en contexto
			Student/Teacher	Narrative	9780328992294	Unit 3, Week 1, p. 24	Vocabulario en contexto
			Student/Teacher	Activity	9780328992294	Unit 3, Week 1, p. 24	Vocabulario en contexto
			Student/Teacher	Activity	9780328992294	Unit 4, Week 3, p. 317	Mi turno activity
			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 and multiple-meaning words	(iv) use context beyond a sentence to determine the meaning of multiple-meaning words	Student/Teacher	Narrative	9780328992287	Unit 2, Week 3, p. 319	Vocabulario en contexto
			Student/Teacher	Activity	9780328992287	Unit 2, Week 3, p. 319	Vocabulario en contexto
			Student/Teacher	Narrative	9780328992294	Unit 3, Week 3, p. 112	Vocabulario en contexto
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 3, p. 304	Vocabulario en contexto
			Student/Teacher	Activity	9780328992294	Unit 3, Week 3, p. 112	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) identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word	(i) identify the meaning of words with affixes, including in-	Student/Teacher	Narrative	9780328992294	Unit 3, Week 1, p. 50	Central text and activity
			Student/Teacher	Activity	9780328992294	Unit 3, Week 1, p. 50	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 3, Week 1, p. 53	Central text and activity
			Student/Teacher	Activity	9780328992294	Unit 3, Week 1, p. 53	Mi turno activity
			Student/Teacher	Activity	9780328992294	Práctica adicional Unit 3, Week 1, p. 89	Full page
			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:	(C) identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word	(ii) identify the meaning of words with affixes, including des-	Student/Teacher	Narrative	9780328992294	Unit 3, Week 1, p. 50	Central text and activity
			Student/Teacher	Activity	9780328992294	Unit 3, Week 1, p. 50	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 3, Week 1, p. 53	Central text and activity
			Student/Teacher	Activity	9780328992294	Unit 3, Week 1, p. 53	Mi turno activity
			Student/Teacher	Activity	9780328992294	Práctica adicional Unit 3, Week 1, p. 89	Full page
			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) identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word	(iii) identify the meaning of words with affixes, including ex-	Student/Teacher	Narrative	9780328992294	Unit 3, Week 1, p. 50	Central text and activity
			Student/Teacher	Activity	9780328992294	Unit 3, Week 1, p. 50	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 3, Week 1, p. 53	Central text and activity
			Student/Teacher	Activity	9780328992294	Unit 3, Week 1, p. 53	Mi turno activity
			Student/Teacher	Activity	9780328992294	Práctica adicional Unit 3, Week 1, p. 89	Full page
			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) identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word	(iv) identify the meaning of words with affixes, including -mente	Student/Teacher	Narrative	9780328992294	Unit 5, Week 5, p. 600	Central text / Second paragraph
			Student/Teacher	Activity	9780328992294	Unit 5, Week 5, p. 600	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 5, Week 5, p. 603	Central text / Second paragraph
			Student/Teacher	Activity	9780328992294	Unit 5, Week 5, p. 603	Mi turno activity
			Student/Teacher	Activity	9780328992294	Práctica adicional Unit 5, Week 5, p. 181	Full page
			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) identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word	(v) identify the meaning of words with affixes, including -dad	Student/Teacher	Narrative	9780328992294	Unit 4, Week 3, p. 318	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 3, p. 318	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 3, p. 321	Central text

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	9780328992294	Unit 4, Week 3, p. 321	Mi turno activity
			Student/Teacher	Activity	9780328992294	Práctica adicional Unit 4, Week 3, p. 135	Full page
			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) identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word	(vi) identify the meaning of words with affixes, including -oso	Student/Teacher	Narrative	9780328992294	Unit 4, Week 3, p. 318	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 3, p. 318	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 3, p. 321	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 3, p. 321	Mi turno activity
			Student/Teacher	Activity	9780328992294	Práctica adicional Unit 4, Week 3, p. 135	Full page
			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) identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word	(vii) identify the meaning of words with affixes, including -eza	Student/Teacher	Narrative	9780328992294	Unit 4, Week 3, p. 318	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 3, p. 318	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 3, p. 321	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 3, p. 321	Mi turno activity
			Student/Teacher	Activity	9780328992294	Práctica adicional Unit 4, Week 3, p. 135	Full page
			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) identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word	(viii) identify the meaning of words with affixes, including -ura	Student/Teacher	Narrative	9780328992294	Unit 4, Week 3, p. 318	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 3, p. 318	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 3, p. 321	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 3, p. 321	Mi turno activity
			Student/Teacher	Activity	9780328992294	Práctica adicional Unit 4, Week 3, p. 135	Full page
			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:	(C) identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word	(ix) use words with affixes, including in-	Student/Teacher	Narrative	9780328992294	Unit 3, Week 1, p. 50	Central text and activity
			Student/Teacher	Activity	9780328992294	Unit 3, Week 1, p. 50	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 3, Week 1, p. 53	Central text and activity
			Student/Teacher	Activity	9780328992294	Unit 3, Week 1, p. 53	Mi turno activity
			Student/Teacher	Activity	9780328992294	Práctica adicional Unit 3, Week 1, p. 89	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			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) identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word	(x) use words with affixes, including des-	Student/Teacher	Narrative	9780328992294	Unit 3, Week 1, p. 50	Central text and activity
			Student/Teacher	Activity	9780328992294	Unit 3, Week 1, p. 50	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 3, Week 1, p. 53	Central text and activity
			Student/Teacher	Activity	9780328992294	Unit 3, Week 1, p. 53	Mi turno activity
			Student/Teacher	Activity	9780328992294	Práctica adicional Unit 3, Week 1, p. 89	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			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) identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word	(xi) use words with affixes, including ex-	Student/Teacher	Narrative	9780328992294	Unit 3, Week 1, p. 50	Central text and activity
			Student/Teacher	Activity	9780328992294	Unit 3, Week 1, p. 50	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 3, Week 1, p. 53	Central text and activity
			Student/Teacher	Activity	9780328992294	Unit 3, Week 1, p. 53	Mi turno activity
			Student/Teacher	Activity	9780328992294	Práctica adicional Unit 3, Week 1, p. 89	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			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) identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word	(xii) use words with affixes, including -mente	Student/Teacher	Narrative	9780328992294	Unit 5, Week 5, p. 603	Central text / Second paragraph
			Student/Teacher	Activity	9780328992294	Unit 5, Week 5, p. 603	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 5, Week 5, p. 600	Central text / Second paragraph

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	9780328992294	Unit 5, Week 5, p. 600	Mi turno activity
			Student/Teacher	Activity	9780328992294	Práctica adicional Unit 5, Week 5, p. 181	Full page
			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) identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word	(xiii) use words with affixes, including -dad	Student/Teacher	Narrative	9780328992294	Unit 4, Week 3, p. 318	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 3, p. 318	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 3, p. 321	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 3, p. 321	Mi turno activity
			Student/Teacher	Activity	9780328992294	Práctica adicional Unit 4, Week 4, p. 135	Full page
			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) identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word	(xiv) use words with affixes, including -oso	Student/Teacher	Narrative	9780328992294	Unit 4, Week 3, p. 318	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 3, p. 318	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 3, p. 321	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 3, p. 321	Mi turno activity
			Student/Teacher	Activity	9780328992294	Práctica adicional Unit 4, Week 4, p. 135	Full page
			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) identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word	(xv) use words with affixes, including -eza	Student/Teacher	Narrative	9780328992294	Unit 4, Week 3, p. 318	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 3, p. 318	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 3, p. 321	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 3, p. 321	Mi turno activity
			Student/Teacher	Activity	9780328992294	Práctica adicional Unit 4, Week 4, p. 135	Full page
			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:	(C) identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word	(xvi) use words with affixes, including -ura	Student/Teacher	Narrative	9780328992294	Unit 4, Week 3, p. 318	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 3, p. 318	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 3, p. 321	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 3, p. 321	Mi turno activity
			Student/Teacher	Activity	9780328992294	Práctica adicional Unit 4, Week 4, p. 135	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
(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) identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word	(xvii) know how the affix [in-] changes the meaning of the word	Student/Teacher	Narrative	9780328992294	Unit 3, Week 1, p. 50	Central text and activity
			Student/Teacher	Activity	9780328992294	Unit 3, Week 1, p. 50	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 3, Week 1, p. 53	Central text and activity
			Student/Teacher	Activity	9780328992294	Unit 3, Week 1, p. 53	Mi turno activity
			Student/Teacher	Activity	9780328992294	Práctica adicional Unit 3, Week 1, p. 89	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
(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) identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word	(xviii) know how the affix [des-] changes the meaning of the word	Student/Teacher	Narrative	9780328992294	Unit 3, Week 1, p. 50	Central text and activity
			Student/Teacher	Activity	9780328992294	Unit 3, Week 1, p. 50	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 3, Week 1, p. 53	Central text and activity
			Student/Teacher	Activity	9780328992294	Unit 3, Week 1, p. 53	Mi turno activity
			Student/Teacher	Activity	9780328992294	Práctica adicional Unit 3, Week 1, p. 89	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
(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) identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word	(xix) know how the affix [ex-] changes the meaning of the word	Student/Teacher	Narrative	9780328992294	Unit 3, Week 1, p. 50	First paragraph
			Student/Teacher	Activity	9780328992294	Unit 3, Week 1, p. 50	Mi turno activity
			Student/Teacher	(Drop-down Selection)			
			Student/Teacher	(Drop-down Selection)			
			Student/Teacher	(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
			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) identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word	(xx) know how the affix [-mente] changes the meaning of the word	Student/Teacher	Narrative	9780328992294	Unit 5, Week 5, p. 603	Central text / Second paragraph
			Student/Teacher	Activity	9780328992294	Unit 5, Week 5, p. 603	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 5, Week 5, p. 600	Central text / Second paragraph
			Student/Teacher	Activity	9780328992294	Unit 5, Week 5, p. 600	Mi turno activity
			Student/Teacher	Activity	9780328992294	Práctica adicional Unit 5, Week 5, p. 181	Full page
			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) identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word	(xxi) know how the affix [-dad] changes the meaning of the word	Student/Teacher	Narrative	9780328992294	Unit 4, Week 3, p. 318	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 3, p. 318	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 3, p. 321	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 3, p. 321	Mi turno activity
			Student/Teacher	Activity	9780328992294	Práctica adicional Unit 4, Week 4, p. 135	Full page
			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) identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word	(xxii) know how the affix [-oso] changes the meaning of the word	Student/Teacher	Narrative	9780328992294	Unit 4, Week 3, p. 318	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 3, p. 318	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 3, p. 321	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 3, p. 321	Mi turno activity
			Student/Teacher	Activity	9780328992294	Práctica adicional Unit 4, Week 4, p. 135	Full page
			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:	(C) identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word	(xxiii) know how the affix [-eza] changes the meaning of the word	Student/Teacher	Narrative	9780328992294	Unit 4, Week 3, p. 318	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 3, p. 318	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 3, p. 321	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 3, p. 321	Mi turno activity
			Student/Teacher	Activity	9780328992294	Práctica adicional Unit 4, Week 4, p. 135	Full page
			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) identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word	(xxiv) know how the affix [-ura] changes the meaning of the word	Student/Teacher	Narrative	9780328992294	Unit 4, Week 3, p. 318	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 3, p. 318	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 3, p. 321	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 3, p. 321	Mi turno activity
			Student/Teacher	Activity	9780328992294	Práctica adicional Unit 4, Week 4, p. 135	Full page
			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, homophones, and homographs in a text	(i) identify antonyms	Student/Teacher	Narrative	9780328992294	Unit 3, Week 2, p. 83	Central text
			Student/Teacher	Activity	9780328992294	Unit 3, Week 2, p. 83	Mi turno activity
			Student/Teacher	Narrative	9780328992287	Unit 2, Week 2, p. 295	Central text
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 2, p. 281	Central text
			Student/Teacher	Activity	9780328992287	Unit 2, Week 2, p. 295	Mi turno activity
			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, homophones, and homographs in a text	(ii) identify synonyms	Student/Teacher	Narrative	9780328992294	Unit 3, Week 2, p. 83	Central text
			Student/Teacher	Activity	9780328992294	Unit 3, Week 2, p. 83	Mi turno activity
			Student/Teacher	Narrative	9780328992287	Unit 2, Week 2, p. 295	Central text

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	9780328992294	Unit 4, Week 2, p. 281	Central text
			Student/Teacher	Activity	9780328992287	Unit 2, Week 2, p. 295	Mi turno activity
			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, homophones, and homographs in a text	(iii) identify idioms	Student/Teacher	Narrative	9780328992294	Unit 5, Week 2, p. 499	Table
			Student/Teacher	Activity	9780328992287	Unit 1, Week 4, p. 163	Mi turno activity
			Student/Teacher	Activity	9780328992294	Unit 5, Week 2, p. 499	First Mi turno activity
			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:	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text	(iv) identify homophones	Student/Teacher	Narrative	9780328992294	Unit 4, Week 5, p. 397	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 5, p. 397	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 5, p. 394	Central text
			Student/Teacher	Activity	9780328992287	Unit 2, Week 4, p. 370	Central text and chart
			Student/Teacher	Activity	9780328992294	Unit 4, Week 5, p. 394	Mi turno activity
			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, homophones, and homographs in a text	(v) identify homographs	Student/Teacher	Narrative	9780328992294	Unit 4, Week 5, p. 397	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 5, p. 397	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 5, p. 394	Central text
			Student/Teacher	Narrative	9780328992287	Unit 2, Week 4, p. 370	Central text and chart
			Student/Teacher	Activity	9780328992294	Unit 4, Week 5, p. 394	Mi turno activity
			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, homophones, and homographs in a text	(vi) use antonyms	Student/Teacher	Narrative	9780328992287	Unit 2, Week 4, p. 360	Central text

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	9780328992287	Unit 2, Week 4, p. 360	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 2, p. 281	Central text
			Student/Teacher	Narrative	9780328992294	Unit 3, Week 2, p. 83	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 2, p. 281	Mi turno activity
			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, homophones, and homographs in a text	(vii) use synonyms	Student/Teacher	Narrative	9780328992287	Unit 2, Week 4, p. 360	Central text
			Student/Teacher	Activity	9780328992287	Unit 2, Week 4, p. 360	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 2, p. 281	Central text
			Student/Teacher	Narrative	9780328992294	Unit 3, Week 2, p. 83	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 2, p. 281	Mi turno activity
			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, homophones, and homographs in a text	(viii) use idioms	Student/Teacher	Narrative	9780328992287	Unit 1, Week 4, p. 163	First paragraph
			Student/Teacher	Activity	9780328992287	Unit 1, Week 4, p. 163	Mi turno activity
			Student/Teacher	Activity	9780328992294	Unit 5, Week 2, p. 499	First Mi turno activity
			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:	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text	(ix) use homophones	Student/Teacher	Narrative	9780328992294	Unit 4, Week 5, p. 397	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 5, p. 397	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 5, p. 394	Central text
			Student/Teacher	Narrative	9780328992287	Unit 2, Week 4, p. 370	Central text and chart
			Student/Teacher	Activity	9780328992294	Unit 4, Week 5, p. 394	Mi turno activity
			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:	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text	(x) use homographs	Student/Teacher	Narrative	9780328992294	Unit 4, Week 5, p. 397	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 5, p. 397	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 5, p. 394	Central text
			Student/Teacher	Narrative	9780328992287	Unit 2, Week 4, p. 370	Central text and chart
			Student/Teacher	Activity	9780328992294	Unit 4, Week 5, p. 394	Mi turno activity
			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, homophones, and homographs in a text	(xi) explain the meaning of antonyms in a text	Student/Teacher	Narrative	9780328992287	Unit 2, Week 2, p. 295	Central text
			Student/Teacher	Activity	9780328992287	Unit 2, Week 2, p. 295	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 2, p. 281	Central text
			Student/Teacher	Narrative	9780328992287	Unit 2, Week 4, p. 360	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 2, p. 281	Mi turno activity
			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, homophones, and homographs in a text	(xii) explain the meaning of synonyms in a text	Student/Teacher	Narrative	9780328992287	Unit 2, Week 2, p. 295	Central text
			Student/Teacher	Activity	9780328992287	Unit 2, Week 2, p. 295	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 2, p. 281	Central text
			Student/Teacher	Narrative	9780328992287	Unit 2, Week 4, p. 360	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 2, p. 281	Mi turno activity
			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, homophones, and homographs in a text	(xiii) explain the meaning of idioms in a text	Student/Teacher	Narrative	9780328992287	Unit 1, Week 4, p. 163	First paragraph
			Student/Teacher	Activity	9780328992287	Unit 1, Week 4, p. 163	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 5, Week 2, p. 499	Table
			Student/Teacher	Activity	9780328992294	Unit 5, Week 2, p. 499	First mi turno activity
			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:	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text	(xiv) explain the meaning of homophones in a text	Student/Teacher	Narrative	9780328992294	Unit 4, Week 5, p. 397	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 5, p. 397	Mi turno activity/Second activity
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 5, p. 394	Central text
			Student/Teacher	Narrative	9780328992287	Unit 2, Week 4, p. 370	Central text and chart
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 5, p. 394	Mi turno activity/Second activity
			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, homophones, and homographs in a text	(xv) explain the meaning of homographs in a text	Student/Teacher	Narrative	9780328992294	Unit 4, Week 5, p. 397	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 5, p. 397	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 5, p. 394	Central text
			Student/Teacher	Narrative	9780328992287	Unit 2, Week 4, p. 370	Central text and chart
			Student/Teacher	Activity	9780328992294	Unit 4, Week 5, p. 394	Mi turno activity
			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	(i) differentiate between [or among] homographs	Student/Teacher	Narrative	9780328992294	Unit 4, Week 5, p. 397	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 5, p. 397	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 5, p. 394	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 5, p. 394	Mi turno activity
			Student/Teacher	Activity	9780328992287	Unit 2, Week 4, p. 370	Mi turno activity
			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) differentiate between [or among] homophones	Student/Teacher	Narrative	9780328992294	Unit 4, Week 5, p. 397	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 5, p. 397	Mi turno 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
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 5, p. 394	Central text
			Student/Teacher	Narrative	9780328992287	Unit 2, Week 4, p. 370	Central text and chart
			Student/Teacher	Activity	9780328992294	Unit 4, Week 5, p. 394	Mi turno activity
			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) differentiate between [or among] commonly confused terms	Student/Teacher	Narrative	9780328992294	Unit 4, Week 5, p. 397	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 5, p. 397	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 5, p. 394	Central text
			Student/Teacher	Narrative	9780328992287	Unit 2, Week 4, p. 370	Central text and chart
			Student/Teacher	Activity	9780328992294	Unit 4, Week 5, p. 394	Mi turno activity
			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 homographs	Student/Teacher	Narrative	9780328992294	Unit 4, Week 5, p. 397	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 5, p. 397	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 5, p. 394	Central text
			Student/Teacher	Narrative	9780328992287	Unit 2, Week 4, p. 370	Central text and chart
			Student/Teacher	Activity	9780328992294	Unit 4, Week 5, p. 394	Mi turno activity
			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	(v) use homophones	Student/Teacher	Narrative	9780328992294	Unit 4, Week 5, p. 397	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 5, p. 397	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 5, p. 394	Central text
			Student/Teacher	Narrative	9780328992287	Unit 2, Week 4, p. 370	Central text and chart
			Student/Teacher	Activity	9780328992294	Unit 4, Week 5, p. 394	Mi turno activity
			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	(vi) use commonly confused terms	Student/Teacher	Narrative	9780328992294	Unit 4, Week 5, p. 397	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 5, p. 397	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 5, p. 394	Central text
			Student/Teacher	Narrative	9780328992287	Unit 2, Week 4, p. 370	Central text and chart
			Student/Teacher	Activity	9780328992287	Unit 2, Week 4, p. 370	Mi turno activity
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down Selection)			
			Teacher Only	(Drop-down Selection)			
			Teacher Only	(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	(i) use appropriate fluency (rate) when reading grade-level text	Student/Teacher	Narrative	9780328992294	Unit 3, Week 4, p. 132	Central text
			Student/Teacher	Activity	9780328992294	Unit 3, Week 4, p. 132	Reading practise
			Student/Teacher	Narrative	9780328992294	Unit 3, Week 4, p. 146	Fluency practise
			Student/Teacher	Activity	9780328992294	Unit 3, Week 4, p. 146	Fluency practise
			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)			
(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	9780328992287	Unit 2, Week 3, p. 308	Central text
			Student/Teacher	Activity	9780328992287	Unit 2, Week 3, p. 323	Fluency practise
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 3, p. 294	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 3, p. 311	Fluency practise
			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)			
(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	9780328992287	Unit 1, Week 5, p. 193	Fluency practise
			Student/Teacher	Activity	9780328992287	Unit 1, Week 5, p. 193	Fluency practise

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	9780328992287	Unit 1, Week 5, p. 176	Central text
			Student/Teacher	Narrative	9780328992287	Unit 2, Week 3, p. 308	Central text
			Student/Teacher	Activity	9780328992294	Unit 5, Week 4, p. 559	Fluency practise
			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	(i) self-select text	Student/Teacher	Narrative	9780328992287	Unit 1, Unit Opener, p. 10	Lectura independiente: entire page
			Student/Teacher	Activity	9780328992287	Unit 1, Unit Opener, p. 10	Step 1 / Step 2
			Student/Teacher	Narrative	9780328992287	Unit 2, Unit Opener, p. 230	Lectura independiente: Paso 1
			Student/Teacher	Narrative	9780328992294	Unit 3, Unit Opener, p. 12	Lectura independiente: first paragraph
			Student/Teacher	Activity	9780328992287	Unit 2, Unit Opener, p. 230-231	Step 1 / Step2 / Log
			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	9780328992294	Unit 3, Unit Opener, p. 12	Lectura independiente: second paragraph
			Student/Teacher	Activity	9780328992294	Unit 3, Unit Opener, p. 12-13	Log
			Student/Teacher	Activity	9780328992287	Unit 1, Unit Opener, p. 11	Log
			Student/Teacher	Activity	9780328992287	Unit 2, Unit Opener, p. 231	Log
			Student/Teacher	Activity	9780328992294	Unit 4, Unit Opener, p. 217	Log
			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	9780328992287	Unit 1, Week 2, p. 60	Central text
			Student/Teacher	Activity	9780328992287	Unit 1, Week 2, p. 60	Intercambiar Ideas activity
			Student/Teacher	Activity	9780328992294	Unit 3, Week 2, p. 62	Intercambiar Ideas activity
			Student/Teacher	Narrative	9780328992294	Unit 3, Week 2, p. 62	Central text
			Student/Teacher	Narrative	9780328992294	Unit 3, Week 3, p. 96	Central text
			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
			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	9780328992287	Unit 1, Weekly Opener, p. 10	Lectura independiente: Paso 1
			Student/Teacher	Activity	9780328992287	Unit 1, Weekly Opener, p. 10	Step 1 questions
			Student/Teacher	Narrative	9780328992294	Unit 3, Weekly Opener, p. 12	Lectura independiente: second paragraph
			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:	(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	9780328992287	Unit 2, Week 1, p. 238	Read
			Student/Teacher	Activity	9780328992287	Unit 2, Week 2, p. 274	First Read strategies
			Student/Teacher	Activity	9780328992294	Unit 3, Week 1, p. 20	First Read strategies
			Student/Teacher	Activity	9780328992294	Unit 5, Week 1, p. 432	First Read strategies
			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:	(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	9780328992287	Unit 1, Week 2, p. 81	Central text
			Student/Teacher	Activity	9780328992287	Unit 1, Week 2, p. 81	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 3, p. 315	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 3, p. 315	Mi turno activity
			Student/Teacher	Activity	9780328992287	Unit 2, Week 3, p. 310	Lectura: Genera preguntas in Second Lectura Box
			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	9780328992287	Unit 1, Week 2, p. 81	Central text
			Student/Teacher	Activity	9780328992287	Unit 1, Week 2, p. 81	Mi turno activity
			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)			
(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	9780328992287	Unit 1, Week 4, p. 134	Read
			Student/Teacher	Activity	9780328992294	Unit 5, Week 1, p. 432	First Read strategies
			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:	(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	9780328992287	Unit 1, Week 2, p. 81	Central text
			Student/Teacher	Activity	9780328992287	Unit 1, Week 2, p. 81	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 3, p. 315	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 3, p. 315	Mi turno activity
			Student/Teacher	Activity	9780328992287	Unit 1, Week 2, p. 76	Hacer y responder a las 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	9780328992287	Unit 1, Week 2, p. 81	Central text
			Student/Teacher	Activity	9780328992287	Unit 1, Week 2, p. 81	Mi turno activity
			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:	(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures	(i) make predictions using text features	Student/Teacher	Narrative	9780328992294	Unit 3, Week 1, p. 20	Lectura: Nota in First Read Box
			Student/Teacher	Activity	9780328992287	Unit 1, Week 5, p. 178	First Read strategies

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	9780328992294	Unit 5, Week 1, p. 432	Read
			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:	(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	9780328992294	Unit 3, Week 1, p. 47	Central text
			Student/Teacher	Activity	9780328992294	Unit 3, Week 1, p. 47	Mi turno activity
			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:	(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures	(iii) make predictions using structures	Student/Teacher	Narrative	9780328992294	Unit 4, Week 1, p. 224	Read
			Student/Teacher	Activity	9780328992294	Unit 4, Week 1, p. 224	Read
			Student/Teacher	Activity	9780328992294	Unit 5, Week 2, p. 472	Read / First Read strategies
			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:	(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	9780328992294	Unit 4, Week 1, p. 245	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 1, p. 245	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 5, Week 1, p. 455	Central text
			Student/Teacher	Activity	9780328992294	Unit 5, Week 1, p. 455	Mi turno activity
			Student/Teacher	Activity	9780328992294	Unit 3, Week 1, p. 30	Confirmar o corregir las predicciones
			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	(v) correct or confirm predictions using characteristics of genre	Student/Teacher	Narrative	9780328992294	Unit 3, Week 1, P. 47	Central text
			Student/Teacher	Activity	9780328992294	Unit 3, Week 1, P. 47	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 1, p. 245	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 1, p. 245	Mi turno activity
			Student/Teacher	Activity	9780328992294	Unit 3, Week 1, p. 25	Confirmar o corregir las predicciones
			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:	(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	9780328992294	Unit 4, Week 1, p. 245	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 1, p. 245	Mi turno activity
			Student/Teacher	Activity	9780328992294	Unit 4, Week 1, p. 230	Confirmar o corregir las predicciones
			Student/Teacher	Activity	9780328992294	Unit 4, Week 1, p. 236	Confirmar o corregir las predicciones
			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:	(D) create mental images to deepen understanding	(i) create mental images to deepen understanding	Student/Teacher	Narrative	9780328992287	Unit 1, Week 5, p. 197	Central text
			Student/Teacher	Activity	9780328992287	Unit 1, Week 5, p. 197	Mi turno activity / Second activity
			Student/Teacher	Narrative	9780328992287	Unit 2, Week 5, p. 399	Central text
			Student/Teacher	Activity	9780328992287	Unit 1, Week 5, p. 197	Mi turno activity
			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:	(E) make connections to personal experiences, ideas in other texts, and society	(i) make connections to personal experiences	Student/Teacher	Narrative	9780328992294	Unit 4, Week 4, p. 355	Central text
			Student/Teacher	Activity	9780328992287	Unit 1, Week 1, p. 15	Pregunta de la semana: Intercambiar Ideas
			Student/Teacher	Activity	9780328992287	Unit 1, Week 2, p. 62	First Read strategies

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	9780328992294	Unit 5, Weekly Opener, p. 424	Lectura independiente: Casilla de conexiones Box
			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:	(E) make connections to personal experiences, ideas in other texts, and society	(ii) make connections to ideas in other texts	Student/Teacher	Narrative	9780328992294	Unit 3, Week 2, p. 81	Central text
			Student/Teacher	Activity	9780328992294	Unit 3, Week 2, p. 81	Mi turno activity / Second activity
			Student/Teacher	Activity	9780328992294	Unit 5, Weekly Opener, p. 424	Chart
			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:	(E) make connections to personal experiences, ideas in other texts, and society	(iii) make connections to society	Student/Teacher	Narrative	9780328992294	Unit 5, Unit Opener, p. 424	Central text
			Student/Teacher	Activity	9780328992294	Unit 5, Unit Opener, p. 424	Lectura independiente: Casilla de conexiones Box
			Student/Teacher	Narrative	9780328992294	Unit 5, Week 4, p. 563	Central text
			Student/Teacher	Activity	9780328992294	Unit 5, Week 4, p. 563	Mi turno activity
			Student/Teacher	Activity	9780328992287	Unit 1, Week 4, p. 134	First Read strategies
			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	9780328992287	Unit 1, Week 3, p. 117	Central text
			Student/Teacher	Activity	9780328992287	Unit 1, Week 3, p. 117	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 2, p. 279	Central text
			Student/Teacher	Activity	9780328992287	Unit 1, Week 3, p. 279	Mi turno activity / Second activity
			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:	(F) make inferences and use evidence to support understanding	(ii) use evidence to support understanding	Student/Teacher	Narrative	9780328992287	Unit 1, Week 3, p. 117	Central text
			Student/Teacher	Activity	9780328992287	Unit 1, Week 3, p. 117	Second activity
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 2, p. 279	Central text
			Student/Teacher	Activity	9780328992287	Unit 1, Week 3, p. 279	Second activity
			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:	(G) evaluate details read to determine key ideas	(i) evaluate details read to determine key ideas	Student/Teacher	Narrative	9780328992287	Unit 2, Week 2, p. 293	Central text
			Student/Teacher	Activity	9780328992287	Unit 2, Week 2, p. 293	Mi turno activity / Second activity
			Student/Teacher	Activity	9780328992287	Unit 2, Week 1, p. 256	Mi turno activity / Second activity
			Student/Teacher	Activity	9780328992294	Unit 5, Week 5, p. 597	Mi turno activity / Second activity
			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	9780328992287	Unit 2, Week 3, p. 327	Central text
			Student/Teacher	Activity	9780328992287	Unit 2, Week 3, p. 327	Mi turno activity / Second activity
			Student/Teacher	Narrative	9780328992294	Unit 5, Week 2, p. 487	Central text
			Student/Teacher	Activity	9780328992294	Unit 5, Week 2, p. 487	Mi turno activity / First activity
			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:	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down	(i) monitor comprehension	Student/Teacher	Narrative	9780328992287	Unit 2, Week 1, p. 257	Central text
			Student/Teacher	Activity	9780328992287	Unit 2, Week 1, p. 257	Mi turno activity / Second activity
			Student/Teacher	Narrative	9780328992294	Unit 3, Week 5, p. 183	Central text
			Student/Teacher	Activity	9780328992294	Unit 3, Week 5, p. 183	Mi turno activity / Second 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
			Student/Teacher	Activity	9780328992287	Unit 2, Week 1, p. 244	Lectura atenta: Supervisar la comprensión
			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:	(l) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down	(ii) make adjustments when understanding breaks down	Student/Teacher	Narrative	9780328992294	Unit 4, Week 5, p. 391	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 5, p. 391	Mi turno activity / Second activity
			Student/Teacher	Narrative	9780328992294	Unit 5, Week 3, p. 521	Central text
			Student/Teacher	Activity	9780328992294	Unit 5, Week 3, p. 521	Mi turno activity / First activity
			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, including self-selected texts	(i) describe personal connections to a variety of sources, including self-selected texts	Student/Teacher	Narrative	9780328992294	Unit 3, Week 2, p. 82	Central text
			Student/Teacher	Activity	9780328992294	Unit 3, Week 2, p. 82	Activity
			Student/Teacher	Activity	9780328992294	Unit 5, Unit Opener, p. 424	Central text / Chart
			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)			
(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 a response to a literary or informational text that demonstrates an understanding of a text	(i) write a response to a literary or informational text that demonstrates an understanding of a text	Student/Teacher	Narrative	9780328992287	Unit 1, Week 2, p. 82	Central text
			Student/Teacher	Activity	9780328992287	Unit 1, Week 2, p. 82	Write to Sources activity / Central text
			Student/Teacher	Narrative	9780328992287	Unit 1, Week 3, p. 118	Central text
			Student/Teacher	Narrative	9780328992287	Unit 2, Week 2, p. 294	Central text
			Student/Teacher	Activity	9780328992287	Unit 1, Week 3, p. 118	Write to Sources activity / Central text
			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:	(C) use text evidence to support an appropriate response	(i) use text evidence to support an appropriate response	Student/Teacher	Narrative	9780328992287	Unit 1, Week 1, p. 45	Central text	
			Student/Teacher	Activity	9780328992287	Unit 1, Week 1, p. 45	Mi turno activity	
			Student/Teacher	Narrative	9780328992287	Unit 1, Week 3, p. 118	Central text	
			Student/Teacher	Narrative	9780328992287	Unit 2, Week 2, p. 294	Central text	
			Student/Teacher	Activity	9780328992287	Unit 2, Week 2, p. 294	Write to Sources activity	
			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:	(D) retell and paraphrase texts in ways that maintain meaning and logical order	(i) retell texts in ways that maintain meaning	Student/Teacher	Narrative	9780328992294	Unit 3, Week 6, p. 206	Central text	
			Student/Teacher	Activity	9780328992294	Unit 3, Week 6, p. 206	Colaborar activity	
			Student/Teacher	Narrative	9780328992294	Unit 3, Week 5, p. 617	Research Goal, first check square	
			Student/Teacher	Activity	9780328992294	Unit 3, Week 6, p. 207	Colaborar activity, second question	
			Student/Teacher	Activity	9780328992294	Unit 5, Week 5, p. 617	Colaborar activity	
			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:	(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	9780328992294	Unit 3, Week 6, p. 206	Central text	
			Student/Teacher	Activity	9780328992294	Unit 3, Week 6, p. 206	Colaborar activity	
			Student/Teacher	Narrative	9780328992294	Unit 5, Week 5, p. 617	Research Goal, first check square	
			Student/Teacher	Activity	9780328992294	Unit 3, Week 6, p. 207	Colaborar activity, second question	
			Student/Teacher	Activity	9780328992294	Unit 5, Week 5, p. 617	Colaborar activity	
			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:	(D) retell and paraphrase texts in ways that maintain meaning and logical order	(iii) paraphrase texts in ways that maintain meaning	Student/Teacher	Narrative	9780328992294	Unit 3, Week 6, p. 206	Central text	
			Student/Teacher	Activity	9780328992294	Unit 3, Week 6, p. 206	Colaborar 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
			Student/Teacher	Narrative	9780328992294	Unit 5, Week 5, p. 617	Research Goal, first check square
			Student/Teacher	Activity	9780328992294	Unit 3, Week 6, p. 207	Colaborar activity, second question
			Student/Teacher	Activity	9780328992294	Unit 5, Week 5, p. 617	Colaborar activity
			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:	(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	9780328992294	Unit 3, Week 6, p. 206	Central text
			Student/Teacher	Activity	9780328992294	Unit 3, Week 6, p. 206	Colaborar activity
			Student/Teacher	Narrative	9780328992294	Unit 5, Week 5, p. 617	Research Goal, first check square
			Student/Teacher	Activity	9780328992294	Unit 3, Week 6, p. 207	Colaborar activity, second question
			Student/Teacher	Activity	9780328992294	Unit 5, Week 5, p. 617	Colaborar activity
			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:	(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	(i) interact with sources in meaningful ways	Student/Teacher	Narrative	9780328992287	Unit 1, Week 3, p. 95	Tomar notas
			Student/Teacher	Activity	9780328992287	Unit 1, Week 3, p. 95	Tomar notas
			Student/Teacher	Narrative	9780328992287	Unit 1, Week 4, p. 162	Central text
			Student/Teacher	Narrative	9780328992294	Unit 5, Week 5, p. 577	Escritura libre
			Student/Teacher	Activity	9780328992287	Unit 1, Week 4, p. 162	Central text
			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	9780328992287	Unit 1, Week 2, p. 78	First paragraph
			Student/Teacher	Activity	9780328992287	Unit 2, Week 1, p. 233	Intercambiar Ideas activity
			Student/Teacher	Narrative	9780328992294	Unit 3, Unit Opener, p. 15	Central text
			Student/Teacher	Activity	9780328992294	Unit 3 Unit Opener, p. 15	Intercambiar Ideas activity
			Student/Teacher	Activity	9780328992287	Unit 1, Week 2, p. 78	Mi turno activity
			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:	(G) discuss specific ideas in the text that are important to the meaning	(i) discuss specific ideas in the text that are important to the meaning	Student/Teacher	Narrative	9780328992287	Unit 2, Week 1, p. 258	En tus palabras
			Student/Teacher	Activity	9780328992287	Unit 2, Week 1, p. 258	En tus palabras activity
			Student/Teacher	Narrative	9780328992287	Unit 2, Week 6, p. 416	Colaborar
			Student/Teacher	Narrative	9780328992294	Unit 3, Week 1, p. 48	Central text
			Student/Teacher	Activity	9780328992287	Unit 2, Week 6, p. 416	¡Infórmate!: Colaborar
			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) infer the theme of a work, distinguishing theme from topic	(i) infer the theme of a work, distinguishing theme from topic	Student/Teacher	Narrative	9780328992287	Unit 1, Week 2, p. 80	Inferir el tema: first paragraph
			Student/Teacher	Activity	9780328992287	Unit 1, Week 2, p. 80	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 3, Week 3, p. 102	Inferir el tema
			Student/Teacher	Narrative	9780328992294	Unit 5, Week 5, p. 596	Central text
			Student/Teacher	Activity	9780328992294	Unit 3, Week 3, p. 102	Inferir el tema
			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) explain the relationships among the major and minor characters	(i) explain the relationships among the major and minor characters	Student/Teacher	Narrative	9780328992294	Unit 3, Week 2, p. 89	Central text
			Student/Teacher	Activity	9780328992294	Unit 3, Week 2, p. 89	First Mi turno activity
			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:	(C) analyze plot elements, including the sequence of events, the conflict, and the resolution	(i) analyze plot elements, including the sequence of events	Student/Teacher	Narrative	9780328992287	Unit 1, Week 1, p. 44	Analizar el argumento y el ambiente: first paragraph

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	9780328992287	Unit 1, Week 1, p. 44	Mi turno activity / Second activity
			Student/Teacher	Activity	9780328992294	Unit 3, Week 1, p. 46	Mi turno activity / Second activity
			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) analyze plot elements, including the sequence of events, the conflict, and the resolution	(ii) analyze plot elements, including the conflict resolution	Student/Teacher	Narrative	9780328992294	Unit 3, Week 3, p. 117	Comparar y contrastar los textos: first paragraph
			Student/Teacher	Activity	9780328992294	Unit 3, Week 3, p. 117	Mi turno activity / Second activity
			Student/Teacher	Activity	9780328992287	Unit 1, Week 1, p. 43	Mi turno activity, fourth question
			Student/Teacher	Activity	9780328992287	Unit 1, Week 1, p. 44	Mi turno activity / Second activity
			Student/Teacher	Activity	9780328992294	Unit 3, Week 1, p. 35	Analizar el argumento y el ambiente
			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) analyze plot elements, including the sequence of events, the conflict, and the resolution	(iii) analyze plot elements, including the resolution	Student/Teacher	Narrative	9780328992294	Unit 3, Week 1, p. 43	Analizar el argumento y el ambiente
			Student/Teacher	Activity	9780328992294	Unit 3, Week 1, p. 43	Analizar el argumento y el ambiente
			Student/Teacher	Activity	9780328992294	Unit 3, Week 1, p. 46	Mi turno activity / Second activity
			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) explain the influence of the setting on the plot	(i) explain the influence of the setting on the plot	Student/Teacher	Narrative	9780328992294	Unit 3, Week 2, p. 90	Crear un ambiente: first paragraph and bullets
			Student/Teacher	Activity	9780328992294	Unit 3, Week 2, p. 90	First Mi turno activity
			Student/Teacher	Activity	9780328992294	Unit 1, Week 1, p. 44	Mi turno activity / Second activity
			Student/Teacher	Activity	9780328992294	Unit 3, Week 1, p. 46	Mi turno activity / Second activity
			Student/Teacher	Activity	9780328992294	Unit 3, Week 3, p. 155	Mi turno activity, third question
			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)			
(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, fairy tales, legends, and myths	(i) demonstrate knowledge of distinguishing characteristics of well-known children's literature	Student/Teacher	Narrative	9780328992287	Unit 1, Week 1, p. 16	Cuentos tradicionales: first paragraph and bullets
			Student/Teacher	Activity	9780328992287	Unit 1, Week 1, p. 43	Verificar la comprensión: Question 1
			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)			
(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 rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	(i) explain rhyme scheme in a variety of poems	Student/Teacher	Narrative	9780328992294	Unit 3, Week 5, p. 166	Central text / First bullet)
			Student/Teacher	Activity	9780328992294	Unit 3, Week 5, p. 182	Mi turno activity / Second activity
			Student/Teacher	Narrative	9780328992294	Unit 3, Week 5, p. 182	Explicar los elementos poéticos: first paragraph
			Student/Teacher	Activity	9780328992294	Unit 3, Week 5, p. 175	Lectura atenta activity
			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:	(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	(ii) explain sound devices in a variety of poems	Student/Teacher	Narrative	9780328992294	Unit 3, Week 5, p. 166	Poesía: first paragraph and bullets
			Student/Teacher	Activity	9780328992294	Unit 3, Week 5, p. 182	Mi turno activity / Second activity
			Student/Teacher	Narrative	9780328992294	Unit 3, Week 5, p. 182	Explicar los elementos poéticos: first paragraph
			Student/Teacher	Narrative	9780328992294	Unit 3, Week 5, p. 170-171	Lectura atenta note
			Student/Teacher	Activity	9780328992294	Unit 3, Week 5, p. 171	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
(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 rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	(iii) explain structural elements in a variety of poems	Student/Teacher	Narrative	9780328992294	Unit 3, Week 5, p. 166	Poesía: first paragraph and bullets
			Student/Teacher	Activity	9780328992294	Unit 3, Week 5, p. 182	Mi turno activity / Second activity
			Student/Teacher	Narrative	9780328992294	Unit 3, Week 5, p. 182	Explicar los elementos poéticos: first paragraph
			Student/Teacher	Narrative	9780328992294	Unit 5, Week 5, p. 529	Central text
			Student/Teacher	Activity	9780328992294	Unit 5, Week 5, p. 529	Mi turno activities
			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:	(C) discuss the elements of drama such as characters, dialogue, setting, and acts	(i) discuss the elements of drama	Student/Teacher	Narrative	9780328992294	Unit 4, Week 5, p. 370	Intercambiar Ideas
			Student/Teacher	Activity	9780328992294	Unit 4, Week 5, p. 370	Intercambiar Ideas activity
			Student/Teacher	Activity	9780328992294	Unit 4, Week 5, p. 390	Mi TURNO
			Student/Teacher	Activity	9780328992294	Unit 4, Week 5, p. 376	Lectura atenta activity
			Student/Teacher	Activity	9780328992294	Unit 4, Week 5, p. 381	Lectura atenta activity
			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 with supporting evidence; (ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; and (iii) organizational patterns such as cause and effect and problem and solution	(i) recognize characteristics of informational text, including the central idea with supporting evidence	Student/Teacher	Narrative	9780328992287	Unit 1, Week 4, p. 132	Texto informativo: first paragraph and bullets, second paragraph
			Student/Teacher	Activity	9780328992287	Unit 2, Week 1, p. 236	Intercambiar Ideas activity
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 6, p. 408	Informar con un propósito first paragraph and bullets
			Student/Teacher	Activity	9780328992287	Unit 2, Week 1, p. 243	Lectura atenta activity
			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:	(D) recognize characteristics and structures of informational text, including: (i) the central idea with supporting evidence; (ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; and (iii) organizational patterns such as cause and effect and problem and solution	(ii) recognize characteristics of informational text, including features to support understanding	Student/Teacher	Narrative	9780328992287	Unit 1, Week 4, p. 132	Central text
			Student/Teacher	Activity	9780328992287	Unit 1, Week 4, p. 160	Mi turno activity / Second activity
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 6, p. 408	Central text
			Student/Teacher	(Drop-down Selection)			
			Student/Teacher	(Drop-down Selection)			
			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 with supporting evidence; (ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; and (iii) organizational patterns such as cause and effect and problem and solution	(iii) recognize characteristics of informational text, including organizational patterns	Student/Teacher	Narrative	9780328992287	Unit 2, Week 2, p. 272	Texto informativo: first paragraph and bullets
			Student/Teacher	Activity	9780328992294	Unit 4, Week 6, p. 408	Colaborar activity, third question
			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)			
(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 with supporting evidence; (ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; and (iii) organizational patterns such as cause and effect and problem and solution	(iv) recognize structures of informational text, including the central idea with supporting evidence	Student/Teacher	Narrative	9780328992287	Unit 1, Week 4, p. 132	Texto informativo: first paragraph, first bullet, second paragraph
			Student/Teacher	Activity	9780328992287	Unit 2, Week 1, p. 236	Intercambiar Ideas activity
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 6, p. 408	Central text
			Student/Teacher	(Drop-down Selection)			
			Student/Teacher	(Drop-down Selection)			
			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 with supporting evidence; (ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; and (iii) organizational patterns such as cause and effect and problem and solution	(v) recognize structures of informational text, including features to support understanding	Student/Teacher	Narrative	9780328992287	Unit 1, Week 4, p. 132	Texto informativo: first paragraph, bullets, second paragraph
			Student/Teacher	Activity	9780328992287	Unit 1, Week 4, p. 160	Mi turno activity / Second 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
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 6, p. 408	Central text
			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)			
(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 with supporting evidence; (ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; and (iii) organizational patterns such as cause and effect and problem and solution	(vi) recognize structures of informational text, including organizational patterns	Student/Teacher	Narrative	9780328992287	Unit 2, Week 2, p. 272	Texto informativo: first paragraph and bullets
			Student/Teacher	Activity	9780328992294	Unit 4, Week 6, p. 408	Colaborar activity, third question
			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)			
(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 and structures of argumentative text by: (i) identifying the claim; (ii) distinguishing facts from opinion; and (iii) identifying the intended audience or reader	(i) recognize characteristics of argumentative text by identifying the claim	Student/Teacher	Narrative	9780328992287	Unit 2, Week 4, p. 342	Central text / Second bullet
			Student/Teacher	Activity	9780328992294	Unit 3, Week 6, p. 200	Colaborar activity
			Student/Teacher	Narrative	9780328992294	Unit 3, Week 6, p. 201	Chart
			Student/Teacher	Activity	9780328992294	Unit 3, Week 6, p. 201	Colaborar activity
			Student/Teacher	Activity	9780328992287	Unit 2, Week 4, p. 362	Mi turno activity / Second activity
			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:	(E) recognize characteristics and structures of argumentative text by: (i) identifying the claim; (ii) distinguishing facts from opinion; and (iii) identifying the intended audience or reader	(ii) recognize characteristics of argumentative text by distinguishing facts from opinion	Student/Teacher	Narrative	9780328992287	Unit 2, Week 4, p. 362	Analizar la estructura del texto: first paragraph
			Student/Teacher	Activity	9780328992287	Unit 2, Week 4, p. 362	Mi turno activity / Second activity
			Student/Teacher	Narrative	9780328992287	Unit 2, Week 4, p. 342	Texto persuasivo: first paragraph and bullets
			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
(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 and structures of argumentative text by: (i) identifying the claim; (ii) distinguishing facts from opinion; and (iii) identifying the intended audience or reader	(iii) recognize characteristics of argumentative text by identifying the intended audience or reader	Student/Teacher	Narrative	9780328992287	Unit 2, Week 4, p. 342	Texto persuasivo: first paragraph and bullets
			Student/Teacher	Activity	9780328992287	Unit 1, Week 6, p. 214	Colaborar activity, third question
			Student/Teacher	Narrative	9780328992287	Unit 2, Week 4, p. 362	Analizar la estructura del texto: first paragraph
			Student/Teacher	Activity	9780328992287	Unit 2, Week 4, p. 362	Mi turno
			Teacher Only	(Drop-down Selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
(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 and structures of argumentative text by: (i) identifying the claim; (ii) distinguishing facts from opinion; and (iii) identifying the intended audience or reader	(iv) recognize structures of argumentative text by identifying the claim	Student/Teacher	Narrative	9780328992287	Unit 2, Week 4, p. 342	Texto persuasivo: first paragraph and bullets
			Student/Teacher	Activity	9780328992294	Unit 3, Week 6, p. 200	Colaborar activity
			Student/Teacher	Narrative	9780328992294	Unit 3, Week 6, p. 201	Chart
			Student/Teacher	Activity	9780328992294	Unit 3, Week 6, p. 201	Colaborar activity
			Student/Teacher	Activity	9780328992287	Unit 2, Week 4, p. 362	Mi turno activity / Second activity
			Teacher Only	Narrative			
			Teacher Only	Activity			
(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 and structures of argumentative text by: (i) identifying the claim; (ii) distinguishing facts from opinion; and (iii) identifying the intended audience or reader	(v) recognize structures of argumentative text by distinguishing facts from opinion	Student/Teacher	Narrative	9780328992287	Unit 2, Week 4, p. 342	Texto persuasivo: first paragraph and bullets
			Student/Teacher	Activity	9780328992287	Unit 2, Week 4, p. 362	Mi turno activity / Second activity
			Student/Teacher	Narrative	9780328992287	Unit 2, Week 4, p. 362	Analizar la estructura del texto: first paragraph
			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 and structures of argumentative text by: (i) identifying the claim; (ii) distinguishing facts from opinion; and (iii) identifying the intended audience or reader	(vi) recognize structures of argumentative text by identifying the intended audience or reader	Student/Teacher	Narrative	9780328992287	Unit 2, Week 4, p. 342	Texto persuasivo: first paragraph and bullets
			Student/Teacher	Activity	9780328992287	Unit 1, Week 6, p. 214	Colaborar activity, third question
			Student/Teacher	Narrative	9780328992287	Unit 2, Week 4, p. 362	Analizar la estructura del texto: first paragraph
			Student/Teacher	Activity	9780328992287	Unit 2, Week 4, p. 362	Second activity
			Teacher Only	(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:	(F) recognize characteristics of multimodal and digital texts	(i) recognize characteristics of multimodal texts	Student/Teacher	Narrative	9780328992287	Unit 2, Week 2, p. 271	first paragraph below Pregunta de la semana box
			Student/Teacher	Activity	9780328992287	Unit 2, Week 2, p. 271	Intercambiar Ideas activity
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 6, p. 410	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 6, p. 411	Colaborar activity
			Teacher Only	(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:	(F) recognize characteristics of multimodal and digital texts	(ii) recognize characteristics of digital texts	Student/Teacher	Narrative	9780328992294	Unit 4, Week 6, p. 410	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 6, p. 411	Colaborar activity
			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
(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:	(A) explain the author's purpose and message within a text	(i) explain the author's purpose within a text	Student/Teacher	Narrative	9780328992287	Unit 1, Week 5, p. 201	Leer como un escritor: first paragraph, ¡Demuéstralo!
			Student/Teacher	Activity	9780328992287	Unit 2, Week 5, p. 398	Mi turno activity / Second activity
			Student/Teacher	Narrative	9780328992287	Unit 2, Week 5, p. 398	Explicar el propósito de la autora: first paragraph
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 3, p. 314	Explicar el propósito del autor: first paragraph
			Student/Teacher	Activity	9780328992294	Unit 4, Week 3, p. 314	Mi turno activity / Second activity
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down Selection)			
			Teacher Only	(Drop-down Selection)			
			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:	(A) explain the author's purpose and message within a text	(ii) explain the author's message within a text	Student/Teacher	Narrative	9780328992287	Unit 2, Week 5, p. 398	Explicar el propósito de la autora: first paragraph
			Student/Teacher	Activity	9780328992287	Unit 2, Week 5, p. 398	Mi turno activity / Second activity
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 3, p. 314	Explicar el propósito del autor: first paragraph
			Student/Teacher	Activity	9780328992294	Unit 4, Week 3, p. 314	Mi turno activity / Second activity
			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)			
(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:	(B) explain how the use of text structure contributes to the author's purpose	(i) explain how the use of text structure contributes to the author's purpose	Student/Teacher	Narrative	9780328992294	Unit 4, Week 4, p. 359	Leer como un escritor: first paragraph, ¡Demuéstralo!
			Student/Teacher	Activity	9780328992294	Unit 4, Week 4, p. 359	Mi turno activity
			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
(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) explain the author's use of print and graphic features to achieve specific purposes	(i) explain the author's use of print features to achieve specific purposes	Student/Teacher	Narrative	9780328992287	Unit 2, Week 5, p. 378	Texto informativo: first paragraph and bullets
			Student/Teacher	Activity	9780328992287	Unit 2, Week 5, p. 378	Intercambiar Ideas activity
			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)			
(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) explain the author's use of print and graphic features to achieve specific purposes	(ii) explain the author's use of graphic features to achieve specific purposes	Student/Teacher	Narrative	9780328992287	Unit 2, Week 3, p. 326	Analizar las ilustraciones: first paragraph
			Student/Teacher	Activity	9780328992287	Unit 2, Week 3, p. 326	Mi turno activity / Second activity
			Student/Teacher	Narrative	9780328992287	Unit 2, Week 5, p. 378	Texto informativo: first paragraph and bullets
			Student/Teacher	Narrative	9780328992294	Unit 5, Week 1, pp. 430-431	Texto informativo: first paragraph and bullets, Anchor Chart
			Student/Teacher	Activity	9780328992287	Unit 2, Week 5, p. 378	Intercambiar Ideas activity
			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) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes	(i) describe how the author's use of imagery achieves specific purposes	Student/Teacher	Narrative	9780328992287	Unit 1, Week 3, p. 121	Leer como un escritor: first paragraph, ¡Demuéstralo!
			Student/Teacher	Activity	9780328992287	Unit 1, Week 3, p. 121	Mi turno activity
			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)			

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:	(D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes	(ii) describe how the author's use of literal language achieves specific purposes	Student/Teacher	Narrative	9780328992287	Unit 2, Week 2, p. 297	Leer como un escritor: first paragraph, ¡Demuéstralo!
			Student/Teacher	Activity	9780328992287	Unit 2, Week 2, p. 297	Mi turno activity
			Student/Teacher	Activity	9780328992287	Unit 2, Week 2, p. 298	Mi turno activity
			Student/Teacher	(Drop-down Selection)			
			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) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes	(iii) describe how the author's use of figurative language achieves specific purposes	Student/Teacher	Narrative	9780328992287	Unit 1, Week 1, p. 49	Leer como un escritor: first paragraph, ¡Demuéstralo!
			Student/Teacher	Activity	9780328992287	Unit 1, Week 1, p. 49	Mi turno activity
			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)			
(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) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes	(iv) describe how the author's use of sound devices achieves specific purposes	Student/Teacher	Narrative	9780328992294	Unit 3, Week 5, p. 182	Explicar los elementos poéticos: first paragraph
			Student/Teacher	Activity	9780328992294	Unit 3, Week 5, p. 182	Mi turno activity / Second activity
			Student/Teacher	Narrative	9780328992294	Unit 5, Week 2, p. 498	Escribir con aliteración: top of 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
(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:	(E) identify the use of literary devices, including first- or third-person point of view	(i) identify the use of literary devices, including first- or third-person point of view	Student/Teacher	Narrative	9780328992294	Unit 5, Week 4, pp. 536-537	Ficción histórica: first paragraph and bullets, Anchor Chart
			Student/Teacher	Activity	9780328992294	Unit 5, Week 4, p. 536	Intercambiar Ideas activity
			Student/Teacher	Narrative	9780328992294	Unit 5, Week 4, p. 562	Analizar el punto de vista: first paragraph
			Student/Teacher	(Drop-down Selection)			
			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:	(F) discuss how the author's use of language contributes to voice	(i) discuss how the author's use of language contributes to voice	Student/Teacher	Narrative	9780328992287	Unit 2, Week 4, p. 367	Leer como un escritor: first paragraph, ¡Demuéstralo!
			Student/Teacher	Activity	9780328992287	Unit 2, Week 4, p. 367	Mi turno activity
			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)			
(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:	(G) identify and explain the use of hyperbole	(i) identify the use of hyperbole	Student/Teacher	Narrative	9780328992294	Unit 3, Week 3, p. 121	Leer como un escritor: first paragraph, ¡Demuéstralo!
			Student/Teacher	Activity	9780328992294	Unit 3, Week 3, p. 121	Mi turno activity
			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)			

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:	(G) identify and explain the use of hyperbole	(ii) explain the use of hyperbole	Student/Teacher	Narrative	9780328992294	Unit 3, Week 3, p. 121	Leer como un escritor: first paragraph, ¡Demuéstralo!
			Student/Teacher	Activity	9780328992294	Unit 3, Week 3, p. 121	Mi turno activity
			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:	(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping	(i) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies	Student/Teacher	Narrative	9780328992287	Unit 3, Week 2, p. 93	Seleccionar el género, first paragraph
			Student/Teacher	Activity	9780328992287	Unit 3, Week 2, p. 93	Seleccionar el género: 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:	(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction and a conclusion; and (ii) developing an engaging idea with relevant details	(i) develop drafts into a focused piece of writing by organizing with purposeful structure, including an introduction	Student/Teacher	Narrative	9780328992294	Unit 4, Week 3, p. 323	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 3, p. 323	Mi turno activity
			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:	(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction and a conclusion; and (ii) developing an engaging idea with relevant details	(ii) develop drafts into a focused piece of writing by organizing with purposeful structure, including a conclusion	Student/Teacher	Narrative	9780328992287	Unit 2, Week 3, p. 339	Central text
			Student/Teacher	Activity	9780328992287	Unit 2, Week 3, p. 339	Mi turno activities
			Student/Teacher	(Drop-down Selection)			
			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)			
(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, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction and a conclusion; and (ii) developing an engaging idea with relevant details	(iii) develop drafts into a focused piece of writing by developing an engaging idea with relevant details	Student/Teacher	Narrative	9780328992287	Unit 1, Week 2, p. 89	Central text
			Student/Teacher	Activity	9780328992287	Unit 1, Week 2, p. 89	Mi turno activity
			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)			
(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, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction and a conclusion; and (ii) developing an engaging idea with relevant details	(iv) develop drafts into a structured piece of writing by organizing with purposeful structure, including an introduction	Student/Teacher	Narrative	9780328992287	Unit 1, Week 3, p. 125	Escribir una introducción: first paragraph and example
			Student/Teacher	Activity	9780328992287	Unit 1, Week 3, p. 125	Mi turno activity
			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)			
(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, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction and a conclusion; and (ii) developing an engaging idea with relevant details	(v) develop drafts into a structured piece of writing by organizing with purposeful structure, including a conclusion	Student/Teacher	Narrative	9780328992287	Unit 1, Week 3, p. 129	Central text
			Student/Teacher	Activity	9780328992287	Unit 1, Week 3, p. 129	Mi turno activity
			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)			
(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, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction and a conclusion; and (ii) developing an engaging idea with relevant details	(vi) develop drafts into a structured piece of writing by developing an engaging idea with relevant details	Student/Teacher	Narrative	9780328992287	Unit 1, Week 2, p. 91	Central text]
			Student/Teacher	Activity	9780328992287	Unit 1, Week 2, p. 91	Mi turno activities
			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)			
			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:	(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction and a conclusion; and (ii) developing an engaging idea with relevant details	(vii) develop drafts into a coherent piece of writing by organizing with purposeful structure, including an introduction	Student/Teacher	Narrative	9780328992287	Unit 1, Week 3, p. 125	Central text
			Student/Teacher	Activity	9780328992287	Unit 1, Week 3, p. 125	Mi turno activity
			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)			
(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, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction and a conclusion; and (ii) developing an engaging idea with relevant details	(viii) develop drafts into a coherent piece of writing by organizing with purposeful structure, including a conclusion	Student/Teacher	Narrative	9780328992294	Unit 4, Week 3, p. 326	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 3, p. 326	Mi turno activity
			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)			
(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, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction and a conclusion; and (ii) developing an engaging idea with relevant details	(ix) develop drafts into a coherent piece of writing by developing an engaging idea with relevant details	Student/Teacher	Narrative	9780328992287	Unit 1, Week 6, p. 224	Revisa y agrega detalles relevantes
			Student/Teacher	Activity	9780328992287	Unit 1, Week 6, p. 224	Agregar detalles
			Student/Teacher	Narrative	9780328992294	Unit 3, Week 6, p. 210	Revisa la inclusión de detalles relevantes
			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)			
(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 to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	(i) revise drafts to improve sentence structure	Student/Teacher	Narrative	9780328992287	Unit 2, Week 4, p. 372	Revisar la coherencia y la claridad, top half of page

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	9780328992287	Unit 2, Week 4, p. 372	Mi turno activities
			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)			
(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 to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	(ii) revise drafts to improve word choice	Student/Teacher	Narrative	9780328992287	Unit 2, Week 4, p. 372	Revisar la coherencia y la claridad, top half of page
			Student/Teacher	Activity	9780328992287	Unit 2, Week 4, p. 372	Mi turno activities
			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)			
(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 to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	(iii) revise drafts by adding ideas for coherence	Student/Teacher	Narrative	9780328992287	Unit 2, Week 4, p. 372	Revisar la coherencia y la claridad, top half of page
			Student/Teacher	Activity	9780328992287	Unit 2, Week 4, p. 372	Mi turno activities
			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)			
(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 to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	(iv) revise drafts by deleting ideas for coherence	Student/Teacher	Narrative	9780328992287	Unit 2, Week 4, p. 372	Revisar la coherencia y la claridad, top half of page
			Student/Teacher	Activity	9780328992287	Unit 2, Week 4, p. 372	Mi turno activities
			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)			

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:	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	(v) revise drafts by combining ideas for coherence	Student/Teacher	Narrative	9780328992287	Unit 2, Week 4, p. 372	Revisar la coherencia y la claridad, top half of page
			Student/Teacher	Activity	9780328992287	Unit 2, Week 4, p. 372	Mi turno activities
			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 to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	(vi) revise drafts by rearranging ideas for coherence	Student/Teacher	Narrative	9780328992287	Unit 2, Week 4, p. 372	Revisar la coherencia y la claridad, top half of page
			Student/Teacher	Activity	9780328992287	Unit 2, Week 4, p. 372	Mi turno activities
			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 to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	(vii) revise drafts by adding ideas for clarity	Student/Teacher	Narrative	9780328992287	Unit 2, Week 4, p. 372	Revisar la coherencia y la claridad, top half of page)
			Student/Teacher	Activity	9780328992287	Unit 2, Week 4, p. 372	Mi turno activities
			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 to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	(viii) revise drafts deleting ideas for clarity	Student/Teacher	Narrative	9780328992287	Unit 2, Week 4, p. 372	Revisar la coherencia y la claridad, top half of page
			Student/Teacher	Activity	9780328992287	Unit 2, Week 4, p. 372	Mi turno activities
			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)			

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)			
(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 to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	(ix) revise drafts combining ideas for clarity	Student/Teacher	Narrative	9780328992287	Unit 2, Week 4, p. 372	Revisar la coherencia y la claridad, top half of page
			Student/Teacher	Activity	9780328992287	Unit 2, Week 4, p. 372	Mi turno activities
			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)			
(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 to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	(x) revise drafts by rearranging ideas for clarity	Student/Teacher	Narrative	9780328992287	Unit 2, Week 4, p. 372	Revisar la coherencia y la claridad, top half of page
			Student/Teacher	Activity	9780328992287	Unit 2, Week 4, p. 372	Mi turno activities
			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)			
(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 simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules	(i) edit drafts using standard Spanish conventions, including complete simple sentences with subject-verb agreement	Student/Teacher	Narrative	9780328992287	Unit 1, Week 1, p. 52	Las oraciones simples, top half of page
			Student/Teacher	Activity	9780328992287	Unit 1, Week 1, p. 52	Mi turno activity
			Student/Teacher	Narrative	9780328992287	Unit 1, Week 2, p. 88	El sujeto y el predicado, top half of page

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	9780328992287	Unit 1, Week 4, p. 173	La concordancia entre el sujeto y el verbo, top half of page
			Student/Teacher	Activity	9780328992287	Unit 1, Week 2, p. 88	Mi turno activity
			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 simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules	(ii) edit drafts using standard Spanish conventions, including complete compound sentences with subject-verb agreement	Student/Teacher	Narrative	9780328992287	Unit 1, Week 4, p. 169	Table
			Student/Teacher	Activity	9780328992287	Unit 1, Week 4, p. 169	Mi turno activity
			Student/Teacher	Narrative	9780328992287	Unit 1, Week 5, p. 204	Central text and chart
			Student/Teacher	Narrative	9780328992287	Unit 2, Week 5, p. 408	Central text and chart
			Student/Teacher	Activity	9780328992287	Unit 1, Week 5, p. 204	Mi turno activity
			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 simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(iii) edit drafts using standard Spanish conventions, including simple past verb tense, including the difference between ser and estar</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992287</p>	<p>Unit 1, Week 5, p. 206</p>	<p>Central text and chart</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Unit 1, Week 5, p. 206</p>	<p>Mi turno activity</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 3, Week 3, p. 124</p>	<p>Central text and chart</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Unit 1, Week 6, p. 225</p>	<p>First chart</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 3, Week 3, p. 124</p>	<p>Mi turno activity</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>(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 simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(iv) edit drafts using standard Spanish conventions, including simple present verb tense, including the difference between ser and estar</p>	<p>Student/Teacher</p>	<p>Narrative</p>
<p>Student/Teacher</p>	<p>Activity</p>											
<p>Student/Teacher</p>	<p>Narrative</p>											
<p>Student/Teacher</p>	<p>Activity</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>Teacher Only</p>	<p>(Drop-down Selection)</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	9780328992287	Unit 1, Week 5, p. 206	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 3, Week 3, p. 124	Central text and chart
			Student/Teacher	Activity	9780328992287	Unit 1, Week 6, p. 225	First chart
			Student/Teacher	Activity	9780328992294	Unit 3, Week 3, p. 124	Mi turno activity
			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 simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules	(v) edit drafts using standard Spanish conventions, including simple future verb tense, including the difference between ser and estar	Student/Teacher	Narrative	9780328992287	Unit 1, Week 5, p. 206	Central text and chart
			Student/Teacher	Activity	9780328992287	Unit 1, Week 5, p. 206	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 3, Week 3, p. 124	Central text and chart
			Student/Teacher	Activity	9780328992287	Unit 1, Week 6, p. 225	First chart
			Student/Teacher	Activity	9780328992294	Unit 3, Week 3, p. 124	Mi turno activity
			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 simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(vi) edit drafts using standard Spanish conventions, including imperfect past verb [tense] including the difference between ser and estar</p>	Student/Teacher	Narrative	9780328992294	Unit 3, Week 3, p. 124	top half of page
			Student/Teacher	Activity	9780328992294	Unit 3, Week 3, p. 124	Mi turno activity
			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)			
<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 simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(vii) edit drafts using standard Spanish conventions, including perfect verb tenses including the difference between ser and estar</p>	Student/Teacher	Narrative	9780328992294	Unit 3, Week 3, p. 124	top half of page
			Student/Teacher	Activity	9780328992294	Unit 3, Week 3, p. 124	Mi turno activity
			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
			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 simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules	(viii) edit drafts using standard Spanish conventions, including conditional verb tenses including the difference between ser and estar	Student/Teacher	Narrative	9780328992294	Unit 3, Week 4, p. 570	top half of page
			Student/Teacher	Activity	9780328992294	Unit 3, Week 4, p. 570	Mi turno activity
			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>(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 simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(ix) edit drafts using standard Spanish conventions, including singular nouns, including gender-specific articles</p>	Student/Teacher	Narrative	9780328992287	Unit 2, Week 2, p. 300	Central text and chart
			Student/Teacher	Activity	9780328992287	Unit 2, Week 2, p. 300	Mi turno Activity
			Student/Teacher	Narrative	9780328992287	Unit 2, Week 4, p. 373	Central text and chart
			Student/Teacher	Activity	9780328992287	Unit 2, Week 4, p. 373	Mi turno activities
			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 simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(x) edit drafts using standard Spanish conventions, including plural nouns, including gender-specific articles</p>	Student/Teacher	Narrative	9780328992287	Unit 2, Week 2, p. 300	Central text and chart
			Student/Teacher	Activity	9780328992287	Unit 2, Week 2, p. 300	Mi turno 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
			Student/Teacher	Narrative	9780328992287	Unit 2, Week 4, p. 373	Central text and chart
			Student/Teacher	Activity	9780328992287	Unit 2, Week 4, p. 373	Mi turno activities
			Student/Teacher	Activity	9780328992294	Unit 3, Week 6, p. 211	Corrige
			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 simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules	(xi) edit drafts using standard Spanish conventions, including common nouns, including gender-specific articles	Student/Teacher	Narrative	9780328992287	Unit 2, Week 1, p. 264	Central text and chart
			Student/Teacher	Activity	9780328992287	Unit 2, Week 1, p. 264	Mi turno activity
			Student/Teacher	Narrative	9780328992287	Unit 2, Week 4, p. 373	Central text and chart
			Student/Teacher	Activity	9780328992287	Unit 2, Week 4, p. 373	Mi turno activities
			Student/Teacher	Activity	9780328992294	Unit 3, Week 6, p. 211	Corrige
			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 simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(xii) edit drafts using standard Spanish conventions, including proper nouns, including gender-specific articles</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992287</p>	<p>Unit 2, Week 1, p. 264</p>	<p>Central text and chart</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Unit 2, Week 1, p. 264</p>	<p>Mi turno activity</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992287</p>	<p>Unit 2, Week 4, p. 373</p>	<p>Central text and chart</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Unit 2, Week 4, p. 373</p>	<p>Mi turno activities</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 3, Week 6, p. 211</p>	<p>Corrige</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>(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 simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(xiii) edit drafts using standard Spanish conventions, including adjectives, including their comparative forms</p>	<p>Student/Teacher</p>	<p>Narrative</p>
<p>Student/Teacher</p>	<p>Activity</p>											
<p>Student/Teacher</p>	<p>Narrative</p>											
<p>Student/Teacher</p>	<p>Activity</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>Teacher Only</p>	<p>(Drop-down Selection)</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	9780328992294	Unit 5, Week 1, p. 462	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 5, Week 4, p. 574	Central text
			Student/Teacher	Narrative	9780328992294	Unit 5, Week 5, p. 606	Central text
			Student/Teacher	Activity	9780328992294	Unit 5, Week 4, p. 574	Second Mi turno activity
			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 simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules	(xiv) edit drafts using standard Spanish conventions, including adjectives, including their superlative forms	Student/Teacher	Narrative	9780328992294	Unit 5, Week 5, p. 606	Central text
			Student/Teacher	Activity	9780328992294	Unit 5, Week 5, p. 606	Mi turno activities
			Student/Teacher	Narrative	9780328992294	Unit 5, Week 1, p. 462	Central text and chart
			Student/Teacher	Narrative	9780328992294	Unit 5, Week 4, p. 574	Central text - last paragraph
			Student/Teacher	Activity	9780328992294	Unit 5, Week 1, p. 462	Mi turno activity
			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 simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(xv) edit drafts using standard Spanish conventions, including adverbs that convey time</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992287</p>	<p>Unit 2, Week 4, p. 374</p>	<p>Central text and charts</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Unit 2, Week 4, p. 374</p>	<p>Second Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 4, Week 5, p. 398</p>	<p>Central text and chart</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 4, Week 5, p. 398</p>	<p>Mi turno activity</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 4, Week 6, p. 419</p>	<p>Corregir</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 simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(xvi) edit drafts using standard Spanish conventions, including adverbs that convey manner</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992287</p>	<p>Unit 2, Week 4, p. 374</p>	<p>Central text and charts</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	9780328992287	Unit 2, Week 4, p. 374	Second Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 5, p. 398	Central text and chart
			Student/Teacher	Activity	9780328992294	Unit 4, Week 5, p. 398	Mi turno activity
			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 simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules	(xvii) edit drafts using standard Spanish conventions, including prepositions	Student/Teacher	Narrative	9780328992287	Unit 2, Week 4, p. 371	Central text and charts
			Student/Teacher	Activity	9780328992287	Unit 2, Week 4, p. 371	Mi turno activities
			Student/Teacher	Narrative	9780328992294	Unit 3, Week 5, p. 192	Central text
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 3, p. 322	Central text and chart
			Student/Teacher	Activity	9780328992294	Unit 3, Week 5, p. 192	Mi turno activities
			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 simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(xviii) edit drafts using standard Spanish conventions, including prepositional phrases</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992287</p>	<p>Unit 2, Week 4, p. 371</p>	<p>Central text and charts</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Unit 2, Week 4, p. 371</p>	<p>Mi turno activities</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 3, Week 5, p. 192</p>	<p>Central text</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 4, Week 3, p. 322</p>	<p>Central text and chart</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 3, Week 5, p. 192</p>	<p>Mi turno activities</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 simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(xix) edit drafts using standard Spanish conventions, including pronouns, including personal pronouns</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 3, Week 4, p. 163</p>	<p>Central text and chart</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	9780328992294	Unit 3, Week 4, p. 163	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 3, Week 5, p. 190	Central text and chart
			Student/Teacher	Activity	9780328992294	Unit 3, Week 5, p. 190	Mi turno activity
			Student/Teacher	Activity	9780328992294	Unit 4, Week 6, p. 427	Corregir
			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 simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules	(xx) edit drafts using standard Spanish conventions, including pronouns, including possessive pronouns	Student/Teacher	Narrative	9780328992287	Unit 1, Week 4, p. 171	Central text and chart
			Student/Teacher	Activity	9780328992287	Unit 1, Week 4, p. 171	Second Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 3, Week 4, p. 163	Central text and chart
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 1, p. 252	Central text and chart
			Student/Teacher	Activity	9780328992294	Unit 3, Week 4, p. 163	Mi turno activity
			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 simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(xxi) edit drafts using standard Spanish conventions, including pronouns, including objective pronouns</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 4, Week 4, p. 362</p>	<p>Text below chart</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 4, Week 4, p. 362</p>	<p>Mi turno Activity</p>
								<p>Student/Teacher</p>	<p>(Drop-down Selection)</p>			
								<p>Student/Teacher</p>	<p>(Drop-down Selection)</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 simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(xxii) edit drafts using standard Spanish conventions, including pronouns, including reflexive pronouns</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 3, Week 4, p. 163</p>	<p>Third paragraph and chart</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 3, Week 4, p. 163</p>	<p>Mi turno Activity</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Unit 2, Week 6, p. 427</p>	<p>Corregir</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	(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)			
(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 simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules	(xxiii) edit drafts using standard Spanish conventions, including coordinating conjunctions to form compound subjects	Student/Teacher	Narrative	9780328992287	Unit 1, Week 4, p. 169	Central text and chart
			Student/Teacher	Activity	9780328992287	Unit 1, Week 4, p. 169	Mi turno activity
			Student/Teacher	Narrative	9780328992287	Unit 2, Week 4, p. 375	Central text and charts
			Student/Teacher	Activity	9780328992287	Unit 2, Week 4, p. 375	Mi turno activity
			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 simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(xxiv) edit drafts using standard Spanish conventions, including coordinating conjunctions to form compound predicates</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992287</p>	<p>Unit 1, Week 4, p. 169</p>	<p>Central text and chart</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Unit 1, Week 4, p. 169</p>	<p>Mi turno activity</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992287</p>	<p>Unit 2, Week 4, p. 375</p>	<p>Central text and charts</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Unit 2, Week 4, p. 375</p>	<p>Mi turno activity</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 simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(xxv) edit drafts using standard Spanish conventions, including coordinating conjunctions to form compound sentences</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992287</p>	<p>Unit 1, Week 4, p. 169</p>	<p>Central text and chart</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Unit 1, Week 4, p. 169</p>	<p>Mi turno activity</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	9780328992287	Unit 1, Week 5, p. 204	Central text and chart
			Student/Teacher	Narrative	9780328992287	Unit 2, Week 4, p. 375	Central text and charts
			Student/Teacher	Activity	9780328992287	Unit 1, Week 5, p. 204	Mi turno activity
			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 simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules	(xxvi) edit drafts using standard Spanish conventions, including capitalization of proper nouns	Student/Teacher	Narrative	9780328992294	Unit 4, Week 4, p. 365	Central text / Third bullet
			Student/Teacher	Activity	9780328992294	Unit 4, Week 4, p. 365	Mi turno activities
			Student/Teacher	Narrative	9780328992294	Unit 5, Week 2, p. 494	Central text / second paragraph and chart
			Student/Teacher	Activity	9780328992294	Unit 5, Week 2, p. 494	Mi turno activity
			Student/Teacher	Activity	9780328992294	Unit 4, Week 6, p. 419	First chart
			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 simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(xxvii) edit drafts using standard Spanish conventions, including capitalization of geographical names</p>	Student/Teacher	Narrative	9780328992294	Unit 4, Week 4, p. 365	Central text / Third bullet
			Student/Teacher	Activity	9780328992294	Unit 4, Week 4, p. 365	Mi turno activities
			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)			
<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 simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(xxviii) edit drafts using standard Spanish conventions, including capitalization of geographical places</p>	Student/Teacher	Narrative	9780328992294	Unit 4, Week 4, p. 365	Central text / Third bullet
			Student/Teacher	Activity	9780328992294	Unit 4, Week 4, p. 365	Mi turno activities
			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)			
(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 simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules	(xxix) edit drafts using standard Spanish conventions, including capitalization of historical periods	Student/Teacher	Narrative	9780328992294	Unit 4, Week 4, p. 365	Central text / Third bullet
			Student/Teacher	Activity	9780328992294	Unit 4, Week 4, p. 365	Mi turno activities
			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>(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 simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(xxx) edit drafts using standard Spanish conventions, including capitalization of official titles of people</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 4, Week 4, p. 365</p>	<p>Central text / Third bullet</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 4, Week 4, p. 365</p>	<p>Mi turno activities</p>
								<p>Student/Teacher</p>	<p>(Drop-down Selection)</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>(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 simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(xxxi) edit drafts using standard Spanish conventions, including punctuation marks, including commas in a series</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 3, Week 5, p. 191</p>	<p>Central text and first row from the chart</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 3, Week 5, p. 191</p>	<p>Mi turno activities</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 5, Week 5, p. 604</p>	<p>Central text and chart</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	9780328992294	Unit 4, Week 6, p. 419	First chart
			Student/Teacher	Activity	9780328992294	Unit 5, Week 5, p. 604	Mi turno activity
			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 simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules	(xxxii) edit drafts using standard Spanish conventions, including punctuation marks, including commas in dates	Student/Teacher	Narrative	9780328992294	Unit 5, Week 5, p. 604	Central text and chart
			Student/Teacher	Activity	9780328992294	Unit 5, Week 5, p. 604	Mi turno activity
			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>(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 simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(xxxiii) edit drafts using standard Spanish conventions, including correct mechanics, including indentations</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992294</p>	<p>Unit 3, Week 3, p. 127</p>	<p>Central text, first paragraph</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Unit 1, Week 3, p. 127</p>	<p>first bullet point</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992294</p>	<p>Unit 4, Week 5, p. 399</p>	<p>Mi turno activity, 3rd checkbox</p>
			<p>Student/Teacher</p>	<p>(Drop-down Selection)</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 simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(xxxiv) 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>9780328992287</p>	<p>Unit 1, Week 5, p. 206</p>	<p>Central text and chart</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992287</p>	<p>Unit 1, Week 5, p. 206</p>	<p>Mi turno activity</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	9780328992294	Unit 3, Week 3, p. 124	Central text and chart
			Student/Teacher	Activity	9780328992287	Unit 1, Week 6, p. 225	First chart
			Student/Teacher	Activity	9780328992294	Unit 3, Week 3, p. 124	Mi turno activity
			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 simple and compound sentences with subject-verb agreement; (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, and reflexive pronouns; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people; (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules	(xxxv) edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic rules	Student/Teacher	Narrative	9780328992287	Unit 1, Week 5, p. 206	Central text and chart
			Student/Teacher	Activity	9780328992287	Unit 1, Week 5, p. 206	Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 3, Week 3, p. 124	Central text and chart
			Student/Teacher	Activity	9780328992287	Unit 1, Week 6, p. 225	First chart
			Student/Teacher	Activity	9780328992294	Unit 3, Week 3, p. 124	Mi turno activity
			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 written work for appropriate audiences	(i) publish written work for appropriate audiences	Student/Teacher	Narrative	9780328992294	Unit 4, Week 5, p. 399	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 5, p. 399	Mi turno activity
			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
(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, using genre characteristics and craft	(i) compose literary texts, including personal narratives, using genre characteristics	Student/Teacher	Narrative	9780328992287	Unit 1, Week 2, p. 92	Central text
			Student/Teacher	Activity	9780328992287	Unit 1, Week 2, p. 92	Second Mi turno activity
			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)			
(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, using genre characteristics and craft	(ii) compose literary texts, including personal narratives, using craft	Student/Teacher	Narrative	9780328992287	Unit 1, Week 2, p. 91	Central text
			Student/Teacher	Activity	9780328992287	Unit 1, Week 2, p. 91	Second Mi turno activity
			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)			
(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, using genre characteristics and craft	(iii) compose literary texts, including poetry, using genre characteristics	Student/Teacher	Narrative	9780328992294	Unit 5, Week 2, p. 497	Central text
			Student/Teacher	Activity	9780328992294	Unit 5, Week 2, p. 497	Third Mi turno activiy
			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)			
(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, using genre characteristics and craft	(iv) compose literary texts, including poetry, using craft	Student/Teacher	Narrative	9780328992294	Unit 5, Week 2, p. 497	Central text
			Student/Teacher	Activity	9780328992294	Unit 5, Week 2, p. 497	Third Mi turno activity
			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)			

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:	(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft	(i) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	Student/Teacher	Narrative	9780328992287	Unit 2, Week 2, p. 301	Central text
			Student/Teacher	Activity	9780328992287	Unit 2, Week 2, p. 301	Second Mi turno activity
			Student/Teacher	Narrative	9780328992287	Unit 2, Week 2, p. 303	Central text
			Student/Teacher	Activity	9780328992287	Unit 2, Week 2, p. 303	Second Mi turno activity
			Student/Teacher	(Drop-down Selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
(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 brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft	(ii) compose informational texts, including brief compositions that convey information about a topic, using genre characteristics	Student/Teacher	Narrative	9780328992287	Unit 2, Week 3, p. 335	Central text
			Student/Teacher	Activity	9780328992287	Unit 2, Week 3, p. 335	Mi turno activity
			Student/Teacher	Narrative	9780328992287	Unit 2, Week 3, p. 339	Central text
			Student/Teacher	Activity	9780328992287	Unit 2, Week 3, p. 339	Mi turno activities
			Student/Teacher	(Drop-down Selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
(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 brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft	(iii) compose informational texts, including brief compositions that convey information about a topic, using craft	Student/Teacher	Narrative	9780328992287	Unit 2, Week 3, p. 305	Central text
			Student/Teacher	Activity	9780328992287	Unit 2, Week 3, p. 305	Second Mi turno activity
			Student/Teacher	(Drop-down Selection)			
			Student/Teacher	(Drop-down Selection)			
			Student/Teacher	(Drop-down Selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
(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 argumentative texts, including opinion essays, using genre characteristics and craft	(i) compose argumentative texts, including opinion essays, using genre characteristics	Student/Teacher	Narrative	9780328992287	Unit 1, Week 6, p. 218	Central text
			Student/Teacher	Activity	9780328992287	Unit 1, Week 6, p. 218	iA intentar! activity
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 2, p. 288	Central text
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 3, p. 323	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 2, p. 288	Second Mi turno 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	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:	(C) compose argumentative texts, including opinion essays, using genre characteristics and craft	(ii) compose argumentative texts, including opinion essays, using craft	Student/Teacher	Narrative	9780328992294	Unit 4, Week 2, p. 288	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 2, p. 288	Second Mi turno activity
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 3, p. 324	Central text
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 3, p. 325	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 3, p. 324	Second Mi turno activity
			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:	(D) compose correspondence such as thank you notes or letters	(i) compose correspondence	Student/Teacher	Narrative	9780328992287	Unit 1, Week 6, p. 218	Central text
			Student/Teacher	Activity	9780328992287	Unit 1, Week 6, p. 218	¡A intentar! activity
			Student/Teacher	Narrative	9780328992287	Unit 1, Week 6, p. 222	Central text
			Student/Teacher	Activity	9780328992287	Unit 1, Week 6, p. 223	Colaborar activity
			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 on a topic for formal and informal inquiry	(i) generate questions on a topic for formal inquiry	Student/Teacher	Narrative	9780328992294	Unit 5, Week 6, p. 612	Central text
			Student/Teacher	Activity	9780328992294	Unit 5, Week 6, p. 612	Colaborar activity
			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)			
(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 on a topic for formal and informal inquiry	(ii) generate questions on a topic for informal inquiry	Student/Teacher	Narrative	9780328992287	Unit 2, Week 6, p. 414	Research Articles
			Student/Teacher	Activity	9780328992287	Unit 1, Week 4, p. 134	Read

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	9780328992294	Unit 3, Week 6, p. 198	Research Articles
			Student/Teacher	Activity	9780328992287	Unit 2, Week 5, p. 380	Read, 2nd activity
			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	9780328992287	Unit 1, Week 6, p. 215	Colaborar rubric
			Student/Teacher	Activity	9780328992287	Unit 1, Week 6, p. 215	Colaborar activity
			Student/Teacher	Narrative	9780328992294	Unit 5, Week 6, p. 615	Colaborar rubric
			Student/Teacher	Activity	9780328992294	Unit 5, Week 6, p. 615	Colaborar activity
			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	(ii) follow a research plan with adult assistance	Student/Teacher	Narrative	9780328992294	Unit 5, Week 6, p. 616	Central text
			Student/Teacher	Activity	9780328992294	Unit 5, Week 6, p. 617	Colaborar activity
			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)			
(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 information from a variety of sources	(i) identify relevant information from a variety of sources	Student/Teacher	Narrative	9780328992287	Unit 1, Week 6, p. 216	Central text
			Student/Teacher	Activity	9780328992287	Unit 1, Week 6, p. 217	Colaborar activity
			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)			
(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 information from a variety of sources	(ii) gather relevant information from a variety of sources	Student/Teacher	Narrative	9780328992287	Unit 1, Week 6, p. 216	Central text

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	9780328992287	Unit 1, Week 6, p. 217	Colaborar activity
			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)			
(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	9780328992287	Unit 1, Week 6, p. 220	Central text
			Student/Teacher	Activity	9780328992287	Unit 1, Week 6, p. 220	Colaborar activity
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 6, p. 414	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 6, p. 414	Colaborar activity
			Student/Teacher	Activity	9780328992287	Unit 1, Week 6, p. 221	Colaborar activity
			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	9780328992287	Unit 1, Week 6, p. 220	Central text
			Student/Teacher	Activity	9780328992287	Unit 1, Week 6, p. 220	Colaborar activity
			Student/Teacher	Narrative	9780328992294	Unit 4, Week 6, p. 414	Central text
			Student/Teacher	Activity	9780328992294	Unit 4, Week 6, p. 414	Colaborar activity
			Student/Teacher	Activity	9780328992287	Unit 1, Week 6, p. 221	Colaborar activity
			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:	(E) demonstrate understanding of information gathered	(i) demonstrate understanding of information gathered	Student/Teacher	Narrative	9780328992287	Unit 1, Week 6, p. 217	Colaborar rubric
			Student/Teacher	Activity	9780328992287	Unit 1, Week 6, p. 217	Colaborar activity
			Student/Teacher	Activity	9780328992294	Unit 3, Week 6, p. 203	Colaborar activity
			Student/Teacher	Activity	9780328992294	Unit 5, Week 6, p. 617	Colaborar activity
			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:	(F) recognize the difference between paraphrasing and plagiarism when using source materials	(i) recognize the difference between paraphrasing and plagiarism when using source materials	Student/Teacher	Narrative	9780328992294	Unit 5, Week 6, p. 617	Colaborar rubric
			Student/Teacher	Activity	9780328992294	Unit 5, Week 6, p. 617	Colaborar activity
			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)			
(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) create a works cited page	(i) create a works cited page	Student/Teacher	Narrative	9780328992287	Unit 2, Week 6, p. 422	Central text
			Student/Teacher	Activity	9780328992287	Unit 2, Week 6, p. 423	Colaborar activity
			Student/Teacher	Narrative	9780328992294	Unit 5, Week 6, p. 620	Central text
			Student/Teacher	Activity	9780328992294	Unit 5, Week 6, p. 620	Colaborar activity
			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:	(H) 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	9780328992287	Unit 1, Week 6, p. 226	Colaborar rubric
			Student/Teacher	Activity	9780328992287	Unit 1, Week 6, p. 226	Colaborar activity
			Student/Teacher	Narrative	9780328992287	Unit 2, Week 6, p. 428	Colaborar rubric
			Student/Teacher	Narrative	9780328992294	Unit 5, Week 6, p. 622	Central text
			Student/Teacher	Activity	9780328992287	Unit 2, Week 6, p. 428	Colaborar activity
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down Selection)			