

**A Correlation of**  
**Texas miVisión Lectura**  
**Grade 4, ©2020**  
**Online**



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

| Proclamation 2019 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   | 128.6. Spanish Language Arts and Reading, Grade 4  |                     |                 |                       |                |                        |  |
| Publisher  | Pearson Education, Inc., publishing as Scott Foresman  |                     |                 |                       |                |                        |  |
| Program Title  | Texas myVisión Lectura - Online, Grade 4   |                     |                 |                       |                |                        |  |
| Program ISBN   | 9780134914985  |                     |                 |                       |                |                        |  |
| TEKS %   | 100.00   |                     |                 |                       |                |                        |  |
| <b>(a) Introduction.</b>   |  |                     |                 |                       |                |                        |  |
| <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 &amp; Collier, 2002; Coelho, 2001). Emergent bilinguals (Sparrow et al., 2014; Slavin &amp; 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 &amp; 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, &amp; Carlo, 2002; Slavin &amp; 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, &amp; 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>(b) Knowledge and Skills.</b>   |  |                     |                 |                       |                |                        |  |
| 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             | 9780134914985  | Unit 5, Week 1, p. 452 | Reflexionar y comentar: Escucha atentamente y haz preguntas        |
|  |  |                     | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 1, p. 15  | Intercambiar ideas   |
|  |  |                     | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 2, p. 256 | Intercambiar ideas   |
|  |  |                     | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 5, p. 628 | Colaborar  |
|  |  |                     | 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) |                |                        |  |
| (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             | 9780134914985  | Unit 3, Week 1, p. 32  | Hacer preguntas y comentarios pertinentes                          |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 1, p. 32  | Hacer preguntas y comentarios pertinentes / First bullet           |
|   |  |   | Student/Teacher | Narrative             | 9780134914985  | Unit 5, Week 1, p. 452 | Escucha atentamente y haz preguntas                                |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 5, p. 628 | 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: | (A) listen actively, ask relevant questions to clarify information, and make pertinent comments      | (iii) make pertinent comments   | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 1, p. 32  | Hacer preguntas y comentarios pertinentes                          |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 1, p. 32  | Hacer preguntas y comentarios pertinentes / Second bullet          |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 2, p. 256 | Intercambiar ideas   |
|   |  |   | 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 | (i) follow oral instructions that involve a series of related sequences of action   | Student/Teacher | Narrative             | 9780134914985  | Unit 5, Week 3, p. 528 | Instrucciones orales   |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 3, p. 528 | En tus palabras  |
|   |  |   | 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             | 9780134914985  | Unit 5, Week 3, p. 528 | Instrucciones orales   |

| 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              | 9780134914985  | Unit 5, Week 3, p. 528 | En tus palabras  |
|   |   |   | 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             | 9780134914985  | Unit 5, Week 3, p. 528 | Instrucciones orales   |
|   |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 3, p. 528 | En tus palabras  |
|   |   |   | 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) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively | (i) express an opinion supported by accurate information, employing eye contact to communicate ideas effectively    | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 5, p. 182 | Hablar para ser escuchado / Second bullet                          |
|   |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 6, p. 628 | Colaborar  |
|   |   |   | Student/Teacher | Narrative             | 9780134914985  | Unit 5, Week 5, p. 600 | Reflexionar y comentar / First bullet                              |
|   |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 5, p. 600 | En tus palabras  |
|   |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 3, p. 394 | Reflexionar y comentar   |
|   |   |   | Teacher Only    | Narrative             |                |                        |  |
|   |   |   | Teacher Only    | Activity              |                |                        |  |
|   |   |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
|   |   |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
|   |   |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
| (1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: | (C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively | (ii) express an opinion supported by accurate information, employing speaking rate to communicate ideas effectively | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 5, p. 182 | Reflexionar y comentar / First bullet                              |
|   |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 5, p. 182 | En tus palabras  |
|   |   |   | Student/Teacher | Narrative             | 9780134914985  | Unit 5, Week 5, p. 600 | Reflexionar y comentar / Second bullet                             |
|   |   |   | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 1, p. 38  | Reflexionar y comentar / Second bullet                             |
|   |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 5, p. 600 | En tus palabras  |
|   |   |   | 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: | (C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively | (iii) express an opinion supported by accurate information, employing volume to communicate ideas effectively                    | Student/Teacher | Narrative             | 9780134914985  | Unit 5, Week 5, p. 600 | Reflexionar y comentar / Third bullet                              |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 5, p. 600 | En tus palabras  |
|   |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 1, p. 38  | Reflexionar y comentar / Second bullet                             |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 6, p. 210 | Colaborar  |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 6, p. 628 | Colaborar  |
|   |   |  | Teacher Only    | Narrative             |                |                        |  |
|   |   |  | Teacher Only    | Activity              |                |                        |  |
|   |   |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
| (1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: | (C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively | (iv) express an opinion supported by accurate information, employing enunciation to communicate ideas effectively                | Student/Teacher | Narrative             | 9780134914985  | Unit 5, Week 5, p. 600 | Reflexionar y comentar / Fourth bullet                             |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 5, p. 600 | En tus palabras  |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 5, p. 384 | Comunicar ideas  |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 6, p. 210 | Colaborar  |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 3, p. 394 | Reflexionar y comentar   |
|   |   |  | Teacher Only    | Narrative             |                |                        |  |
|   |   |  | Teacher Only    | Activity              |                |                        |  |
|   |   |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
| (1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: | (C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively | (v) express an opinion supported by accurate information, employing the conventions of language to communicate ideas effectively | Student/Teacher | Narrative             | 9780134914985  | Unit 5, Week 5, p. 600 | Reflexionar y comentar / Fifth bullet                              |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 5, p. 600 | En tus palabras  |
|   |   |  | Student/Teacher | (Drop-down Selection) |                |                        |  |
|   |   |  | Student/Teacher | (Drop-down Selection) |                |                        |  |
|   |   |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|   |   |  | Teacher Only    | Narrative             |                |                        |  |
|   |   |  | Teacher Only    | Activity              |                |                        |  |
|   |   |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
| (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 to develop a plan of shared responsibilities   | (i) work collaboratively with others to develop a plan of shared responsibilities  | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 6, p. 199 | Planifica la investigación / First paragraph                       |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 6, p. 199 | Planifica la investigación / Last paragraph                        |
|   |   |  | Student/Teacher | (Drop-down Selection) |                |                        |  |
|   |   |  | Student/Teacher | (Drop-down Selection) |                |                        |  |
|   |   |  | Student/Teacher | (Drop-down Selection) |                |                        |  |
|   |   |  | Teacher Only    | Narrative             |                |                        |  |

| Knowledge and Skills Statement   | Student Expectation   | Breakout  | Item Type       | Citation Type         | Component ISBN | Page (s)                                  | Specific Location or Hyperlink to Location for Electronic Programs |
|--|---|---|-----------------|-----------------------|----------------|---|--|
|  |   |   | Teacher Only    | Activity              |                |   |  |
|  |   |   | Teacher Only    | (Drop-down Selection) |                |   |  |
|  |   |   | Teacher Only    | (Drop-down Selection) |                |   |  |
|  |   |   | Teacher Only    | (Drop-down Selection) |                |   |  |
| (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: | (A) demonstrate and apply phonetic knowledge by:<br>(i) decoding palabras agudas, graves, esdrújulas, and sobreesdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate);<br>(ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;<br>(iii) decoding and differentiating the meaning of a word based on the diacritical accent; and<br>(iv) decoding words with prefixes and suffixes | (i) demonstrate phonetic knowledge by decoding palabras agudas (words with the stress on the last syllable) | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 2, p. 68                     | La acentuación de las palabras agudas y graves                     |
|  |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 2, p. 68                     | Mi turno   |
|  |   |   | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 3, p. 316                    | La acentuación de los verbos conjugados / Second paragraph         |
|  |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 3, p. 316                    | Mi turno   |
|  |   |   | Student/Teacher | Activity              | 9780134914985  | Práctica adicional, Unit 3, Week 2, p. 90 | 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:<br>(i) decoding palabras agudas, graves, esdrújulas, and sobreesdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate);<br>(ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;<br>(iii) decoding and differentiating the meaning of a word based on the diacritical accent; and<br>(iv) decoding words with prefixes and suffixes | (ii) demonstrate phonetic knowledge by palabras graves (words with the stress on the penultimate syllable)  | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 2, p. 68                     | La acentuación de las palabras agudas y graves                     |
|  |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 2, p. 68                     | Mi turno   |
|  |   |   | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 3, p. 316                    | La acentuación de los verbos conjugados / Second paragraph         |
|  |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 3, p. 316                    | Mi turno   |
|  |   |   | Student/Teacher | Activity              | 9780134914985  | Práctica adicional, Unit 3, Week 2, p. 90 | 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:<br/>                     (i) decoding palabras agudas, graves, esdrújulas, and sobreesdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate);<br/>                     (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;<br/>                     (iii) decoding and differentiating the meaning of a word based on the diacritical accent; and<br/>                     (iv) decoding words with prefixes and suffixes</p> | <p>(iii) demonstrate phonetic knowledge by palabras esdrújulas (words with the stress on the antepenultimate syllable)</p>                | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 4, p. 156                    | La acentuación de palabras esdrújulas y sobreesdrújulas / First paragraph  |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 4, p. 156                    | Mi turno / Second row  |
|   |  |   | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 3, p. 316                    | La acentuación de los verbos conjugados / Second paragraph                 |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 3, p. 316                    | Mi turno   |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | 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) |                |   |  |
| <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:<br/>                     (i) decoding palabras agudas, graves, esdrújulas, and sobreesdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate);<br/>                     (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;<br/>                     (iii) decoding and differentiating the meaning of a word based on the diacritical accent; and<br/>                     (iv) decoding words with prefixes and suffixes</p> | <p>(iv) demonstrate phonetic knowledge by palabras sobreesdrújulas (words with the stress on the syllable before the antepenultimate)</p> | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 4, p. 156                    | La acentuación de palabras esdrújulas y sobreesdrújulas / Second paragraph |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 4, p. 156                    | Mi turno / Third row   |
|   |  |   | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 3, p. 316                    | La acentuación de los verbos conjugados / Second paragraph                 |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 3, p. 316                    | Mi turno   |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | 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) |                |   |  |

| 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:<br/>                     (i) decoding palabras agudas, graves, esdrújulas, and sobreesdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate);<br/>                     (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;<br/>                     (iii) decoding and differentiating the meaning of a word based on the diacritical accent; and<br/>                     (iv) decoding words with prefixes and suffixes</p> | <p>(v) demonstrate phonetic knowledge by using orthographic rules to segment syllables, including diphthongs</p>     | <p>Student/Teacher</p> | <p>Narrative</p> | <p>9780134914985</p> | <p>Unit 2, Week 3, p. 318</p> | <p>Los diptongos de vocales débiles</p>                            |                        |                              |                      |   |   |
|   |  |  |                        |                  |                      |                               |  | <p>Student/Teacher</p> | <p>Activity</p>              | <p>9780134914985</p> | <p>Unit 2, Week 3, p. 318</p>                   | <p>Mi turno</p>   |
|   |  |  |                        |                  |                      |                               |  | <p>Student/Teacher</p> | <p>Narrative</p>             | <p>9780134914985</p> | <p>Unit 2, Week 3, p. 321</p>                   | <p>Escribir palabras con diptongos de vocales débiles</p> |
|   |  |  |                        |                  |                      |                               |  | <p>Student/Teacher</p> | <p>Narrative</p>             | <p>9780134914985</p> | <p>Unit 2, Week 2, p. 289</p>                   | <p>Los diptongos de vocales fuertes y débiles</p>         |
|   |  |  |                        |                  |                      |                               |  | <p>Student/Teacher</p> | <p>Activity</p>              | <p>9780134914985</p> | <p>Unit 2, Week 3, p. 321</p>                   | <p>Mi turno</p>   |
|   |  |  |                        |                  |                      |                               |  | <p>Teacher Only</p>    | <p>Narrative</p>             |                      |   |   |
|   |  |  |                        |                  |                      |                               |  | <p>Teacher Only</p>    | <p>Activity</p>              |                      |   |   |
|   |  |  |                        |                  |                      |                               |  | <p>Teacher Only</p>    | <p>(Drop-down Selection)</p> |                      |   |   |
|   |  |  |                        |                  |                      |                               |  | <p>Teacher Only</p>    | <p>(Drop-down Selection)</p> |                      |   |   |
|   |  |  |                        |                  |                      |                               |  | <p>Teacher Only</p>    | <p>(Drop-down Selection)</p> |                      |   |   |
| <p>(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:<br/>                     (i) decoding palabras agudas, graves, esdrújulas, and sobreesdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate);<br/>                     (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;<br/>                     (iii) decoding and differentiating the meaning of a word based on the diacritical accent; and<br/>                     (iv) decoding words with prefixes and suffixes</p> | <p>(vi) demonstrate phonetic knowledge by using orthographic rules to segment syllables, including formal hiatus</p> | <p>Student/Teacher</p> | <p>Narrative</p> | <p>9780134914985</p> | <p>Unit 1, Week 3, p. 106</p> | <p>El hiato de vocales fuertes / First paragraph</p>               |                        |                              |                      |   |   |
|   |  |  |                        |                  |                      |                               |  | <p>Student/Teacher</p> | <p>Activity</p>              | <p>9780134914985</p> | <p>Unit 1, Week 3, p. 106</p>                   | <p>Mi turno</p>   |
|   |  |  |                        |                  |                      |                               |  | <p>Student/Teacher</p> | <p>Narrative</p>             | <p>9780134914985</p> | <p>Unit 1, Week 3, p. 109</p>                   | <p>Escribir palabras con hiato de vocales fuertes</p>     |
|   |  |  |                        |                  |                      |                               |  | <p>Student/Teacher</p> | <p>Activity</p>              | <p>9780134914985</p> | <p>Unit 1, Week 3, p. 109</p>                   | <p>Mi turno</p>   |
|   |  |  |                        |                  |                      |                               |  | <p>Student/Teacher</p> | <p>Activity</p>              | <p>9780134914985</p> | <p>Práctica adicional, Unit 1, Week 3, p. 3</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>(A) demonstrate and apply phonetic knowledge by:<br/>                     (i) decoding palabras agudas, graves, esdrújulas, and sobreesdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate);<br/>                     (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;<br/>                     (iii) decoding and differentiating the meaning of a word based on the diacritical accent; and<br/>                     (iv) decoding words with prefixes and suffixes</p> | <p>(vii) demonstrate phonetic knowledge by using orthographic rules to segment syllables, including accented hiatus</p> | <p>Student/Teacher</p> | <p>Narrative</p> | <p>9780134914985</p> | <p>Unit 1, Week 4, p. 142</p> | <p>El hiato con vocal fuerte y vocal débil tónica</p>                    |
|   |  |   |                        |                  |                      |                               | <p>Mi turno</p>  |
|   |  |   |                        |                  |                      |                               | <p>Escribir palabras con hiato con vocal fuerte y vocal débil tónica</p> |
|   |  |   |                        |                  |                      |                               | <p>Estudio de palabras</p>   |
|   |  |   |                        |                  |                      |                               | <p>Mi turno</p>  |
|   |  |   |                        |                  |                      |                               | <p>Teacher Only Narrative</p>  |
|   |  |   |                        |                  |                      |                               | <p>Teacher Only Activity</p>   |
|   |  |   |                        |                  |                      |                               | <p>Teacher Only (Drop-down Selection)</p>                                |
|   |  |   |                        |                  |                      |                               | <p>Teacher Only (Drop-down Selection)</p>                                |
|   |  |   |                        |                  |                      |                               | <p>Teacher Only (Drop-down Selection)</p>                                |
| <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:<br/>                     (i) decoding palabras agudas, graves, esdrújulas, and sobreesdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate);<br/>                     (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;<br/>                     (iii) decoding and differentiating the meaning of a word based on the diacritical accent; and<br/>                     (iv) decoding words with prefixes and suffixes</p> | <p>(viii) demonstrate phonetic knowledge by using orthographic rules to combine syllables, including diphthongs</p>     | <p>Student/Teacher</p> | <p>Narrative</p> | <p>9780134914985</p> | <p>Unit 2, Week 3, p. 318</p> | <p>Estudio de palabras</p>   |
|   |  |   |                        |                  |                      |                               | <p>Mi turno</p>  |
|   |  |   |                        |                  |                      |                               | <p>Escribir palabras con diptongos de vocales débiles</p>                |
|   |  |   |                        |                  |                      |                               | <p>Los diptongos de vocales fuertes y débiles</p>                        |
|   |  |   |                        |                  |                      |                               | <p>Mi turno</p>  |
|   |  |   |                        |                  |                      |                               | <p>Teacher Only Narrative</p>  |
|   |  |   |                        |                  |                      |                               | <p>Teacher Only Activity</p>   |
|   |  |   |                        |                  |                      |                               | <p>Teacher Only (Drop-down Selection)</p>                                |
|   |  |   |                        |                  |                      |                               | <p>Teacher Only (Drop-down Selection)</p>                                |
|   |  |   |                        |                  |                      |                               | <p>Teacher Only (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 |
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| <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:<br/>                     (i) decoding palabras agudas, graves, esdrújulas, and sobreesdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate);<br/>                     (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;<br/>                     (iii) decoding and differentiating the meaning of a word based on the diacritical accent; and<br/>                     (iv) decoding words with prefixes and suffixes</p> | <p>(ix) demonstrate phonetic knowledge by using orthographic rules to combine syllables, including formal hiatus</p>  | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 3, p. 106 | El hiato de vocales fuertes  |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 3, p. 106 | Mi turno / Second activity   |
|   |  |   | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 5, p. 184 | Los hiatos y diptongos con h intercalada                           |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 5, p. 184 | Mi turno   |
|   |  |   | Student/Teacher | (Drop-down Selection) |                |                        |  |
|   |  |   | Teacher Only    | Narrative             |                |                        |  |
|   |  |   | Teacher Only    | Activity              |                |                        |  |
|   |  |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
|   |  |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
|   |  |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
| <p>(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:<br/>                     (i) decoding palabras agudas, graves, esdrújulas, and sobreesdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate);<br/>                     (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;<br/>                     (iii) decoding and differentiating the meaning of a word based on the diacritical accent; and<br/>                     (iv) decoding words with prefixes and suffixes</p> | <p>(x) demonstrate phonetic knowledge by using orthographic rules to combine syllables, including accented hiatus</p> | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 4, p. 142 | Estudio de palabras  |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 4, p. 142 | Mi turno   |
|   |  |   | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 5, p. 184 | Los hiatos y diptongos con h intercalada                           |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 5, p. 184 | Mi turno   |
|   |  |   | Student/Teacher | (Drop-down Selection) |                |                        |  |
|   |  |   | Teacher Only    | Narrative             |                |                        |  |
|   |  |   | Teacher Only    | Activity              |                |                        |  |
|   |  |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
|   |  |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
|   |  |   | Teacher Only    | (Drop-down Selection) |                |                        |  |

| Knowledge and Skills Statement  | Student Expectation  | Breakout   | Item Type              | Citation Type    | Component ISBN       | Page (s)                      | Specific Location or Hyperlink to Location for Electronic Programs |                        |                              |                      |   |  |
|---|--|--|------------------------|------------------|----------------------|-------------------------------|--|------------------------|------------------------------|----------------------|---|--|
| <p>(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:<br/>                     (i) decoding palabras agudas, graves, esdrújulas, and sobreesdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate);<br/>                     (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;<br/>                     (iii) decoding and differentiating the meaning of a word based on the diacritical accent; and<br/>                     (iv) decoding words with prefixes and suffixes</p> | <p>(xi) demonstrate phonetic knowledge by decoding the meaning of a word based on the diacritical accent</p>         | <p>Student/Teacher</p> | <p>Narrative</p> | <p>9780134914985</p> | <p>Unit 5, Week 3, p. 530</p> | <p>Estudio de palabras</p>   |                        |                              |                      |   |  |
|   |  |  |                        |                  |                      |                               |  | <p>Student/Teacher</p> | <p>Activity</p>              | <p>9780134914985</p> | <p>Unit 5, Week 3, p. 530</p>                     | <p>Mi turno</p>                                |
|   |  |  |                        |                  |                      |                               |  | <p>Student/Teacher</p> | <p>Narrative</p>             | <p>9780134914985</p> | <p>Unit 5, Week 3, p. 533</p>                     | <p>Escribir palabras con acento diacrítico</p> |
|   |  |  |                        |                  |                      |                               |  | <p>Student/Teacher</p> | <p>Narrative</p>             | <p>9780134914985</p> | <p>Unit 1, Week 4, p. 142</p>                     | <p>Estudio de palabras</p>                     |
|   |  |  |                        |                  |                      |                               |  | <p>Student/Teacher</p> | <p>Activity</p>              | <p>9780134914985</p> | <p>Unit 5, Week 3, p. 533</p>                     | <p>Mi turno</p>                                |
|   |  |  |                        |                  |                      |                               |  | <p>Teacher Only</p>    | <p>Narrative</p>             |                      |   |  |
|   |  |  |                        |                  |                      |                               |  | <p>Teacher Only</p>    | <p>Activity</p>              |                      |   |  |
|   |  |  |                        |                  |                      |                               |  | <p>Teacher Only</p>    | <p>(Drop-down Selection)</p> |                      |   |  |
|   |  |  |                        |                  |                      |                               |  | <p>Teacher Only</p>    | <p>(Drop-down Selection)</p> |                      |   |  |
|   |  |  |                        |                  |                      |                               |  | <p>Teacher Only</p>    | <p>(Drop-down Selection)</p> |                      |   |  |
| <p>(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:<br/>                     (i) decoding palabras agudas, graves, esdrújulas, and sobreesdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate);<br/>                     (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;<br/>                     (iii) decoding and differentiating the meaning of a word based on the diacritical accent; and<br/>                     (iv) decoding words with prefixes and suffixes</p> | <p>(xii) demonstrate phonetic knowledge by differentiating the meaning of a word based on the diacritical accent</p> | <p>Student/Teacher</p> | <p>Narrative</p> | <p>9780134914985</p> | <p>Unit 5, Week 3, p. 530</p> | <p>Estudio de palabras</p>   |                        |                              |                      |   |  |
|   |  |  |                        |                  |                      |                               |  | <p>Student/Teacher</p> | <p>Activity</p>              | <p>9780134914985</p> | <p>Unit 5, Week 3, p. 530</p>                     | <p>Mi turno</p>                                |
|   |  |  |                        |                  |                      |                               |  | <p>Student/Teacher</p> | <p>Narrative</p>             | <p>9780134914985</p> | <p>Unit 5, Week 3, p. 533</p>                     | <p>Escribir palabras con acento diacrítico</p> |
|   |  |  |                        |                  |                      |                               |  | <p>Student/Teacher</p> | <p>Activity</p>              | <p>9780134914985</p> | <p>Unit 5, Week 3, p. 533</p>                     | <p>Mi turno</p>                                |
|   |  |  |                        |                  |                      |                               |  | <p>Student/Teacher</p> | <p>Activity</p>              | <p>9780134914985</p> | <p>Práctica adicional, Unit 5, Week 5, p. 179</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>(A) demonstrate and apply phonetic knowledge by:<br/>                     (i) decoding palabras agudas, graves, esdrújulas, and sobreesdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate);<br/>                     (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;<br/>                     (iii) decoding and differentiating the meaning of a word based on the diacritical accent; and<br/>                     (iv) decoding words with prefixes and suffixes</p> | <p>(xiii) demonstrate phonetic knowledge by decoding words with prefixes</p> | <p>Student/Teacher</p> | <p>Narrative</p> | <p>9780134914985</p> | <p>Unit 1, Week 5, p. 180</p> | <p>Estudio de palabras</p>   |                        |                              |                      |   |                            |
|   |  |  |                        |                  |                      |                               |  | <p>Student/Teacher</p> | <p>Activity</p>              | <p>9780134914985</p> | <p>Unit 1, Week 5, p. 180</p>                   | <p>Mi turno</p>            |
|   |  |  |                        |                  |                      |                               |  | <p>Student/Teacher</p> | <p>Narrative</p>             | <p>9780134914985</p> | <p>Unit 1, Week 5, p. 183</p>                   | <p>Ortografía</p>          |
|   |  |  |                        |                  |                      |                               |  | <p>Student/Teacher</p> | <p>Activity</p>              | <p>9780134914985</p> | <p>Unit 1, Week 5, p. 183</p>                   | <p>Mi turno</p>            |
|   |  |  |                        |                  |                      |                               |  | <p>Student/Teacher</p> | <p>Activity</p>              | <p>9780134914985</p> | <p>Práctica adicional, Unit 1, Week 5, p. 5</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> |                      |   |                            |
| <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:<br/>                     (i) decoding palabras agudas, graves, esdrújulas, and sobreesdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate);<br/>                     (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;<br/>                     (iii) decoding and differentiating the meaning of a word based on the diacritical accent; and<br/>                     (iv) decoding words with prefixes and suffixes</p> | <p>(xiv) demonstrate phonetic knowledge by decoding words with suffixes</p>  | <p>Student/Teacher</p> | <p>Narrative</p> | <p>9780134914985</p> | <p>Unit 1, Week 1, p. 40</p>  | <p>Estudio de palabras</p>   |                        |                              |                      |   |                            |
|   |  |  |                        |                  |                      |                               |  | <p>Student/Teacher</p> | <p>Activity</p>              | <p>9780134914985</p> | <p>Unit 1, Week 1, p. 40</p>                    | <p>Mi turno</p>            |
|   |  |  |                        |                  |                      |                               |  | <p>Student/Teacher</p> | <p>Narrative</p>             | <p>9780134914985</p> | <p>Unit 3, Week 3, p. 108</p>                   | <p>Estudio de palabras</p> |
|   |  |  |                        |                  |                      |                               |  | <p>Student/Teacher</p> | <p>Activity</p>              | <p>9780134914985</p> | <p>Unit 3, Week 3, p. 111</p>                   | <p>Mi turno</p>            |
|   |  |  |                        |                  |                      |                               |  | <p>Student/Teacher</p> | <p>Activity</p>              | <p>9780134914985</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>(A) demonstrate and apply phonetic knowledge by:<br/>                     (i) decoding palabras agudas, graves, esdrújulas, and sobreesdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate);<br/>                     (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;<br/>                     (iii) decoding and differentiating the meaning of a word based on the diacritical accent; and<br/>                     (iv) decoding words with prefixes and suffixes</p> | <p>(xv) apply phonetic knowledge by decoding palabras agudas (words with the stress on the last syllable)</p> | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 2, p. 68                     | Estudio de palabras  |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 2, p. 68                     | Mi turno   |
|   |  |   | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 3, p. 316                    | Estudio de palabras  |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 3, p. 316                    | Mi turno   |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Práctica adicional, Unit 3, Week 2, p. 90 | 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:<br/>                     (i) decoding palabras agudas, graves, esdrújulas, and sobreesdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate);<br/>                     (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;<br/>                     (iii) decoding and differentiating the meaning of a word based on the diacritical accent; and<br/>                     (iv) decoding words with prefixes and suffixes</p> | <p>(xvi) apply phonetic knowledge by palabras graves (words with the stress on the penultimate syllable)</p>  | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 2, p. 68                     | Estudio de palabras  |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 2, p. 68                     | Mi turno   |
|   |  |   | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 3, p. 316                    | Estudio de palabras / Second paragraph                             |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 3, p. 316                    | Mi turno   |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Práctica adicional, Unit 3, Week 2, p. 90 | 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:<br/>                     (i) decoding palabras agudas, graves, esdrújulas, and sobreesdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate);<br/>                     (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;<br/>                     (iii) decoding and differentiating the meaning of a word based on the diacritical accent; and<br/>                     (iv) decoding words with prefixes and suffixes</p> | <p>(xvii) apply phonetic knowledge by palabras esdrújulas (words with the stress on the antepenultimate syllable)</p>                  | <p>Student/Teacher</p> | <p>Narrative</p> | <p>9780134914985</p> | <p>Unit 3, Week 4, p. 156</p> | <p>Estudio de palabras / First paragraph</p>                       |                        |                  |                      |  |   |
|   |  |  |                        |                  |                      |                               |  | <p>Student/Teacher</p> | <p>Activity</p>  | <p>9780134914985</p> | <p>Unit 3, Week 4, p. 156</p>                    | <p>Mi turno / Second row</p>                  |
|   |  |  |                        |                  |                      |                               |  | <p>Student/Teacher</p> | <p>Narrative</p> | <p>9780134914985</p> | <p>Unit 4, Week 3, p. 316</p>                    | <p>Estudio de palabras/ Second paragraph</p>  |
|   |  |  |                        |                  |                      |                               |  | <p>Student/Teacher</p> | <p>Activity</p>  | <p>9780134914985</p> | <p>Unit 4, Week 3, p. 316</p>                    | <p>Mi turno</p>                               |
|   |  |  |                        |                  |                      |                               |  | <p>Student/Teacher</p> | <p>Activity</p>  | <p>9780134914985</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>   |  |                        |                  |                      |                               |  |                        |                  |                      |  |   |
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|   |  |  |                        |                  |                      |                               |  | <p>Student/Teacher</p> | <p>Activity</p>  | <p>9780134914985</p> | <p>Unit 3, Week 4, p. 156</p>                    | <p>Mi turno / Third row</p>                   |
|   |  |  |                        |                  |                      |                               |  | <p>Student/Teacher</p> | <p>Narrative</p> | <p>9780134914985</p> | <p>Unit 4, Week 3, p. 316</p>                    | <p>Estudio de palabras / Second paragraph</p> |
|   |  |  |                        |                  |                      |                               |  | <p>Student/Teacher</p> | <p>Activity</p>  | <p>9780134914985</p> | <p>Unit 4, Week 3, p. 316</p>                    | <p>Mi turno</p>                               |
|   |  |  |                        |                  |                      |                               |  | <p>Student/Teacher</p> | <p>Activity</p>  | <p>9780134914985</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>(A) demonstrate and apply phonetic knowledge by:<br/>                     (i) decoding palabras agudas, graves, esdrújulas, and sobreesdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate);<br/>                     (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;<br/>                     (iii) decoding and differentiating the meaning of a word based on the diacritical accent; and<br/>                     (iv) decoding words with prefixes and suffixes</p> | <p>(xix) apply phonetic knowledge by using orthographic rules to segment syllables, including diphthongs</p>   | <p>Student/Teacher</p> | <p>Narrative</p> | <p>9780134914985</p> | <p>Unit 2, Week 3, p. 318</p> | <p>Estudio de palabras</p>   |                        |                              |                      |   |                   |
|   |  |  |                        |                  |                      |                               |  | <p>Student/Teacher</p> | <p>Activity</p>              | <p>9780134914985</p> | <p>Unit 2, Week 3, p. 318</p>                   | <p>Mi turno</p>   |
|   |  |  |                        |                  |                      |                               |  | <p>Student/Teacher</p> | <p>Narrative</p>             | <p>9780134914985</p> | <p>Unit 2, Week 3, p. 321</p>                   | <p>Ortografía</p> |
|   |  |  |                        |                  |                      |                               |  | <p>Student/Teacher</p> | <p>Narrative</p>             | <p>9780134914985</p> | <p>Unit 2, Week 2, p. 289</p>                   | <p>Ortografía</p> |
|   |  |  |                        |                  |                      |                               |  | <p>Student/Teacher</p> | <p>Activity</p>              | <p>9780134914985</p> | <p>Unit 2, Week 3, p. 321</p>                   | <p>Mi turno</p>   |
|   |  |  |                        |                  |                      |                               |  | <p>Teacher Only</p>    | <p>Narrative</p>             |                      |   |                   |
|   |  |  |                        |                  |                      |                               |  | <p>Teacher Only</p>    | <p>Activity</p>              |                      |   |                   |
|   |  |  |                        |                  |                      |                               |  | <p>Teacher Only</p>    | <p>(Drop-down Selection)</p> |                      |   |                   |
|   |  |  |                        |                  |                      |                               |  | <p>Teacher Only</p>    | <p>(Drop-down Selection)</p> |                      |   |                   |
|   |  |  |                        |                  |                      |                               |  | <p>Teacher Only</p>    | <p>(Drop-down Selection)</p> |                      |   |                   |
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|   |  |  |                        |                  |                      |                               |  | <p>Student/Teacher</p> | <p>Activity</p>              | <p>9780134914985</p> | <p>Unit 1, Week 3, p. 106</p>                   | <p>Mi turno</p>   |
|   |  |  |                        |                  |                      |                               |  | <p>Student/Teacher</p> | <p>Narrative</p>             | <p>9780134914985</p> | <p>Unit 1, Week 3, p. 109</p>                   | <p>Ortografía</p> |
|   |  |  |                        |                  |                      |                               |  | <p>Student/Teacher</p> | <p>Activity</p>              | <p>9780134914985</p> | <p>Unit 1, Week 3, p. 109</p>                   | <p>Mi turno</p>   |
|   |  |  |                        |                  |                      |                               |  | <p>Student/Teacher</p> | <p>Activity</p>              | <p>9780134914985</p> | <p>Práctica adicional, Unit 1, Week 3, p. 3</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>(A) demonstrate and apply phonetic knowledge by:<br/>                     (i) decoding palabras agudas, graves, esdrújulas, and sobreesdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate);<br/>                     (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;<br/>                     (iii) decoding and differentiating the meaning of a word based on the diacritical accent; and<br/>                     (iv) decoding words with prefixes and suffixes</p> | <p>(xxi) apply phonetic knowledge by using orthographic rules to segment syllables, including accented hiatus</p> | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 4, p. 142                   | Estudio de palabras  |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 4, p. 142                   | Mi turno   |
|   |  |   | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 4, p. 145                   | Ortografía   |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 4, p. 145                   | Mi turno   |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Práctica adicional, Unit 1, Week 4, p. 4 | 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:<br/>                     (i) decoding palabras agudas, graves, esdrújulas, and sobreesdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate);<br/>                     (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;<br/>                     (iii) decoding and differentiating the meaning of a word based on the diacritical accent; and<br/>                     (iv) decoding words with prefixes and suffixes</p> | <p>(xxii) apply phonetic knowledge by using orthographic rules to combine syllables, including diphthongs</p>     | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 3, p. 318                   | Los diptongos de vocales débiles                                   |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 3, p. 318                   | Mi turno   |
|   |  |   | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 3, p. 321                   | Escribir palabras con diptongos de vocales débiles                 |
|   |  |   | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 2, p. 286                   | Los diptongos de vocales fuertes y débiles                         |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 3, p. 321                   | Mi turno   |
|   |  |   | Teacher Only    | Narrative             |                |  |  |
|   |  |   | Teacher Only    | Activity              |                |  |  |
|   |  |   | Teacher Only    | (Drop-down Selection) |                |  |  |
|   |  |   | Teacher Only    | (Drop-down Selection) |                |  |  |
|   |  |   | Teacher Only    | (Drop-down Selection) |                |  |  |



| Knowledge and Skills Statement  | Student Expectation  | Breakout   | Item Type       | Citation Type         | Component ISBN | Page (s)               | Specific Location or Hyperlink to Location for Electronic Programs |
|---|--|--|-----------------|-----------------------|----------------|------------------------|--|
| <p>(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:<br/>                     (i) decoding palabras agudas, graves, esdrújulas, and sobreesdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate);<br/>                     (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;<br/>                     (iii) decoding and differentiating the meaning of a word based on the diacritical accent; and<br/>                     (iv) decoding words with prefixes and suffixes</p> | <p>(xxiii) apply phonetic knowledge by using orthographic rules to combine syllables, including formal hiatus</p>  | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 3, p. 106 | El hiato de vocales fuertes  |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 3, p. 106 | Mi turno / Second activity   |
|   |  |  | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 5, p. 184 | Los hiatos y diptongos con h intercalada                           |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 5, p. 184 | Mi turno / 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)  |  |                 |                       |                |                        |  |
| <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:<br/>                     (i) decoding palabras agudas, graves, esdrújulas, and sobreesdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate);<br/>                     (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;<br/>                     (iii) decoding and differentiating the meaning of a word based on the diacritical accent; and<br/>                     (iv) decoding words with prefixes and suffixes</p> | <p>(xxiv) apply phonetic knowledge by using orthographic rules to combine syllables, including accented hiatus</p> | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 4, p. 142 | El hiato con vocal fuerte y vocal débil tónica                     |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 4, p. 142 | Mi turno   |
|   |  |  | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 5, p. 184 | Los hiatos y diptongos con h intercalada                           |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 5, p. 184 | Mi turno / 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 |                        |                  |                      |   |                   |
|---|--|---|------------------------|------------------|----------------------|-------------------------------|--|------------------------|------------------|----------------------|---|-------------------|
| <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:<br/>                     (i) decoding palabras agudas, graves, esdrújulas, and sobreesdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate);<br/>                     (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;<br/>                     (iii) decoding and differentiating the meaning of a word based on the diacritical accent; and<br/>                     (iv) decoding words with prefixes and suffixes</p> | <p>(xxv) apply phonetic knowledge by decoding the meaning of a word based on the diacritical accent</p>         | <p>Student/Teacher</p> | <p>Narrative</p> | <p>9780134914985</p> | <p>Unit 5, Week 3, p. 530</p> | <p>Estudio de palabras</p>   |                        |                  |                      |   |                   |
|   |  |   |                        |                  |                      |                               |  | <p>Student/Teacher</p> | <p>Activity</p>  | <p>9780134914985</p> | <p>Unit 5, Week 3, p. 530</p>                     | <p>Mi turno</p>   |
|   |  |   |                        |                  |                      |                               |  | <p>Student/Teacher</p> | <p>Narrative</p> | <p>9780134914985</p> | <p>Unit 5, Week 3, p. 533</p>                     | <p>Ortografía</p> |
|   |  |   |                        |                  |                      |                               |  | <p>Student/Teacher</p> | <p>Activity</p>  | <p>9780134914985</p> | <p>Unit 5, Week 3, p. 533</p>                     | <p>Mi turno</p>   |
|   |  |   |                        |                  |                      |                               |  | <p>Student/Teacher</p> | <p>Activity</p>  | <p>9780134914985</p> | <p>Práctica adicional, Unit 5, Week 5, p. 179</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>   |   |                        |                  |                      |                               |  |                        |                  |                      |   |                   |
| <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:<br/>                     (i) decoding palabras agudas, graves, esdrújulas, and sobreesdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate);<br/>                     (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;<br/>                     (iii) decoding and differentiating the meaning of a word based on the diacritical accent; and<br/>                     (iv) decoding words with prefixes and suffixes</p> | <p>(xxvi) apply phonetic knowledge by differentiating the meaning of a word based on the diacritical accent</p> | <p>Student/Teacher</p> | <p>Narrative</p> | <p>9780134914985</p> | <p>Unit 5, Week 3, p. 530</p> | <p>Estudio de palabras</p>   |                        |                  |                      |   |                   |
|   |  |   |                        |                  |                      |                               |  | <p>Student/Teacher</p> | <p>Activity</p>  | <p>9780134914985</p> | <p>Unit 5, Week 3, p. 530</p>                     | <p>Mi turno</p>   |
|   |  |   |                        |                  |                      |                               |  | <p>Student/Teacher</p> | <p>Narrative</p> | <p>9780134914985</p> | <p>Unit 5, Week 3, p. 533</p>                     | <p>Ortografía</p> |
|   |  |   |                        |                  |                      |                               |  | <p>Student/Teacher</p> | <p>Activity</p>  | <p>9780134914985</p> | <p>Unit 5, Week 3, p. 533</p>                     | <p>Mi turno</p>   |
|   |  |   |                        |                  |                      |                               |  | <p>Student/Teacher</p> | <p>Activity</p>  | <p>9780134914985</p> | <p>Práctica adicional, Unit 5, Week 5, p. 179</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>(A) demonstrate and apply phonetic knowledge by:<br/>                     (i) decoding palabras agudas, graves, esdrújulas, and sobreesdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate);<br/>                     (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;<br/>                     (iii) decoding and differentiating the meaning of a word based on the diacritical accent; and<br/>                     (iv) decoding words with prefixes and suffixes</p> | <p>(xxvii) apply phonetic knowledge by decoding words with prefixes</p>  | <p>Student/Teacher</p> | <p>Narrative</p> | <p>9780134914985</p> | <p>Unit 1, Week 5, p. 180</p> | <p>Estudio de palabras</p>   |                        |                              |                      |   |                            |
|   |  |  |                        |                  |                      |                               |  | <p>Student/Teacher</p> | <p>Activity</p>              | <p>9780134914985</p> | <p>Unit 1, Week 5, p. 180</p>                   | <p>Mi turno</p>            |
|   |  |  |                        |                  |                      |                               |  | <p>Student/Teacher</p> | <p>Narrative</p>             | <p>9780134914985</p> | <p>Unit 1, Week 5, p. 183</p>                   | <p>Ortografía</p>          |
|   |  |  |                        |                  |                      |                               |  | <p>Student/Teacher</p> | <p>Activity</p>              | <p>9780134914985</p> | <p>Unit 1, Week 5, p. 183</p>                   | <p>Mi turno</p>            |
|   |  |  |                        |                  |                      |                               |  | <p>Student/Teacher</p> | <p>Activity</p>              | <p>9780134914985</p> | <p>Práctica adicional, Unit 1, Week 5, p. 5</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> |                      |   |                            |
| <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:<br/>                     (i) decoding palabras agudas, graves, esdrújulas, and sobreesdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate);<br/>                     (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;<br/>                     (iii) decoding and differentiating the meaning of a word based on the diacritical accent; and<br/>                     (iv) decoding words with prefixes and suffixes</p> | <p>(xxviii) apply phonetic knowledge by decoding words with suffixes</p> | <p>Student/Teacher</p> | <p>Narrative</p> | <p>9780134914985</p> | <p>Unit 1, Week 1, p. 40</p>  | <p>Estudio de palabras</p>   |                        |                              |                      |   |                            |
|   |  |  |                        |                  |                      |                               |  | <p>Student/Teacher</p> | <p>Activity</p>              | <p>9780134914985</p> | <p>Unit 1, Week 1, p. 40</p>                    | <p>Mi turno</p>            |
|   |  |  |                        |                  |                      |                               |  | <p>Student/Teacher</p> | <p>Narrative</p>             | <p>9780134914985</p> | <p>Unit 3, Week 3, p. 108</p>                   | <p>Estudio de palabras</p> |
|   |  |  |                        |                  |                      |                               |  | <p>Student/Teacher</p> | <p>Activity</p>              | <p>9780134914985</p> | <p>Unit 3, Week 3, p. 111</p>                   | <p>Mi turno</p>            |
|   |  |  |                        |                  |                      |                               |  | <p>Student/Teacher</p> | <p>Activity</p>              | <p>9780134914985</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:<br/>                     (i) spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent;<br/>                     (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent;<br/>                     (iii) spelling words with diphthongs and hiatus; and<br/>                     (iv) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses</p> | <p>(i) demonstrate spelling knowledge by spelling palabras agudas (words with the stress on the last syllable) with an orthographic accent</p>         | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 2, p. 71                     | Ortografía   |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 2, p. 71                     | Mi turno   |
|   |  |  | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 2, p. 68                     | Estudio de palabras  |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 2, p. 68                     | Mi turno   |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Práctica adicional, Unit 3, Week 2, p. 95 | 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>(B) demonstrate and apply spelling knowledge by:<br/>                     (i) spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent;<br/>                     (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent;<br/>                     (iii) spelling words with diphthongs and hiatus; and<br/>                     (iv) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses</p> | <p>(ii) demonstrate spelling knowledge by spelling palabras graves (words with the stress on the penultimate syllable) with an orthographic accent</p> | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 2, p. 71                     | Central text   |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 2, p. 71                     | Mi turno   |
|   |  |  | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 2, p. 68                     | Estudio de palabras  |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 2, p. 68                     | Mi turno   |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Práctica adicional, Unit 3, Week 2, p. 95 | 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 |
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|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 4, p. 159                    | Mi turno   |
|   |  |  | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 4, p. 156                    | Estudio de palabras / First Paragraph                              |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 4, p. 156                    | Mi turno   |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Práctica adicional, Unit 3, Week 4, p. 97 | 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>(B) demonstrate and apply spelling knowledge by:<br/>                     (i) spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent;<br/>                     (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent;<br/>                     (iii) spelling words with diphthongs and hiatus; and<br/>                     (iv) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses</p> | <p>(iv) demonstrate spelling knowledge by spelling words with diphthongs</p>   | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 2, p. 289                    | Ortografía   |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 2, p. 289                    | Mi turno   |
|   |  |  | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 3, p. 321                    | Ortografía   |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 3, p. 321                    | Mi turno   |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Práctica adicional, Unit 2, Week 2, p. 51 | 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 |
|--|---|--|-----------------|-----------------------|----------------|------------------------|--|
| (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:<br>(i) spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent;<br>(ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent;<br>(iii) spelling words with diphthongs and hiatus; and<br>(iv) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses | (v) demonstrate spelling knowledge by spelling words with hiatus   | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 3, p. 109 | Ortografía   |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 3, p. 109 | Mi turno   |
|  |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 4, p. 142 | Estudio de palabras  |
|  |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 4, p. 145 | Ortografía   |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 4, p. 142 | Mi turno   |
|  |   |  | Teacher Only    | Narrative             |                |                        |  |
|  |   |  | Teacher Only    | Activity              |                |                        |  |
|  |   |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |   |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |   |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
| (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: | (B) demonstrate and apply spelling knowledge by:<br>(i) spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent;<br>(ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent;<br>(iii) spelling words with diphthongs and hiatus; and<br>(iv) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses | (vi) demonstrate spelling knowledge by marking accents appropriately when conjugating verbs in simple past [tense]     | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 3, p. 112 | Estudio de palabras  |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 3, p. 112 | Mi turno   |
|  |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 4, p. 161 | Taller de escritura / Chart  |
|  |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 5, p. 185 | Taller de escritura / Second paragraph and chart                   |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 4, p. 161 | Mi turno / First 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: | (B) demonstrate and apply spelling knowledge by:<br>(i) spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent;<br>(ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent;<br>(iii) spelling words with diphthongs and hiatus; and<br>(iv) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses | (vii) demonstrate spelling knowledge by marking accents appropriately when conjugating verbs in imperfect past [tense] | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 3, p. 316 | La acentuación de los verbos conjugados                            |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 3, p. 316 |  |
|  |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 3, p. 316 |  |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 3, p. 316 |  |
|  |   |  | 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 |
|--|---|---|-----------------|-----------------------|----------------|------------------------|--|
|  |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 3, p. 316 | 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) |                |                        |  |
| (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:<br>(i) spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent;<br>(ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent;<br>(iii) spelling words with diphthongs and hiatus; and<br>(iv) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses | (viii) demonstrate spelling knowledge by marking accents appropriately when conjugating verbs in perfect tenses | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 3, p. 316 | La acentuación de los verbos conjugados                            |
|  |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 3, p. 316 | 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) |                |                        |  |
| (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:<br>(i) spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent;<br>(ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent;<br>(iii) spelling words with diphthongs and hiatus; and<br>(iv) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses | (ix) demonstrate spelling knowledge by marking accents appropriately when conjugating verbs conditional tenses  | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 3, p. 316 | La acentuación de los verbos conjugados                            |
|  |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 3, p. 316 | 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>(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:<br/>                     (i) spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent;<br/>                     (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent;<br/>                     (iii) spelling words with diphthongs and hiatus; and<br/>                     (iv) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses</p> | <p>(x) demonstrate spelling knowledge by marking accents appropriately when conjugating verbs in future [tense]</p>                               | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 4, p. 161                    | Taller de escritura / Chart  |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 4, p. 161                    | Mi turno / First activity  |
|   |  |   | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 3, p. 316                    | La acentuación de los verbos conjugados                            |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 3, p. 316                    | Mi turno activities  |
|   |  |   | 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>(B) demonstrate and apply spelling knowledge by:<br/>                     (i) spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent;<br/>                     (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent;<br/>                     (iii) spelling words with diphthongs and hiatus; and<br/>                     (iv) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses</p> | <p>(xi) apply spelling knowledge by spelling palabras agudas (words with the stress on the last syllable) with an orthographic accent</p>         | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 2, p. 71                     | Ortografía   |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 2, p. 71                     | Mi turno   |
|   |  |   | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 2, p. 68                     | Estudio de palabras  |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 2, p. 68                     | Mi turno   |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Práctica adicional, Unit 3, Week 2, p. 95 | 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>(B) demonstrate and apply spelling knowledge by:<br/>                     (i) spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent;<br/>                     (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent;<br/>                     (iii) spelling words with diphthongs and hiatus; and<br/>                     (iv) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses</p> | <p>(xii) apply spelling knowledge by spelling palabras graves (words with the stress on the penultimate syllable) with an orthographic accent</p> | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 2, p. 71                     | Ortografía   |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 2, p. 71                     | Mi turno   |
|   |  |   | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 2, p. 68                     | Estudio de palabras  |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 2, p. 68                     | Mi turno   |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Práctica adicional, Unit 3, Week 2, p. 95 | 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 |
|--|---|--|-----------------|-----------------------|----------------|---|--|
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 2, p. 71                     | Mi turno   |
|  |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 2, p. 68                     | Estudio de palabras  |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 2, p. 68                     | Mi turno   |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Práctica adicional, Unit 3, Week 2, p. 95 | 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: | (B) demonstrate and apply spelling knowledge by:<br>(i) spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent;<br>(ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent;<br>(iii) spelling words with diphthongs and hiatus; and<br>(iv) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses | (xiii) apply spelling knowledge by spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 4, p. 159                    | Ortografía   |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 4, p. 159                    | Mi turno   |
|  |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 4, p. 156                    | Estudio de palabras / First Paragraph                              |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 4, p. 156                    | Mi turno   |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Práctica adicional, Unit 3, Week 4, p. 97 | 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: | (B) demonstrate and apply spelling knowledge by:<br>(i) spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent;<br>(ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent;<br>(iii) spelling words with diphthongs and hiatus; and<br>(iv) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses | (xiv) apply spelling knowledge by spelling words with diphthongs   | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 2, p. 289                    | Ortografía   |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 2, p. 289                    | Mi turno   |
|  |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 3, p. 321                    | Ortografía   |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 3, p. 321                    | Mi turno   |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Práctica adicional, Unit 2, Week 2, p. 51 | 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 |
|--|---|---|-----------------|-----------------------|----------------|------------------------|--|
| (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:<br>(i) spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent;<br>(ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent;<br>(iii) spelling words with diphthongs and hiatus; and<br>(iv) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses | (xv) apply spelling knowledge by spelling words with hiatus   | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 3, p. 109 | Ortografía   |
|  |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 3, p. 109 | Mi turno   |
|  |   |   | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 4, p. 142 | Estudio de palabras  |
|  |   |   | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 4, p. 145 | Full page  |
|  |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 4, p. 142 | Mi turno   |
|  |   |   | Teacher Only    | Narrative             |                |                        |  |
|  |   |   | Teacher Only    | Activity              |                |                        |  |
|  |   |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |   |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |   |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
| (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: | (B) demonstrate and apply spelling knowledge by:<br>(i) spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent;<br>(ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent;<br>(iii) spelling words with diphthongs and hiatus; and<br>(iv) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses | (xvii) apply spelling knowledge by marking accents appropriately when conjugating verbs in simple past [tense]    | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 3, p. 112 | Estudio de palabras  |
|  |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 3, p. 112 | Mi turno   |
|  |   |   | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 4, p. 161 | Taller de escritura / Chart  |
|  |   |   | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 5, p. 185 | Taller de escritura / Second paragraph and chart                   |
|  |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 4, p. 161 | Mi turno / First 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: | (B) demonstrate and apply spelling knowledge by:<br>(i) spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent;<br>(ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent;<br>(iii) spelling words with diphthongs and hiatus; and<br>(iv) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses | (xvii) apply spelling knowledge by marking accents appropriately when conjugating verbs in imperfect past [tense] | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 3, p. 316 | La acentuación de los verbos conjugados                            |
|  |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 3, p. 316 |  |
|  |   |   | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 3, p. 316 |  |
|  |   |   | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 3, p. 316 |  |
|  |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 3, p. 316 |  |
|  |   |   | 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 | Activity              | 9780134914985  | Unit 4, Week 3, p. 316 | 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) |                |                        |  |
| (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:<br>(i) spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent;<br>(ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent;<br>(iii) spelling words with diphthongs and hiatus; and<br>(iv) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses | (xviii) apply spelling knowledge by marking accents appropriately when conjugating verbs in perfect tenses | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 3, p. 316 | La acentuación de los verbos conjugados                            |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 3, p. 316 | Mi turno activities  |
|  |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 5, p. 188 | El pretérito perfecto  |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 3, p. 316 | Mi turno   |
|  |   |  | Student/Teacher | (Drop-down Selection) |                |                        |  |
|  |   |  | Teacher Only    | Narrative             |                |                        |  |
|  |   |  | Teacher Only    | Activity              |                |                        |  |
|  |   |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |   |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |   |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
| (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: | (B) demonstrate and apply spelling knowledge by:<br>(i) spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent;<br>(ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent;<br>(iii) spelling words with diphthongs and hiatus; and<br>(iv) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses | (xix) apply spelling knowledge by marking accents appropriately when conjugating verbs conditional tenses  | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 3, p. 316 | Estudio de palabras  |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 3, p. 316 | 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>(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:<br/>                     (i) spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent;<br/>                     (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent;<br/>                     (iii) spelling words with diphthongs and hiatus; and<br/>                     (iv) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses</p> | <p>(xx) apply spelling knowledge by marking accents appropriately when conjugating verbs in future [tense]</p> | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 4, p. 161 | Taller de escritura / Chart  |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 4, p. 161 | Mi turno / First activity  |
|   |  |  | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 3, p. 316 | Estudio de palabras  |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 3, p. 316 | 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>(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) write legibly in cursive to complete assignments</p>  | <p>(i) write legibly in cursive to complete assignments</p>  | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 5, p. 393 | Taller de escritura  |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 5, p. 393 | Mi turno   |
|   |  |  | Student/Teacher | (Drop-down Selection) |                |                        |  |
|   |  |  | Student/Teacher | (Drop-down Selection) |                |                        |  |
|   |  |  | Student/Teacher | (Drop-down Selection) |                |                        |  |
|   |  |  | Teacher Only    | Narrative             |                |                        |  |
|   |  |  | Teacher Only    | Activity              |                |                        |  |
|   |  |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|   |  |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|   |  |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
| <p>(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:</p>  | <p>(A) use print or digital resources to determine meaning, syllabication, and pronunciation</p>   | <p>(i) use print or digital resources to determine meaning</p>   | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 2, p. 67  | Vocabulario académico  |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 2, p. 67  | Mi turno / Third bullet  |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 1, p. 245 | Mi turno   |
|   |  |  | Student/Teacher | (Drop-down Selection) |                |                        |  |
|   |  |  | Student/Teacher | (Drop-down Selection) |                |                        |  |
|   |  |  | Teacher Only    | Narrative             |                |                        |  |
|   |  |  | Teacher Only    | Activity              |                |                        |  |
|   |  |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|   |  |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|   |  |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
| <p>(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:</p>  | <p>(A) use print or digital resources to determine meaning, syllabication, and pronunciation</p>   | <p>(ii) use print or digital resources to determine syllabication</p>  | Student/Teacher | Narrative             | 9780134914985  | Volume 1, p. 414       | Top of page  |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Volume 1, p. 414       | Mi turno / Intercambiar ideas                                      |

| 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             | 9780134914985  | Volume 2, p. 630       | Top of page  |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Volume 2, p. 630       | Mi turno / Intercambiar ideas                                      |
|   |  |  | 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             | 9780134914985  | Unit 3, Week 4, p. 156 | La acentuación de palabras esdrújulas                              |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 4, p. 156 | Mi turno   |
|   |  |  | Student/Teacher | (Drop-down Selection) |                |                        |  |
|   |  |  | Student/Teacher | (Drop-down Selection) |                |                        |  |
|   |  |  | Student/Teacher | (Drop-down Selection) |                |                        |  |
|   |  |  | Teacher Only    | Narrative             |                |                        |  |
|   |  |  | Teacher Only    | Activity              |                |                        |  |
|   |  |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|   |  |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|   |  |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
| (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: | (B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words   | (i) use context within a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words  | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 5, p. 167 | Lectura atenta: Vocabulario en contexto / First paragraph          |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 2, p. 64  | Lectura atenta: Vocabulario en contexto / First paragraph          |
|   |  |  | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 3, p. 105 | Vocabulario académico  |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 3, p. 105 | Mi turno   |
|   |  |  | Student/Teacher | (Drop-down Selection) |                |                        |  |
|   |  |  | Teacher Only    | Narrative             |                |                        |  |
|   |  |  | Teacher Only    | Activity              |                |                        |  |
|   |  |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|   |  |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|   |  |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
| (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: | (B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words   | (ii) use context beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 3, p. 90  | Lectura atenta / First paragraph                                   |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 3, p. 90  | Lectura atenta / Last paragraph                                    |
|   |  |  | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 4, p. 134 | Lectura atenta / First and second paragraph                        |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 4, p. 134 | Lectura atenta / Last paragraph                                    |
|   |  |  | 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 base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafía, metro, fono, and tele | (i) identify the meaning of base words with affixes, including mono-   | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 5, p. 180 | Estudio de palabras  |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 5, p. 180 | Mi turno   |
|   |  |  | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 5, p. 183 | Ortografía   |

| 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              | 9780134914985  | Unit 1, Week 5, p. 183                   | Mi turno   |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Práctica adicional, Unit 1, Week 5, p. 5 | Mi turno   |
|   |  |  | Teacher Only    | Narrative             |                |  |  |
|   |  |  | Teacher Only    | Activity              |                |  |  |
|   |  |  | Teacher Only    | (Drop-down Selection) |                |  |  |
|   |  |  | Teacher Only    | (Drop-down Selection) |                |  |  |
|   |  |  | Teacher Only    | (Drop-down Selection) |                |  |  |
| (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: | (C) identify the meaning of and use base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafía, metro, fono, and tele | (ii) identify the meaning of base words with affixes, including sobre- | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 5, p. 180                   | Estudio de palabras  |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 5, p. 180                   | Mi turno   |
|   |  |  | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 5, p. 183                   | Ortografía   |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 5, p. 183                   | Mi turno   |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Práctica adicional, Unit 1, Week 5, p. 5 | Mi turno   |
|   |  |  | Teacher Only    | Narrative             |                |  |  |
|   |  |  | Teacher Only    | Activity              |                |  |  |
|   |  |  | Teacher Only    | (Drop-down Selection) |                |  |  |
|   |  |  | Teacher Only    | (Drop-down Selection) |                |  |  |
|   |  |  | Teacher Only    | (Drop-down Selection) |                |  |  |
| (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: | (C) identify the meaning of and use base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafía, metro, fono, and tele | (iii) identify the meaning of base words with affixes, including sub-  | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 5, p. 180                   | Estudio de palabras  |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 5, p. 180                   | Mi turno   |
|   |  |  | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 5, p. 183                   | Ortografía   |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 5, p. 183                   | Mi turno   |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Práctica adicional, Unit 1, Week 5, p. 5 | Mi turno   |
|   |  |  | Teacher Only    | Narrative             |                |  |  |
|   |  |  | Teacher Only    | Activity              |                |  |  |
|   |  |  | Teacher Only    | (Drop-down Selection) |                |  |  |
|   |  |  | Teacher Only    | (Drop-down Selection) |                |  |  |
|   |  |  | Teacher Only    | (Drop-down Selection) |                |  |  |
| (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: | (C) identify the meaning of and use base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafía, metro, fono, and tele | (iv) identify the meaning of base words with affixes, including inter- | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 5, p. 180                   | Estudio de palabras  |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 5, p. 180                   | Mi turno   |
|   |  |  | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 5, p. 183                   | Ortografía   |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 5, p. 183                   | Mi turno   |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Práctica adicional, Unit 1, Week 5, p. 5 | Mi turno   |
|   |  |  | Teacher Only    | Narrative             |                |  |  |
|   |  |  | Teacher Only    | Activity              |                |  |  |
|   |  |  | Teacher Only    | (Drop-down Selection) |                |  |  |
|   |  |  | Teacher Only    | (Drop-down Selection) |                |  |  |
|   |  |  | Teacher Only    | (Drop-down Selection) |                |  |  |

| Knowledge and Skills Statement  | Student Expectation  | Breakout   | Item Type       | Citation Type         | Component ISBN | Page (s)                                   | Specific Location or Hyperlink to Location for Electronic Programs |
|---|--|--|-----------------|-----------------------|----------------|--|--|
| (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 base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafia, metro, fono, and tele | (v) identify the meaning of base words with affixes, including poli-   | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 4, p. 350                     | Estudio de palabras  |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 4, p. 350                     | Mi turno   |
|   |  |  | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 4, p. 353                     | Ortografia   |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 4, p. 353                     | Mi turno   |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Práctica adicional, Unit 2, Week 4, p. 48  | 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 base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafia, metro, fono, and tele | (vi) identify the meaning of base words with affixes, including -able  | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 2, p. 282                     | Estudio de palabras  |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 2, p. 282                     | Mi turno   |
|   |  |  | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 2, p. 285                     | Ortografia   |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 2, p. 285                     | Mi turno   |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Práctica adicional, Unit 4, Week 2, p. 134 | Mi turno   |
|   |  |  | 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 base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafia, metro, fono, and tele | (vii) identify the meaning of base words with affixes, including -ante | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 1, p. 246                     | Las raíces y los afijos latinos y griegos                          |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 1, p. 246                     | Mi turno   |
|   |  |  | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 1, p. 249                     | Las raíces y los afijos latinos y griegos                          |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 1, p. 249                     | Mi turno   |
|   |  |  | Student/Teacher | (Drop-down Selection) |                |  |  |
|   |  |  | 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 base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafia, metro, fono, and tele | (viii) identify the meaning of base words with affixes, including -eza | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 1, p. 246                     | Las raíces y los afijos latinos y griegos                          |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 1, p. 246                     | Mi turno   |
|   |  |  | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 1, p. 249                     | Las raíces y los afijos latinos y griegos                          |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 1, p. 249                     | Mi turno   |
|   |  |  | Student/Teacher | (Drop-down Selection) |                |  |  |
|   |  |  | Teacher Only    | Narrative             |                |  |  |
|   |  |  | Teacher Only    | Activity              |                |  |  |

| Knowledge and Skills Statement  | Student Expectation  | Breakout   | Item Type       | Citation Type         | Component ISBN | Page (s)                                 | Specific Location or Hyperlink to Location for Electronic Programs |
|---|--|--|-----------------|-----------------------|----------------|--|--|
|   |  |  | 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 base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafia, metro, fono, and tele | (ix) identify the meaning of base words with affixes, including -ancia | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 1, p. 246                   | Las raíces y los afijos latinos y griegos                          |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 1, p. 246                   | Mi turno   |
|   |  |  | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 1, p. 249                   | Las raíces y los afijos latinos y griegos                          |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 1, p. 249                   | Mi turno   |
|   |  |  | Student/Teacher | (Drop-down Selection) |                |  |  |
|   |  |  | Teacher Only    | Narrative             |                |  |  |
|   |  |  | Teacher Only    | Activity              |                |  |  |
|   |  |  | Teacher Only    | (Drop-down Selection) |                |  |  |
|   |  |  | Teacher Only    | (Drop-down Selection) |                |  |  |
|   |  |  | Teacher Only    | (Drop-down Selection) |                |  |  |
| (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: | (C) identify the meaning of and use base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafia, metro, fono, and tele | (x) identify the meaning of base words with affixes, including -ura    | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 2, p. 74                    | Estudio de palabras  |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 2, p. 74                    | Mi turno   |
|   |  |  | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 2, p. 77                    | Ortografía   |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 2, p. 77                    | Mi turno   |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Práctica adicional, Unit 1, Week 2, p. 2 | Mi turno   |
|   |  |  | Teacher Only    | Narrative             |                |  |  |
|   |  |  | Teacher Only    | Activity              |                |  |  |
|   |  |  | Teacher Only    | (Drop-down Selection) |                |  |  |
|   |  |  | Teacher Only    | (Drop-down Selection) |                |  |  |
|   |  |  | Teacher Only    | (Drop-down Selection) |                |  |  |
| (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: | (C) identify the meaning of and use base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafia, metro, fono, and tele | (xi) identify the meaning of roots, including auto                     | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 1, p. 246                   | Las raíces y los afijos latinos y griegos                          |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 1, p. 246                   | Mi turno   |
|   |  |  | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 1, p. 249                   | Las raíces y los afijos latinos y griegos                          |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 1, p. 249                   | Mi turno   |
|   |  |  | Student/Teacher | (Drop-down Selection) |                |  |  |
|   |  |  | Teacher Only    | Narrative             |                |  |  |
|   |  |  | Teacher Only    | Activity              |                |  |  |
|   |  |  | Teacher Only    | (Drop-down Selection) |                |  |  |
|   |  |  | Teacher Only    | (Drop-down Selection) |                |  |  |
|   |  |  | Teacher Only    | (Drop-down Selection) |                |  |  |
| (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: | (C) identify the meaning of and use base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafia, metro, fono, and tele | (xii) identify the meaning of roots, including bio                     | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 4, p. 350                   | Estudio de palabras  |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 4, p. 350                   | Mi turno   |



| Knowledge and Skills Statement  | Student Expectation  | Breakout   | Item Type       | Citation Type         | Component ISBN | Page (s)                                   | Specific Location or Hyperlink to Location for Electronic Programs |
|---|--|--|-----------------|-----------------------|----------------|--|--|
|   |  |  | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 4, p. 353                     | Ortografía   |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 4, p. 353                     | Mi turno   |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Práctica adicional, Unit 2, Week 4, p. 48  | 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 base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafía, metro, fono, and tele | (xiii) identify the meaning of roots, including grafía | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 1, p. 246                     | Las raíces y los afijos latinos y griegos                          |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 1, p. 246                     | Mi turno   |
|   |  |  | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 1, p. 249                     | Las raíces y los afijos latinos y griegos                          |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 1, p. 249                     | Mi turno   |
|   |  |  | Student/Teacher | (Drop-down Selection) |                |  |  |
|   |  |  | Teacher Only    | Narrative             |                |  |  |
|   |  |  | Teacher Only    | Activity              |                |  |  |
|   |  |  | Teacher Only    | (Drop-down Selection) |                |  |  |
|   |  |  | Teacher Only    | (Drop-down Selection) |                |  |  |
|   |  |  | Teacher Only    | (Drop-down Selection) |                |  |  |
| (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: | (C) identify the meaning of and use base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafía, metro, fono, and tele | (xiv) identify the meaning of roots, including metro   | Student/Teacher | Narrative             | 9780134914985  | Unit 5, Week 5, p. 602                     | Estudio de palabras  |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 5, p. 602                     | Mi turno   |
|   |  |  | Student/Teacher | Narrative             | 9780134914985  | Unit 5, Week 5, p. 605                     | Ortografía   |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 5, p. 605                     | Mi turno   |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Práctica adicional, Unit 5, Week 5, p. 186 | 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 base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafía, metro, fono, and tele | (xv) identify the meaning of roots, including fono     | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 4, p. 350                     | Estudio de palabras  |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 4, p. 350                     | Mi turno   |
|   |  |  | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 4, p. 353                     | Ortografía   |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 4, p. 353                     | Mi turno   |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Práctica adicional, Unit 2, Week 4, p. 48  | 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 base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafia, metro, fono, and tele | (xvi) identify the meaning of roots, including tele   | Student/Teacher | Narrative             | 9780134914985  | Unit 5, Week 5, p. 602                     | Estudio de palabras  |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 5, p. 602                     | Mi turno   |
|   |  |   | Student/Teacher | Narrative             | 9780134914985  | Unit 5, Week 5, p. 605                     | Ortografia   |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 5, p. 605                     | Mi turno   |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Práctica adicional, Unit 5, Week 5, p. 186 | 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 base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafia, metro, fono, and tele | (xvii) use base words with affixes, including mono-   | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 5, p. 180                     | Estudio de palabras  |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 5, p. 180                     | Mi turno   |
|   |  |   | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 5, p. 183                     | Ortografia   |
|   |  |   | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 4, p. 350                     | Estudio de palabras  |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 5, p. 183                     | Mi turno   |
|   |  |   | Teacher Only    | Narrative             |                |  |  |
|   |  |   | Teacher Only    | Activity              |                |  |  |
|   |  |   | Teacher Only    | (Drop-down Selection) |                |  |  |
|   |  |   | Teacher Only    | (Drop-down Selection) |                |  |  |
|   |  |   | Teacher Only    | (Drop-down Selection) |                |  |  |
| (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: | (C) identify the meaning of and use base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafia, metro, fono, and tele | (xviii) use base words with affixes, including sobre- | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 5, p. 180                     | Estudio de palabras  |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 5, p. 180                     | Mi turno   |
|   |  |   | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 5, p. 183                     | Ortografia   |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 5, p. 183                     | Mi turno   |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Práctica adicional, Unit 1, Week 5, p. 5   | Mi turno   |
|   |  |   | Teacher Only    | Narrative             |                |  |  |
|   |  |   | Teacher Only    | Activity              |                |  |  |
|   |  |   | Teacher Only    | (Drop-down Selection) |                |  |  |
|   |  |   | Teacher Only    | (Drop-down Selection) |                |  |  |
|   |  |   | Teacher Only    | (Drop-down Selection) |                |  |  |
| (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: | (C) identify the meaning of and use base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafia, metro, fono, and tele | (xix) use base words with affixes, including sub-     | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 5, p. 180                     | Estudio de palabras  |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 5, p. 180                     | Mi turno   |
|   |  |   | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 5, p. 183                     | Ortografia   |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 5, p. 183                     | Mi turno   |

| Knowledge and Skills Statement  | Student Expectation  | Breakout  | Item Type       | Citation Type         | Component ISBN | Page (s)                                   | Specific Location or Hyperlink to Location for Electronic Programs |
|---|--|---|-----------------|-----------------------|----------------|--|--|
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Práctica adicional, Unit 1, Week 5, p. 5   | Mi turno   |
|   |  |   | Teacher Only    | Narrative             |                |  |  |
|   |  |   | Teacher Only    | Activity              |                |  |  |
|   |  |   | Teacher Only    | (Drop-down Selection) |                |  |  |
|   |  |   | Teacher Only    | (Drop-down Selection) |                |  |  |
|   |  |   | Teacher Only    | (Drop-down Selection) |                |  |  |
| (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: | (C) identify the meaning of and use base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafía, metro, fono, and tele | (xx) use base words with affixes, including inter-  | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 5, p. 180                     | Estudio de palabras  |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 5, p. 180                     | Mi turno   |
|   |  |   | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 5, p. 183                     | Ortografía   |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 5, p. 183                     | Mi turno   |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Práctica adicional, Unit 1, Week 5, p. 5   | Mi turno   |
|   |  |   | Teacher Only    | Narrative             |                |  |  |
|   |  |   | Teacher Only    | Activity              |                |  |  |
|   |  |   | Teacher Only    | (Drop-down Selection) |                |  |  |
|   |  |   | Teacher Only    | (Drop-down Selection) |                |  |  |
|   |  |   | Teacher Only    | (Drop-down Selection) |                |  |  |
| (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: | (C) identify the meaning of and use base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafía, metro, fono, and tele | (xxi) use base words with affixes, including poli-  | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 4, p. 350                     | Estudio de palabras  |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 4, p. 350                     | Mi turno   |
|   |  |   | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 4, p. 353                     | Ortografía   |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 4, p. 353                     | Mi turno   |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Práctica adicional, Unit 2, Week 4, p. 48  | 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 base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafía, metro, fono, and tele | (xxii) use base words with affixes, including -able | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 2, p. 282                     | Estudio de palabras  |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 2, p. 282                     | Mi turno   |
|   |  |   | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 2, p. 285                     | Ortografía   |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 2, p. 285                     | Mi turno   |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Práctica adicional, Unit 4, Week 2, p. 134 | Mi turno   |
|   |  |   | Teacher Only    | Narrative             |                |  |  |
|   |  |   | Teacher Only    | Activity              |                |  |  |
|   |  |   | Teacher Only    | (Drop-down Selection) |                |  |  |
|   |  |   | Teacher Only    | (Drop-down Selection) |                |  |  |
|   |  |   | Teacher Only    | (Drop-down Selection) |                |  |  |

| Knowledge and Skills Statement  | Student Expectation  | Breakout   | Item Type       | Citation Type         | Component ISBN | Page (s)                                   | Specific Location or Hyperlink to Location for Electronic Programs |
|---|--|--|-----------------|-----------------------|----------------|--|--|
| (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 base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafia, metro, fono, and tele | (xxiii) use base words with affixes, including -ante | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 1, p. 246                     | Las raíces y los afijos latinos y griegos                          |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 1, p. 246                     | Mi turno   |
|   |  |  | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 1, p. 249                     | Las raíces y los afijos latinos y griegos                          |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 1, p. 249                     | Mi turno   |
|   |  |  | Student/Teacher | (Drop-down Selection) |                |  |  |
|   |  |  | 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 base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafia, metro, fono, and tele | (xxiv) use base words with affixes, including -eza   | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 1, p. 246                     | Las raíces y los afijos latinos y griegos                          |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 1, p. 246                     | Mi turno   |
|   |  |  | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 1, p. 249                     | Las raíces y los afijos latinos y griegos                          |
|   |  |  | Student/Teacher | Narrative             | 9780134914985  | Práctica adicional, Unit 5, Week 5, p. 186 | Ortografía   |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 1, p. 249                     | Mi turno   |
|   |  |  | 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 base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafia, metro, fono, and tele | (xxv) use base words with affixes, including -ancia  | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 1, p. 246                     | Las raíces y los afijos latinos y griegos                          |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 1, p. 246                     | Mi turno   |
|   |  |  | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 1, p. 249                     | Las raíces y los afijos latinos y griegos                          |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 1, p. 249                     | Mi turno   |
|   |  |  | Student/Teacher | (Drop-down Selection) |                |  |  |
|   |  |  | 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 base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafia, metro, fono, and tele | (xxvi) use base words with affixes, including -ura   | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 2, p. 74                      | Estudio de palabras  |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 2, p. 74                      | Mi turno   |
|   |  |  | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 2, p. 77                      | Ortografía   |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 2, p. 77                      | Mi turno   |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Práctica adicional, Unit 1, Week 2, p. 2   | Mi turno   |

| Knowledge and Skills Statement  | Student Expectation  | Breakout                           | Item Type       | Citation Type         | Component ISBN | Page (s)                                  | Specific Location or Hyperlink to Location for Electronic Programs |
|---|--|------------------------------------|-----------------|-----------------------|----------------|---|--|
|   |  |                                    | Teacher Only    | Narrative             |                |   |  |
|   |  |                                    | Teacher Only    | Activity              |                |   |  |
|   |  |                                    | Teacher Only    | (Drop-down Selection) |                |   |  |
|   |  |                                    | Teacher Only    | (Drop-down Selection) |                |   |  |
|   |  |                                    | Teacher Only    | (Drop-down Selection) |                |   |  |
| (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: | (C) identify the meaning of and use base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafia, metro, fono, and tele | (xxvii) use roots, including auto  | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 1, p. 246                    | Las raíces y los ajijos latinos y griegos                          |
|   |  |                                    | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 1, p. 246                    | Mi turno   |
|   |  |                                    | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 1, p. 249                    | Las raíces y los ajijos latinos y griegos                          |
|   |  |                                    | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 1, p. 249                    | Mi turno   |
|   |  |                                    | Student/Teacher | (Drop-down Selection) |                |   |  |
|   |  |                                    | Teacher Only    | Narrative             |                |   |  |
|   |  |                                    | Teacher Only    | Activity              |                |   |  |
|   |  |                                    | Teacher Only    | (Drop-down Selection) |                |   |  |
|   |  |                                    | Teacher Only    | (Drop-down Selection) |                |   |  |
|   |  |                                    | Teacher Only    | (Drop-down Selection) |                |   |  |
| (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: | (C) identify the meaning of and use base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafia, metro, fono, and tele | (xxviii) use roots, including bio  | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 4, p. 350                    | Estudio de palabras  |
|   |  |                                    | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 4, p. 350                    | Mi turno   |
|   |  |                                    | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 4, p. 353                    | Ortografía   |
|   |  |                                    | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 4, p. 353                    | Mi turno   |
|   |  |                                    | Student/Teacher | Activity              | 9780134914985  | Práctica adicional, Unit 2, Week 4, p. 48 | 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 base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafia, metro, fono, and tele | (xxix) use roots, including grafia | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 1, p. 246                    | Las raíces y los ajijos latinos y griegos                          |
|   |  |                                    | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 1, p. 246                    | Mi turno   |
|   |  |                                    | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 1, p. 249                    | Las raíces y los ajijos latinos y griegos                          |
|   |  |                                    | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 1, p. 249                    | Mi turno   |
|   |  |                                    | Student/Teacher | (Drop-down Selection) |                |   |  |
|   |  |                                    | Teacher Only    | Narrative             |                |   |  |
|   |  |                                    | Teacher Only    | Activity              |                |   |  |
|   |  |                                    | Teacher Only    | (Drop-down Selection) |                |   |  |
|   |  |                                    | Teacher Only    | (Drop-down Selection) |                |   |  |
|   |  |                                    | Teacher Only    | (Drop-down Selection) |                |   |  |
| (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: | (C) identify the meaning of and use base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafia, metro, fono, and tele | (xxx) use roots, including metro   | Student/Teacher | Narrative             | 9780134914985  | Unit 5, Week 5, p. 602                    | Estudio de palabras  |
|   |  |                                    | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 5, p. 602                    | Mi turno   |

| Knowledge and Skills Statement  | Student Expectation  | Breakout                          | Item Type       | Citation Type         | Component ISBN | Page (s)                                   | Specific Location or Hyperlink to Location for Electronic Programs |
|---|--|-----------------------------------|-----------------|-----------------------|----------------|--|--|
|   |  |                                   | Student/Teacher | Narrative             | 9780134914985  | Unit 5, Week 5, p. 605                     | Ortografía   |
|   |  |                                   | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 5, p. 605                     | Mi turno   |
|   |  |                                   | Student/Teacher | Activity              | 9780134914985  | Práctica adicional, Unit 5, Week 5, p. 186 | 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 base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafía, metro, fono, and tele | (xxx) use roots, including fono   | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 4, p. 350                     | Narrative (Estudio de palabras )                                   |
|   |  |                                   | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 4, p. 350                     | Mi turno   |
|   |  |                                   | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 4, p. 353                     | Ortografía   |
|   |  |                                   | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 4, p. 353                     | Mi turno   |
|   |  |                                   | Student/Teacher | Activity              | 9780134914985  | Práctica adicional, Unit 2, Week 4, p. 48  | 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 base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafía, metro, fono, and tele | (xxxii) use roots, including tele | Student/Teacher | Narrative             | 9780134914985  | Unit 5, Week 5, p. 602                     | Estudio de palabras  |
|   |  |                                   | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 5, p. 602                     | Mi turno   |
|   |  |                                   | Student/Teacher | Narrative             | 9780134914985  | Unit 5, Week 5, p. 605                     | Ortografía   |
|   |  |                                   | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 5, p. 605                     | Mi turno   |
|   |  |                                   | Student/Teacher | Activity              | 9780134914985  | Práctica adicional, Unit 5, Week 5, p. 186 | 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 idioms, homographs, and homophones such as abrasar/abrazar   | (i) identify idioms               | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 3, p. 319                     | Leer como un escritor / First paragraph                            |
|   |  |                                   | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 3, p. 319                     | Mi turno / Second activity   |
|   |  |                                   | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 3, p. 320                     | Leer como un escritor / First paragraph                            |
|   |  |                                   | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 4, p. 155                     | Vocabulario académico  |
|   |  |                                   | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 3, p. 319                     | Mi turno   |
|   |  |                                   | Teacher Only    | Narrative             |                |  |  |
|   |  |                                   | Teacher Only    | Activity              |                |  |  |
|   |  |                                   | Teacher Only    | (Drop-down Selection) |                |  |  |
|   |  |                                   | Teacher Only    | (Drop-down Selection) |                |  |  |
|   |  |                                   | Teacher Only    | (Drop-down Selection) |                |  |  |

| Knowledge and Skills Statement  | Student Expectation  | Breakout                  | Item Type       | Citation Type         | Component ISBN | Page (s)                                   | Specific Location or Hyperlink to Location for Electronic Programs |
|---|--|---------------------------|-----------------|-----------------------|----------------|--|--|
| (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 idioms, homographs, and homophones such as abrasar/abrazar | (ii) identify homographs  | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 5, p. 396                     | Estudio de palabras / First paragraph                              |
|   |  |                           | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 5, p. 396                     | Mi turno   |
|   |  |                           | Student/Teacher | (Drop-down Selection) |                |  |  |
|   |  |                           | Student/Teacher | (Drop-down Selection) |                |  |  |
|   |  |                           | Teacher Only    | Narrative             |                |  |  |
|   |  |                           | Teacher Only    | Activity              |                |  |  |
|   |  |                           | Teacher Only    | (Drop-down Selection) |                |  |  |
|   |  |                           | Teacher Only    | (Drop-down Selection) |                |  |  |
| (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 idioms, homographs, and homophones such as abrasar/abrazar | (iii) identify homophones | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 5, p. 396                     | Estudio de palabras / First paragraph                              |
|   |  |                           | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 5, p. 396                     | Mi turno   |
|   |  |                           | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 5, p. 399                     | Ortografía   |
|   |  |                           | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 5, p. 399                     | Mi turno   |
|   |  |                           | Student/Teacher | Activity              | 9780134914985  | Práctica adicional, Unit 4, Week 5, p. 137 | 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: | (D) identify, use, and explain the meaning of idioms, homographs, and homophones such as abrasar/abrazar | (iv) use idioms           | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 3, p. 319                     | Leer como un escritor / First paragraph                            |
|   |  |                           | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 3, p. 319                     | Mi turno / Second activity   |
|   |  |                           | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 3, p. 320                     | Escribir para un lector / First paragraph                          |
|   |  |                           | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 4, p. 155                     | Vocabulario académico  |
|   |  |                           | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 4, p. 155                     | Mi turno   |
|   |  |                           | 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: | (D) identify, use, and explain the meaning of idioms, homographs, and homophones such as abrasar/abrazar | (v) use homographs        | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 5, p. 396                     | Estudio de palabras / First paragraph                              |
|   |  |                           | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 5, p. 396                     | Mi turno   |
|   |  |                           | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 5, p. 399                     | Ortografía   |
|   |  |                           | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 5, p. 399                     | Mi turno   |
|   |  |                           | Student/Teacher | (Drop-down Selection) |                |  |  |
|   |  |                           | Teacher Only    | Narrative             |                |  |  |
|   |  |                           | Teacher Only    | Activity              |                |  |  |
|   |  |                           | Teacher Only    | (Drop-down Selection) |                |  |  |

| Knowledge and Skills Statement  | Student Expectation  | Breakout                                 | Item Type       | Citation Type         | Component ISBN | Page (s)                                   | Specific Location or Hyperlink to Location for Electronic Programs |
|---|--|--|-----------------|-----------------------|----------------|--|--|
|   |  |  | 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 idioms, homographs, and homophones such as abrasar/abrazar | (vi) use homophones                      | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 5, p. 396                     | Estudio de palabras  |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 5, p. 396                     | Mi turno   |
|   |  |  | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 5, p. 399                     | Ortografia   |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 5, p. 399                     | Mi turno   |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Práctica adicional, Unit 4, Week 5, p. 137 | 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 idioms, homographs, and homophones such as abrasar/abrazar | (vii) explain the meaning of idioms      | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 3, p. 319                     | Leer como un escritor / First paragraph                            |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 3, p. 319                     | Mi turno   |
|   |  |  | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 3, p. 320                     | Escribir para un lector / First paragraph                          |
|   |  |  | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 4, p. 155                     | Vocabulario académico  |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 4, p. 155                     | Mi turno   |
|   |  |  | Teacher Only    | Narrative             |                |  |  |
|   |  |  | Teacher Only    | Activity              |                |  |  |
|   |  |  | Teacher Only    | (Drop-down Selection) |                |  |  |
|   |  |  | Teacher Only    | (Drop-down Selection) |                |  |  |
|   |  |  | Teacher Only    | (Drop-down Selection) |                |  |  |
| (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: | (D) identify, use, and explain the meaning of idioms, homographs, and homophones such as abrasar/abrazar | (viii) explain the meaning of homographs | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 5, p. 396                     | Estudio de palabras / First paragraph                              |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 5, p. 396                     | Mi turno   |
|   |  |  | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 5, p. 399                     | Ortografia   |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 5, p. 399                     | Mi turno   |
|   |  |  | Student/Teacher | (Drop-down Selection) |                |  |  |
|   |  |  | Teacher Only    | Narrative             |                |  |  |
|   |  |  | Teacher Only    | Activity              |                |  |  |
|   |  |  | Teacher Only    | (Drop-down Selection) |                |  |  |
|   |  |  | Teacher Only    | (Drop-down Selection) |                |  |  |
|   |  |  | Teacher Only    | (Drop-down Selection) |                |  |  |
| (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: | (D) identify, use, and explain the meaning of idioms, homographs, and homophones such as abrasar/abrazar | (ix) explain the meaning of homophones   | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 5, p. 396                     | Estudio de palabras  |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 5, p. 396                     | Mi turno   |
|   |  |  | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 5, p. 399                     | Ortografia   |



| 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              | 9780134914985  | Unit 4, Week 5, p. 399                     | Mi turno   |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Práctica adicional, Unit 4, Week 5, p. 137 | 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: | (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             | 9780134914985  | Unit 4, Week 5, p. 396                     | Estudio de palabras / First paragraph                              |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 5, p. 396                     | Mi turno   |
|   |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 5, p. 399                     | Ortografía   |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 5, p. 399                     | Mi turno   |
|   |   |  | Student/Teacher | (Drop-down Selection) |                |  |  |
|   |   |  | Teacher Only    | Narrative             |                |  |  |
|   |   |  | Teacher Only    | Activity              |                |  |  |
|   |   |  | Teacher Only    | (Drop-down Selection) |                |  |  |
|   |   |  | Teacher Only    | (Drop-down Selection) |                |  |  |
|   |   |  | Teacher Only    | (Drop-down Selection) |                |  |  |
| (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: | (E) differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien | (ii) differentiate between [or among] homophones               | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 5, p. 396                     | Estudio de palabras  |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 5, p. 396                     | Mi turno   |
|   |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 5, p. 399                     | Ortografía   |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 5, p. 399                     | Mi turno   |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Práctica adicional, Unit 4, Week 5, p. 137 | 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: | (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             | 9780134914985  | Unit 4, Week 5, p. 396                     | Estudio de palabras  |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 5, p. 396                     | Mi turno   |
|   |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 5, p. 399                     | Ortografía   |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 5, p. 399                     | Mi turno   |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Práctica adicional, Unit 4, Week 5, p. 137 | 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:  | (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             | 9780134914985  | Unit 4, Week 5, p. 396                     | Estudio de palabras / First paragraph                              |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 5, p. 396                     | Mi turno   |
|  |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 5, p. 399                     | Ortografía   |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 5, p. 399                     | Mi turno   |
|  |   |  | Teacher Only    | (Drop-down Selection) |                |  |  |
|  |   |  | 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:  | (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             | 9780134914985  | Unit 4, Week 5, p. 396                     | Estudio de palabras  |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 5, p. 396                     | Mi turno   |
|  |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 5, p. 399                     | Ortografía   |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 5, p. 399                     | Mi turno   |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Práctica adicional, Unit 4, Week 5, p. 137 | 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:  | (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             | 9780134914985  | Unit 4, Week 5, p. 396                     | Estudio de palabras  |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 5, p. 396                     | Mi turno   |
|  |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 5, p. 399                     | Ortografía   |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 5, p. 399                     | Mi turno   |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Práctica adicional, Unit 4, Week 5, p. 137 | Full page  |
|  |   |  | Teacher Only    | Narrative             |                |  |  |
|  |   |  | Teacher Only    | Activity              |                |  |  |
| (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             | 9780134914985  | Unit 1, Week 4, p. 118                     | Leer con fluidez   |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 4, p. 118                     | Leer con fluidez   |
|  |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 4, p. 328                     | Leer con fluidez   |
|  |   |  | 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 | Activity              | 9780134914985  | Unit 1, Week 4, p. 135             | Fluidez  |
|   |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 3, p. 310             | Fluidez  |
|   |   |   | 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             | 9780134914985  | Unit 4, Week 4, p. 328             | Leer con fluidez   |
|   |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 3, p. 310             | Fluidez  |
|   |   |   | Student/Teacher | Narrative             | 9780134914985  | Unit 5, Week 3, p. 500             | Leer con fluidez   |
|   |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 4, p. 348             | Fluidez  |
|   |   |   | 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             | 9780134914985  | Unit 2, Week 3, p. 298             | Leer con fluidez   |
|   |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 3, p. 298             | Leer con fluidez   |
|   |   |   | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 5, p. 168             | Leer con fluidez   |
|   |   |   | Student/Teacher | Narrative             | 9780134914985  | Unit 5, Week 3, p. 500             | Leer con fluidez   |
|   |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 5, p. 177             | Fluidez  |
|   |   |   | 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             | 9780134914985  | Unit 1, Weekly Opener, p. 10       | Lectura independiente / First paragraph                            |
|   |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 1, Weekly Opener, pp. 10–11   | Entire spread  |
|   |   |   | Student/Teacher | Narrative             | 9780134914985  | Unit 5, Weekly Opener, p. 426      | Lectura independiente / First paragraph                            |
|   |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 5, Weekly Opener, pp. 426–427 | Entire spread  |
|   |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 3, Weekly Opener, pp. 12–13   | Entire spread  |
|   |   |   | 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) |                |                                    |  |
| (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             | 9780134914985  | Unit 3, Weekly Opener, p. 12       | Lectura independiente / Second paragraph                           |
|  |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Weekly Opener, pp. 12–13   | Entire spread  |
|  |  |  | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Weekly Opener, p. 214      | Lectura independiente / First paragraph                            |
|  |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Weekly Opener, pp. 214–215 | Entire spread  |
|  |  |  | 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:  | (A) establish purpose for reading assigned and self-selected texts   | (i) establish purpose for reading assigned texts                         | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 2, p. 46              | Establecer un propósito  |
|  |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 2, p. 46              | Establecer un propósito  |
|  |  |  | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 2, p. 258             | Establecer un propósito  |
|  |  |  | Student/Teacher | Narrative             | 9780134914985  | Unit 5, Week 2, p. 466             | Establecer un propósito  |
|  |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 2, p. 258             | Establecer un propósito  |
|  |  |  | Teacher Only    | Narrative             |                |                                    |  |
|  |  |  | Teacher Only    | Activity              |                |                                    |  |
|  |  |  | Teacher Only    | (Drop-down Selection) |                |                                    |  |
|  |  |  | Teacher Only    | (Drop-down Selection) |                |                                    |  |
|  |  |  | Teacher Only    | (Drop-down Selection) |                |                                    |  |
| (6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:  | (A) establish purpose for reading assigned and self-selected texts   | (ii) establish purpose for reading self-selected texts                   | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Weekly Opener, p. 210      | Lectura independiente / First Paragraph, Step 1                    |
|  |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 2, Weekly Opener, p. 210      | Lectura independiente / Last paragraph                             |
|  |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 1, p. 218             | Lectura / Bottom half of the page                                  |
|  |  |  | Student/Teacher | (Drop-down Selection) |                |                                    |  |
|  |  |  | Student/Teacher | (Drop-down Selection) |                |                                    |  |
|  |  |  | Teacher Only    | Narrative             |                |                                    |  |
|  |  |  | Teacher Only    | Activity              |                |                                    |  |
|  |  |  | Teacher Only    | (Drop-down Selection) |                |                                    |  |
|  |  |  | Teacher Only    | (Drop-down Selection) |                |                                    |  |
|  |  |  | Teacher Only    | (Drop-down Selection) |                |                                    |  |
| (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             | 9780134914985  | Unit 3, Week 4, p. 153             | Hacer preguntas / First paragraph                                  |
|  |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 4, p. 153             | Mi turno   |

| Knowledge and Skills Statement  | Student Expectation  | Breakout  | Item Type       | Citation Type         | Component ISBN | Page (s)               | Specific Location or Hyperlink to Location for Electronic Programs |
|---|--|---|-----------------|-----------------------|----------------|------------------------|--|
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 1, p. 18  | Lectura  |
|   |  |   | 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) |                |                        |  |
| (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             | 9780134914985  | Unit 1, Week 2, p. 71  | Hacer preguntas / First paragraph                                  |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 2, p. 71  | Mi turno   |
|   |  |   | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 4, p. 153 | Hacer preguntas / First paragraph                                  |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 4, p. 153 | Mi turno   |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 1, p. 20  | Lectura  |
|   |  |   | Teacher Only    | Narrative             |                |                        |  |
|   |  |   | Teacher Only    | Activity              |                |                        |  |
|   |  |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
|   |  |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
|   |  |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
| (6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: | (B) generate questions about text before, during, and after reading to deepen understanding and gain information | (iii) generate questions about text after reading to deepen understanding | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 2, p. 71  | Hacer preguntas / First paragraph                                  |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 2, p. 71  | Mi turno   |
|   |  |   | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 4, p. 153 | Hacer preguntas / First paragraph                                  |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 4, p. 153 | Mi turno   |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 1, p. 20  | Lectura  |
|   |  |   | Teacher Only    | Narrative             |                |                        |  |
|   |  |   | Teacher Only    | Activity              |                |                        |  |
|   |  |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
|   |  |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
|   |  |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
| (6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: | (B) generate questions about text before, during, and after reading to deepen understanding and gain information | (iv) generate questions about text before reading to gain information     | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 4, p. 153 | Hacer preguntas / First paragraph                                  |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 4, p. 153 | Mi turno   |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 1, p. 20  | Lectura  |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 3, p. 296 | Lectura  |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 5, p. 370 | Lectura  |
|   |  |   | 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: | (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             | 9780134914985  | Unit 3, Week 4, p. 153 | Hacer preguntas / First paragraph                                  |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 4, p. 153 | Mi turno   |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 2, p. 57  | Hacer preguntas  |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 1, p. 20  | Lectura  |
|   |  |  | Student/Teacher | (Drop-down Selection) |                |                        |  |
|   |  |  | Teacher Only    | Narrative             |                |                        |  |
|   |  |  | Teacher Only    | Activity              |                |                        |  |
| (6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: | (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             | 9780134914985  | Unit 3, Week 4, p. 153 | Hacer preguntas / First paragraph                                  |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 4, p. 153 | Mi turno   |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 1, p. 20  | Lectura  |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 3, p. 296 | Lectura  |
|   |  |  | Student/Teacher | (Drop-down Selection) |                |                        |  |
|   |  |  | Teacher Only    | Narrative             |                |                        |  |
|   |  |  | Teacher Only    | Activity              |                |                        |  |
| (6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: | (C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures      | (i) make predictions using text features                             | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 2, p. 283 | Confirmar o corregir las predicciones / First paragraph            |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 2, p. 260 | Confirmar o corregir las predicciones                              |
|   |  |  | Student/Teacher | Narrative             | 9780134914985  | Unit 5, Week 1, p. 434 | Lectura  |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 1, p. 434 | Lectura  |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 4, p. 120 | Lectura  |
|   |  |  | Teacher Only    | Narrative             |                |                        |  |
|   |  |  | Teacher Only    | Activity              |                |                        |  |
| (6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: | (C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures      | (ii) make predictions using characteristics of genre                 | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 2, p. 48  | Lectura  |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 2, p. 48  | Lectura  |
|   |  |  | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 2, p. 65  | Confirmar y corregir las predicciones / First paragraph            |
|   |  |  | 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             | 9780134914985  | Unit 2, Week 2, p. 283 | Confirmar o corregir las predicciones / First paragraph            |
|   |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 2, p. 65  | Mi turno   |
|   |   |   | Teacher Only    | Narrative             |                |                        |  |
|   |   |   | Teacher Only    | Activity              |                |                        |  |
|   |   |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
|   |   |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
|   |   |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
| (6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: | (C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures | (iii) make predictions using structures                           | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 2, p. 283 | Confirmar o corregir las predicciones / First paragraph            |
|   |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 2, p. 258 | Lectura  |
|   |   |   | 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 | (iv) correct or confirm predictions using text features           | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 4, p. 139 | Confirmar o corregir predicciones / First paragraph                |
|   |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 4, p. 139 | Mi turno   |
|   |   |   | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 2, p. 283 | Confirmar o corregir las predicciones / First paragraph            |
|   |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 4, p. 123 | Confirmar o corregir las predicciones                              |
|   |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 2, p. 260 | 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) |                |                        |  |
| (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             | 9780134914985  | Unit 3, Week 2, p. 65  | Confirmar y corregir las predicciones / First paragraph            |
|   |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 2, p. 65  | Mi turno   |
|   |   |   | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 2, p. 283 | Confirmar o corregir las predicciones / First 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) |                |                        |  |

| 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 | (vi) correct or confirm predictions using structures | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 2, p. 283 | Confirmar o corregir las predicciones / First paragraph            |  |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 2, p. 283 | 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) |                |                        |  |  |
| (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             | 9780134914985  | Unit 3, Week 5, p. 170 | Lectura  |  |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 5, p. 174 | Visualizar para comprender   |  |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 5, p. 181 | Mi turno   |  |
|   |   |  | Student/Teacher | (Drop-down Selection) |                |                        |  |  |
|   |   |  | 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             | 9780134914985  | Unit 3, Week 3, p. 105 | Hacer conexiones / First paragraph                                 |  |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 3, p. 105 | Mi turno / Second activity   |  |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 3, p. 85  | Escritura breve  |  |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 5, p. 153 | Intercambiar ideas   |  |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 3, p. 79  | Tomar apuntes  |  |
|   |   |  | 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                             | (ii) make connections to ideas in other texts        | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 3, p. 105 | Hacer conexiones / First paragraph                                 |  |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 1, p. 18  | Lectura  |  |
|   |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 2, p. 279 | Hacer conexiones / First paragraph                                 |  |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 3, p. 300 | Lectura  |  |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 5, p. 170 | Lectura  |  |



| 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) |                |                        |  |
| (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             | 9780134914985  | Unit 4, Week 4, p. 353 | Hacer conexiones / First paragraph                                 |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 4, p. 353 | Mi turno   |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 4, p. 122 | Lectura  |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 3, p. 502 | Lectura  |
|   |   |  | 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: | (F) make inferences and use evidence to support understanding                   | (i) make inferences                        | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 1, p. 31  | Hacer inferencias sobre los personajes / First paragraph           |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 1, p. 31  | Mi turno / Second paragraph  |
|   |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 5, Week 1, p. 451 | Hacer inferencias / First paragraph                                |
|   |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 5, Week 4, p. 561 | Hacer inferencias / First paragraph                                |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 1, p. 451 | Mi turno / Second paragraph  |
|   |   |  | Teacher Only    | Narrative             |                |                        |  |
|   |   |  | Teacher Only    | Activity              |                |                        |  |
|   |   |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|   |   |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|   |   |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
| (6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: | (F) make inferences and use evidence to support understanding                   | (ii) use evidence to support understanding | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 1, p. 31  | Hacer inferencias sobre los personajes                             |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 1, p. 31  | Mi turno / Second paragraph  |
|   |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 5, Week 1, p. 451 | Hacer inferencias / First paragraph                                |
|   |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 5, Week 5, p. 599 | Usar la evidencia del texto para explicar conceptos                |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 1, p. 449 | Mi turno   |
|   |   |  | Teacher Only    | Narrative             |                |                        |  |
|   |   |  | Teacher Only    | Activity              |                |                        |  |
|   |   |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|   |   |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|   |   |  | Teacher Only    | (Drop-down Selection) |                |                        |  |

| Knowledge and Skills Statement  | Student Expectation  | Breakout   | Item Type       | Citation Type         | Component ISBN | Page (s)               | Specific Location or Hyperlink to Location for Electronic Programs |
|---|--|--|-----------------|-----------------------|----------------|------------------------|--|
| (6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: | (G) evaluate details read to determine key ideas   | (i) evaluate details read to determine key ideas       | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 3, p. 103 | Evaluar los detalles / First paragraph                             |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 3, p. 103 | Mi turno   |
|   |  |  | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 5, p. 393 | Evaluar los detalles / First paragraph                             |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 5, p. 393 | Mi turno   |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 5, p. 374 | Evaluar los detalles note  |
|   |  |  | 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: | (H) synthesize information to create new understanding   | (i) synthesize information to create new understanding | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 5, p. 382 | Resumir la información / First paragraph                           |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 5, p. 382 | Mi turno / Second activity   |
|   |  |  | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 1, p. 243 | Resumir información acerca de los personajes / First paragraph     |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 4, p. 151 | Mi turno / Fourth question   |
|   |  |  | 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: | (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             | 9780134914985  | Unit 2, Week 1, p. 241 | Supervisar la comprensión / First paragraph                        |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 2, p. 485 | Mi turno   |
|   |  |  | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 5, p. 383 | Supervisar la comprensión / First paragraph                        |
|   |  |  | Student/Teacher | Narrative             | 9780134914985  | Unit 5, Week 2, p. 485 | Supervisar la comprensión / First paragraph                        |
|   |  |  | 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: | (I) 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             | 9780134914985  | Unit 2, Week 1, p. 223 | Supervisar la comprensión  |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 1, p. 223 | Supervisar la comprensión  |
|   |  |  | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 1, p. 227 | Supervisar la comprensión  |

| Knowledge and Skills Statement   | Student Expectation  | Breakout   | Item Type       | Citation Type         | Component ISBN | Page (s)               | Specific Location or Hyperlink to Location for Electronic Programs |
|--|--|--|-----------------|-----------------------|----------------|------------------------|--|
|  |  |  | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 1, p. 241 | Supervisar la comprensión / First paragraph                        |
|  |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 1, p. 241 | Mi turno / Second activity   |
|  |  |  | 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) |                |                        |  |
| (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             | 9780134914985  | Unit 1, Week 6, p. 207 | Reflexiona sobre tus lecturas / Top portion                        |
|  |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 6, p. 207 | Reflexiona sobre tus lecturas / Bottom portion                     |
|  |  |  | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 6, p. 423 | Reflexiona sobre tus lecturas / Top portion                        |
|  |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 6, p. 423 | Reflexiona sobre tus lecturas / Bottom portion                     |
|  |  |  | 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 responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources | (i) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 4, p. 140 | Comparar y contrastar  |
|  |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 4, p. 140 | Comparar y contrastar  |
|  |  |  | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 2, p. 284 | Comparar y contrastar / First paragraph                            |
|  |  |  | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 2, p. 66  | Comparar y contrastar / First paragraph                            |
|  |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 2, p. 284 | Comparar y contrastar / Last paragraph                             |
|  |  |  | Teacher Only    | Narrative             |                |                        |  |
|  |  |  | Teacher Only    | Activity              |                |                        |  |
|  |  |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |  |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |  |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
| (7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: | (C) use text evidence to support an appropriate response   | (i) use text evidence to support an appropriate response   | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 1, p. 37  | Usar la evidencia del texto / First paragraph                      |
|  |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 1, p. 37  | Mi turno   |
|  |  |  | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 2, p. 72  | Usar la evidencia del texto / First paragraph                      |
|  |  |  | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 3, p. 315 | Usar la evidencia del texto / First paragraph                      |
|  |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 2, p. 72  | Usar la evidencia del texto  |
|  |  |  | Teacher Only    | Narrative             |                |                        |  |
|  |  |  | Teacher Only    | Activity              |                |                        |  |
|  |  |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |  |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |  |  | Teacher Only    | (Drop-down Selection) |                |                        |  |

| Knowledge and Skills Statement   | Student Expectation   | Breakout  | Item Type       | Citation Type         | Component ISBN | Page (s)                     | Specific Location or Hyperlink to Location for Electronic Programs |
|--|---|---|-----------------|-----------------------|----------------|------------------------------|--|
| (7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: | (D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order                | (i) retell, paraphrase, or summarize texts in ways that maintain meaning        | Student/Teacher | Narrative             | 9780134914985  | Unit 5, Week 3, p. 527       | Resumir un texto argumentativo / First paragraph                   |
|  |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 3, p. 527       | Mi turno   |
|  |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 2, p. 277       | Mi turno / Second question   |
|  |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 2, p. 279       | Mi turno / Second activity   |
|  |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 2, p. 465       | Escritura breve  |
|  |   |   | 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, paraphrase, or summarize texts in ways that maintain meaning and logical order                | (ii) retell, paraphrase, or summarize texts in ways that maintain logical order | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 3, p. 313       | Resumir un texto literario / First paragraph                       |
|  |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 6, p. 205       | Colaborar / Second question  |
|  |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 3, p. 313       | Mi turno / Second activity   |
|  |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 2, p. 277       | Mi turno / Second question   |
|  |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 2, p. 279       | Mi turno / Second 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             | 9780134914985  | Unit 1, Week 3, p. 104       | Interacción con las fuentes / First two paragraphs                 |
|  |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 3, p. 104       | Interacción con las fuentes / Last paragraph                       |
|  |   |   | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 3, p. 316       | Anotar las fuentes   |
|  |   |   | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 4, p. 354       | Tomar notas  |
|  |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 3, p. 316       | Escribir basándose en las fuentes                                  |
|  |   |   | 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             | 9780134914985  | Unit 1, Weekly Opener, p. 13 | Vocabulario académico / First paragraph                            |
|  |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 1, Weekly Opener, p. 13 | Intercambiar ideas   |

| Knowledge and Skills Statement   | Student Expectation   | Breakout   | Item Type       | Citation Type         | Component ISBN | Page (s)                      | Specific Location or Hyperlink to Location for Electronic Programs |
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|  |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Weekly Opener, p. 15  | Vocabulario académico / First paragraph                            |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Weekly Opener, p. 15  | Intercambiar ideas   |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 2, Weekly Opener, p. 213 | Mi turno   |
|  |   |  | 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:   | (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             | 9780134914985  | Unit 4, Week 5, p. 393        | Evaluar los detalles / First paragraph                             |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 5, p. 393        | Mi turno   |
|  |   |  | Student/Teacher | (Drop-down Selection) |                |                               |  |
|  |   |  | Student/Teacher | (Drop-down Selection) |                |                               |  |
|  |   |  | Student/Teacher | (Drop-down Selection) |                |                               |  |
|  |   |  | Teacher Only    | Narrative             |                |                               |  |
|  |   |  | Teacher Only    | Activity              |                |                               |  |
|  |   |  | Teacher Only    | (Drop-down Selection) |                |                               |  |
|  |   |  | Teacher Only    | (Drop-down Selection) |                |                               |  |
|  |   |  | Teacher Only    | (Drop-down Selection) |                |                               |  |
| (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: | (A) infer basic themes supported by text evidence                           | (i) infer basic themes supported by text evidence                        | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 4, p. 335        | Inferir el tema / First paragraph                                  |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 4, p. 335        | Inferir el tema / Last paragraph                                   |
|  |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 4, p. 352        | Inferir el tema / First paragraph                                  |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 4, p. 352        | Mi turno   |
|  |   |  | Student/Teacher | (Drop-down Selection) |                |                               |  |
|  |   |  | Teacher Only    | Narrative             |                |                               |  |
|  |   |  | Teacher Only    | Activity              |                |                               |  |
|  |   |  | Teacher Only    | (Drop-down Selection) |                |                               |  |
|  |   |  | Teacher Only    | (Drop-down Selection) |                |                               |  |
|  |   |  | Teacher Only    | (Drop-down Selection) |                |                               |  |
| (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 interactions of the characters and the changes they undergo | (i) explain the interactions of the characters                           | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 1, p. 30         | Analizar a los personajes / First paragraph                        |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 1, p. 30         | Mi turno / Bottom half of page                                     |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 3, p. 311        | Mi turno / Third question  |
|  |   |  | Student/Teacher | (Drop-down Selection) |                |                               |  |
|  |   |  | Student/Teacher | (Drop-down Selection) |                |                               |  |
|  |   |  | Teacher Only    | Narrative             |                |                               |  |
|  |   |  | Teacher Only    | Activity              |                |                               |  |
|  |   |  | Teacher Only    | (Drop-down Selection) |                |                               |  |
|  |   |  | Teacher Only    | (Drop-down Selection) |                |                               |  |
|  |   |  | Teacher Only    | (Drop-down Selection) |                |                               |  |

| Knowledge and Skills Statement   | Student Expectation  | Breakout  | Item Type       | Citation Type         | Component ISBN | Page (s)               | Specific Location or Hyperlink to Location for Electronic Programs |
|--|--|---|-----------------|-----------------------|----------------|------------------------|--|
| (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: | (B) explain the interactions of the characters and the changes they undergo                    | (ii) explain the changes [the characters] undergo         | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 1, p. 30  | Analizar a los personajes / First paragraph                        |
|  |  |   | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 1, p. 30  | Mi turno / Second activity   |
|  |  |   | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 3, p. 313 | Mi turno / Third and fourth questions                              |
|  |  |   | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 3, p. 311 | Mi turno / Third question  |
|  |  |   | Student/Teacher | (Drop-down Selection) |                |                        |  |
|  |  |   | Teacher Only    | Narrative             |                |                        |  |
|  |  |   | Teacher Only    | Activity              |                |                        |  |
|  |  |   | 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 rising action, climax, falling action, and resolution | (i) analyze plot elements, including the rising action    | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 2, p. 46  | Ficción realista / First paragraph                                 |
|  |  |   | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 2, p. 50  | Analizar el argumento note   |
|  |  |   | 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) |                |                        |  |
| (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 rising action, climax, falling action, and resolution | (ii) analyze plot elements, including the climax          | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 2, p. 46  | Ficción realista / First paragraph                                 |
|  |  |   | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 2, p. 58  | Analizar el argumento  |
|  |  |   | 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) |                |                        |  |
| (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 rising action, climax, falling action, and resolution | (iii) analyze plot elements, including the falling action | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 2, p. 46  | Ficción realista / First paragraph                                 |
|  |  |   | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 2, p. 59  | Analizar el argumento  |

| 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              | 9780134914985  | Unit 3, Week 2, p. 60  | Lectura atenta: Analizar el argumento y el ambiente                |
|  |   |  | Student/Teacher | (Drop-down Selection) |                |                        |  |
|  |   |  | Teacher Only    | Narrative             |                |                        |  |
|  |   |  | Teacher Only    | Activity              |                |                        |  |
|  |   |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |   |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |   |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |   |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
| (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: | (C) analyze plot elements, including the rising action, climax, falling action, and resolution    | (iv) analyze plot elements, including the resolution                                 | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 2, p. 46  | Ficción realista / First paragraph                                 |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 2, p. 60  | Analizar el argumento y el ambiente                                |
|  |   |  | 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, including historical and cultural settings, on the plot | (i) explain the influence of the setting, including historical settings, on the plot | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 2, p. 64  | Analizar el argumento y el ambiente                                |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 2, p. 64  | Mi turno / Second activity   |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 4, p. 351 | Mi turno / Second question   |
|  |   |  | 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, including historical and cultural settings, on the plot | (ii) explain the influence of the setting, including cultural settings, on the plot  | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 2, p. 64  | Analizar el argumento y el ambiente                                |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 2, p. 56  | Analizar el ambiente note  |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 2, p. 63  | Mi turno / Third question  |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 2, p. 64  | Mi turno / 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 |
|---|---|--|-----------------|-----------------------|----------------|-----------------------------|--|
| (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, legends, myths, and tall tales | (i) demonstrate knowledge of distinguishing characteristics of well-known children's literature tall tales | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 1, p. 220      | Literatura tradicional   |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 1, p. 220      | Intercambiar ideas   |
|   |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 2, p. 258      | Cuentos exagerados   |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 1, p. 241      | Mi turno / First question  |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 2, p. 277      | Mi turno / First question  |
|   |   |  | Teacher Only    | Narrative             |                |                             |  |
|   |   |  | Teacher Only    | Activity              |                |                             |  |
|   |   |  | 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 figurative language such as simile, metaphor, and personification that the poet uses to create images   | (i) explain figurative language that the poet uses to create images  | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 4, p. 351      | Leer como un escritor / First paragraph                            |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 4, p. 352      | Mi turno   |
|   |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 4, p. 352      | Escribir para un lector / First paragraph                          |
|   |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 5, p. 180      | Examinar los elementos poéticos / First paragraph                  |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 5, p. 180      | Mi turno / Second activity   |
|   |   |  | Teacher Only    | Narrative             |                |                             |  |
|   |   |  | Teacher Only    | Activity              |                |                             |  |
|   |   |  | Teacher Only    | (Drop-down Selection) |                |                             |  |
|   |   |  | Teacher Only    | (Drop-down Selection) |                |                             |  |
| (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: | (C) explain structure in drama such as character tags, acts, scenes, and stage directions   | (i) explain structure in drama   | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 3, pp. 294–295 | First half of page and Cartel de referencia                        |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 3, p. 294      | Intercambiar ideas   |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 3, p. 298      | Lectura atenta, Explicar los elementos de una obra de teatro       |
|   |   |  | Student/Teacher | (Drop-down Selection) |                |                             |  |
|   |   |  | Teacher Only    | Narrative             |                |                             |  |
|   |   |  | Teacher Only    | Activity              |                |                             |  |
|   |   |  | Teacher Only    | (Drop-down Selection) |                |                             |  |
|   |   |  | Teacher Only    | (Drop-down Selection) |                |                             |  |
|   |   |  | Teacher Only    | (Drop-down Selection) |                |                             |  |



| Knowledge and Skills Statement  | Student Expectation   | Breakout   | Item Type       | Citation Type         | Component ISBN | Page (s)               | Specific Location or Hyperlink to Location for Electronic Programs                 |
|---|---|--|-----------------|-----------------------|----------------|------------------------|--|
| (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: | (D) recognize characteristics and structures of informational text, including:<br>(i) the central idea with supporting evidence;<br>(ii) features such as pronunciation guides and diagrams to support understanding; and<br>(iii) organizational patterns such as compare and contrast | (i) recognize characteristics of informational text, including the central idea with supporting evidence | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 2, p. 70  | Analizar la idea principal y los detalles / First paragraph                        |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 2, p. 70  | Mi turno / Second activity   |
|   |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 3, p. 103 | Evaluar los detalles / First paragraph   |
|   |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 1, p. 216 | Texto informativo  |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 3, p. 103 | Mi turno / 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: | (D) recognize characteristics and structures of informational text, including:<br>(i) the central idea with supporting evidence;<br>(ii) features such as pronunciation guides and diagrams to support understanding; and<br>(iii) organizational patterns such as compare and contrast | (ii) recognize characteristics of informational text, including features to support understanding        | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 4, p. 118 | El texto informativo   |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 4, p. 118 | Intercambiar ideas   |
|   |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 1, p. 216 | Texto informativo  |
|   |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 6, p. 404 | Colaborar y comentar   |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 4, p. 124 | Lectura atenta: Analizar los elementos del texto note; in-text pronunciation guide |
|   |   |  | Teacher Only    | Narrative             |                |                        |  |
|   |   |  | Teacher Only    | Activity              |                |                        |  |
|   |   |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|   |   |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|   |   |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
| (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: | (D) recognize characteristics and structures of informational text, including:<br>(i) the central idea with supporting evidence;<br>(ii) features such as pronunciation guides and diagrams to support understanding; and<br>(iii) organizational patterns such as compare and contrast | (iii) recognize characteristics of informational text, including organizational patterns                 | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 3, p. 86  | El artículo de revista   |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 3, p. 95  | Analizar la estructura del texto   |
|   |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 3, p. 102 | Analizar la estructura del texto   |
|   |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 2, p. 256 | Texto informativo  |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 3, p. 102 | Mi turno / Second 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 |
|---|---|--|------------------------------------|---------------|----------------|-----------------------------|--|
| (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:<br>(i) the central idea with supporting evidence;<br>(ii) features such as pronunciation guides and diagrams to support understanding; and<br>(iii) organizational patterns such as compare and contrast | (iv) recognize structures of informational text, including the central idea with supporting evidence | Student/Teacher                    | Narrative     | 9780134914985  | Unit 1, Week 2, p. 70       | Analizar la idea principal y los detalles / First paragraph        |
|   |   |  | Student/Teacher                    | Activity      | 9780134914985  | Unit 1, Week 2, p. 70       | Mi turno / Second activity   |
|   |   |  | Student/Teacher                    | Narrative     | 9780134914985  | Unit 1, Week 3, p. 103      | First paragraph  |
|   |   |  | Student/Teacher                    | Narrative     | 9780134914985  | Unit 2, Week 1, pp. 216–217 | Texto informativo / First paragraph and Cartel de referencia       |
|   |   |  | Student/Teacher                    | Activity      | 9780134914985  | Unit 1, Week 3, p. 103      | Mi turno / Second 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:<br>(i) the central idea with supporting evidence;<br>(ii) features such as pronunciation guides and diagrams to support understanding; and<br>(iii) organizational patterns such as compare and contrast | (v) recognize structures of informational text, including features to support understanding          | Student/Teacher                    | Narrative     | 9780134914985  | Unit 1, Week 4, p. 118      | El texto informativo   |
|   |   |  | Student/Teacher                    | Activity      | 9780134914985  | Unit 1, Week 4, p. 118      | Intercambiar ideas   |
|   |   |  | Student/Teacher                    | Narrative     | 9780134914985  | Unit 2, Week 1, p. 216      | Texto informativo / Fourth bullet                                  |
|   |   |  | Student/Teacher                    | Narrative     | 9780134914985  | Unit 5, Week 1, p. 432      | Texto informativo  |
|   |   |  | Student/Teacher                    | Activity      | 9780134914985  | Unit 1, Week 4, p. 124      | Analizar los elementos del texto                                   |
|   |   |  | 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:<br>(i) the central idea with supporting evidence;<br>(ii) features such as pronunciation guides and diagrams to support understanding; and<br>(iii) organizational patterns such as compare and contrast | (vi) recognize structures of informational text, including organizational patterns                   | Student/Teacher                    | Narrative     | 9780134914985  | Unit 1, Week 3, p. 86       | El artículo de revista   |
|   |   |  | Student/Teacher                    | Activity      | 9780134914985  | Unit 1, Week 3, p. 95       | Lectura atenta: Analizar la estructura del texto                   |
|   |   |  | Student/Teacher                    | Narrative     | 9780134914985  | Unit 1, Week 3, p. 102      | Analizar la estructura del texto                                   |
|   |   |  | Student/Teacher                    | Narrative     | 9780134914985  | Unit 2, Week 2, p. 256      | Texto informativo  |
|   |   |  | Student/Teacher                    | Activity      | 9780134914985  | Unit 1, Week 3, p. 102      | Mi turno / Second activity   |
|   |   |  | 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:<br>(i) identifying the claim;<br>(ii) explaining how the author has used facts for an argument; and<br>(iii) identifying the intended audience or reader | (i) recognize characteristics of argumentative text by identifying the claim                                     | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 6, p. 194      | Un asunto de opinión   |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 6, pp. 194-195 | Both Colaborar   |
|   |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 6, p. 198      | Una cuestión de opinión  |
|   |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 6, p. 202      | Colaborar y comentar / First paragraph                             |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 6, pp. 198-199 | Both Colaborar   |
|   |   |  | 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: | (E) recognize characteristics and structures of argumentative text by:<br>(i) identifying the claim;<br>(ii) explaining how the author has used facts for an argument; and<br>(iii) identifying the intended audience or reader | (ii) recognize characteristics of argumentative text by explaining how the author has used facts for an argument | Student/Teacher | Narrative             | 9780134914985  | Unit 5, Week 3, p. 500      | El texto argumentativo   |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 3, p. 516      | Resumir un texto argumentativo                                     |
|   |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 5, Week 3, p. 526      | Analizar el argumento  |
|   |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 5 Week 6, p. 616       | Explorar y planificar  |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 3, p. 526      | Mi turno / Second 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: | (E) recognize characteristics and structures of argumentative text by:<br>(i) identifying the claim;<br>(ii) explaining how the author has used facts for an argument; and<br>(iii) identifying the intended audience or reader | (iii) recognize characteristics of argumentative text by identifying the intended audience or reader             | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 6, p. 198      | Explorar y planificar / Fourth bullet                              |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 6, p. 198      | Colaborar  |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 3, p. 502      | Lectura  |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 3, p. 511      | Lectura atenta: Analizar el argumento                              |
|   |   |  | 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) |                |                             |  |
|   |   |  | 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:<br>(i) identifying the claim;<br>(ii) explaining how the author has used facts for an argument; and<br>(iii) identifying the intended audience or reader | (iv) recognize structures of argumentative text by identifying the claim                                   | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 6, p. 194      | Un asunto de opinión   |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 6, pp. 194-195 | Both Colaborar   |
|   |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 6, p. 198      | Una cuestión de opinión  |
|   |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 6, p. 202      | Colaborar y comentar / First paragraph                             |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 6, pp. 198-199 | Both Colaborar   |
|   |   |  | Teacher Only    | Narrative             |                |                             |  |
|   |   |  | Teacher Only    | Activity              |                |                             |  |
|   |   |  | 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:<br>(i) identifying the claim;<br>(ii) explaining how the author has used facts for an argument; and<br>(iii) identifying the intended audience or reader | (v) recognize structures of argumentative text by explaining how the author has used facts for an argument | Student/Teacher | Narrative             | 9780134914985  | Unit 5, Week 3, p. 500      | El texto argumentativo   |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 3, p. 516      | Resumir un texto argumentativo                                     |
|   |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 5, Week 3, p. 526      | Analizar el argumento  |
|   |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 5, Week 6, p. 616      | Explorar y planificar  |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 3, p. 526      | Mi turno / Second activity   |
|   |   |  | Teacher Only    | Narrative             |                |                             |  |
|   |   |  | Teacher Only    | Activity              |                |                             |  |
|   |   |  | 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:<br>(i) identifying the claim;<br>(ii) explaining how the author has used facts for an argument; and<br>(iii) identifying the intended audience or reader | (vi) recognize structures of argumentative text by identifying the intended audience or reader             | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 6, p. 198      | Explorar y planificar / Fourth bullet                              |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 6, p. 198      | Colaborar  |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 3, p. 502      | Lectura  |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 3, p. 511      | Analizar el argumento  |
|   |   |  | 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 |
|---|---|---|-----------------|-----------------------|----------------|------------------------|--|
| (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             | 9780134914985  | Unit 4, Week 6, p. 420 | Full page  |
|   |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 2, p. 255 | Intercambiar ideas   |
|   |   |   | Student/Teacher | Narrative             | 9780134914985  | Unit 5, Week 5, p. 576 | Texto informativo y video  |
|   |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 5, p. 576 | Intercambiar ideas   |
|   |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 5, p. 597 | Mi turno / First question  |
|   |   |   | Teacher Only    | Narrative             |                |                        |  |
|   |   |   | Teacher Only    | Activity              |                |                        |  |
|   |   |   | 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             | 9780134914985  | Unit 4, Week 6, p. 420 | Full page  |
|   |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 2, p. 255 | Intercambiar ideas   |
|   |   |   | Student/Teacher | Narrative             | 9780134914985  | Unit 5, Week 5, p. 576 | Texto informativo y video  |
|   |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 5, p. 576 | Intercambiar ideas   |
|   |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 5, p. 597 | Mi turno / First question  |
|   |   |   | 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: | (A) explain the author's purpose and message within a text    | (i) explain the author's purpose within a text    | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 1, p. 36  | Explicar el propósito del autor                                    |
|   |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 1, p. 36  | Mi turno / Second activity   |
|   |   |   | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 5, p. 181 | Leer como un escritor  |
|   |   |   | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 5, p. 397 | Leer como un escritor  |
|   |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 5, p. 181 | Mi turno   |
|   |   |   | Teacher Only    | Narrative             |                |                        |  |
|   |   |   | Teacher Only    | Activity              |                |                        |  |
|   |   |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
|   |   |   | Teacher Only    | (Drop-down Selection) |                |                        |  |

| Knowledge and Skills Statement  | Student Expectation   | Breakout  | Item Type       | Citation Type         | Component ISBN | Page (s)               | Specific Location or Hyperlink to Location for Electronic Programs |
|---|---|---|-----------------|-----------------------|----------------|------------------------|--|
| (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             | 9780134914985  | Unit 3, Week 3, p. 105 | Hacer conexiones   |
|   |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 3, p. 105 | Mi turno / Second activity   |
|   |   |   | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 4, p. 157 | Leer como un escritor  |
|   |   |   | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 4, p. 156 | Escribir para un lector  |
|   |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 4, p. 147 | Comparar y contrastar puntos de vista                              |
|   |   |   | 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             | 9780134914985  | Unit 1, Week 5, p. 176 | Analizar la estructura del texto                                   |
|   |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 5, p. 176 | Mi turno / Second activity   |
|   |   |   | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 2, p. 282 | Analizar la estructura del texto                                   |
|   |   |   | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 5, p. 387 | Leer como un escritor  |
|   |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 2, p. 282 | Mi turno / 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: | (C) analyze the author's use of print and graphic features to achieve specific purposes | (i) analyze the author's use of print features to achieve specific purposes   | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 4, p. 138 | Analizar los elementos del texto                                   |
|   |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 4, p. 138 | Mi turno   |
|   |   |   | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 4, p. 143 | Leer como un escritor  |
|   |   |   | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 2, p. 287 | Leer como un escritor  |
|   |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 4, p. 143 | Mi turno   |
|   |   |   | Teacher Only    | Narrative             |                |                        |  |
|   |   |   | Teacher Only    | Activity              |                |                        |  |
|   |   |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
|   |   |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
|   |   |   | Teacher Only    | (Drop-down Selection) |                |                        |  |

| Knowledge and Skills Statement   | Student Expectation  | Breakout   | Item Type       | Citation Type         | Component ISBN | Page (s)               | Specific Location or Hyperlink to Location for Electronic Programs |
|--|--|--|-----------------|-----------------------|----------------|------------------------|--|
|  |  |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
| <p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> | <p>(C) analyze the author's use of print and graphic features to achieve specific purposes</p>   | <p>(ii) analyze the author's use of graphic features to achieve specific purposes</p>    | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 4, p. 138 | Analizar los elementos del texto                                   |
|  |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 4, p. 138 | Mi turno   |
|  |  |  | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 4, p. 143 | Leer como un escritor  |
|  |  |  | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 1, p. 41  | Leer como un escritor  |
|  |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 4, p. 143 | Mi turno   |
|  |  |  | Teacher Only    | Narrative             |                |                        |  |
|  |  |  | Teacher Only    | Activity              |                |                        |  |
|  |  |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |  |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |  |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
| <p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> | <p>(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance [achieve] specific purposes</p> | <p>(i) describe how the author's use of imagery achieves specific purposes</p>           | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 4, p. 351 | Leer como un escritor  |
|  |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 4, p. 351 | Mi turno   |
|  |  |  | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 2, p. 69  | Leer como un escritor  |
|  |  |  | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 5, p. 185 | Leer como un escritor  |
|  |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 2, p. 69  | Mi turno   |
|  |  |  | Teacher Only    | Narrative             |                |                        |  |
|  |  |  | Teacher Only    | Activity              |                |                        |  |
|  |  |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |  |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |  |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
| <p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> | <p>(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance [achieve] specific purposes</p> | <p>(ii) describe how the author's use of literal language achieves specific purposes</p> | Student/Teacher | Narrative             | 9780134914985  | Unit 5, Week 2, p. 489 | Leer como un escritor  |
|  |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 2, p. 489 | Mi turno   |
|  |  |  | Student/Teacher | Narrative             | 9780134914985  | Unit 5, Week 5, p. 603 | Leer como un escritor  |
|  |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 5, p. 603 | Mi turno   |
|  |  |  | Student/Teacher | (Drop-down Selection) |                |                        |  |
|  |  |  | Teacher Only    | Narrative             |                |                        |  |
|  |  |  | Teacher Only    | Activity              |                |                        |  |
|  |  |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |  |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |  |  | Teacher Only    | (Drop-down Selection) |                |                        |  |

| Knowledge and Skills Statement  | Student Expectation   | Breakout   | Item Type       | Citation Type         | Component ISBN | Page (s)               | Specific Location or Hyperlink to Location for Electronic Programs |
|---|---|--|-----------------|-----------------------|----------------|------------------------|--|
|   |   |  | 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 metaphor, and sound devices such as alliteration and assonance [achieve] specific purposes | (iii) describe how the author's use of figurative language achieves specific purposes    | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 2, p. 75  | Leer como un escritor  |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 2, p. 75  | Mi turno   |
|   |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 3, p. 319 | Leer como un escritor  |
|   |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 5, p. 185 | Leer como un escritor  |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 3, p. 319 | Mi turno   |
|   |   |  | 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: | (D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance [achieve] specific purposes | (iv) describe how the author's use of sound devices achieves specific purposes           | Student/Teacher | Narrative             | 9780134914985  | Unit 5, Week 2, p. 494 | Escribir con aliteración y asonancia                               |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 5, p. 180 | #1, #2, and Chart  |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 2, p. 494 | Mi turno   |
|   |   |  | Student/Teacher | (Drop-down Selection) |                |                        |  |
|   |   |  | Student/Teacher | (Drop-down Selection) |                |                        |  |
|   |   |  | Teacher Only    | Narrative             |                |                        |  |
|   |   |  | Teacher Only    | Activity              |                |                        |  |
|   |   |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|   |   |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|   |   |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
| (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 and understand 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             | 9780134914985  | Unit 3, Week 4, p. 120 | Ficción y ficción realista   |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 4, p. 120 | Intercambiar ideas   |
|   |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 4, p. 152 | Comparar y contrastar puntos de vista                              |
|   |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 1, p. 247 | Leer como un escritor  |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 4, p. 152 | Mi turno / Second 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 |
|---|---|---|-----------------|-----------------------|----------------|------------------------|--|
| (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 and understand the use of literary devices, including first- or third-person point of view | (ii) understand the use of literary devices, including first- or third-person point of view | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 4, p. 120 | Ficción y ficción realista   |
|   |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 4, p. 120 | Intercambiar ideas   |
|   |   |   | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 4, p. 152 | Comparar y contrastar puntos de vista                              |
|   |   |   | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 1, p. 247 | Leer como un escritor  |
|   |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 4, p. 152 | Mi turno / 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: | (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             | 9780134914985  | Unit 1, Week 1, p. 46  | Conocer al narrador  |
|   |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 1, p. 46  | Mi turno   |
|   |   |   | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 4, p. 120 | Género spread / Third bullet                                       |
|   |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 1, p. 247 | Mi turno   |
|   |   |   | Student/Teacher | (Drop-down Selection) |                |                        |  |
|   |   |   | Teacher Only    | Narrative             |                |                        |  |
|   |   |   | Teacher Only    | Activity              |                |                        |  |
|   |   |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
|   |   |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
|   |   |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
| (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 anecdote  | (i) identify the use of anecdote  | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 1, p. 23  | Explicar el propósito del autor / First paragraph                  |
|   |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 1, p. 23  | Explicar el propósito del autor / Last paragraph                   |
|   |   |   | 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: | (G) identify and explain the use of anecdote  | (ii) explain the use of anecdote  | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 1, p. 23  | Explicar el propósito del autor / First paragraph                  |
|   |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 1, p. 23  | Explicar el propósito del autor / Last paragraph                   |
|   |   |   | 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:  | (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             | 9780134914985  | Unit 3, Week 3, p. 117 | Last paragraph   |
|   |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 3, p. 117 | Mi turno   |
|   |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 3, p. 325 | Mi turno   |
|   |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 3, p. 539 | Mi turno / 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) |                |                        |  |
| (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:<br>(i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and<br>(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             | 9780134914985  | Unit 2, Week 2, p. 291 | Desarrollar una introducción                                       |
|   |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 2, p. 291 | 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:  | (B) develop drafts into a focused, structured, and coherent piece of writing by:<br>(i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and<br>(ii) developing an engaging idea with relevant details | (ii) develop drafts into a focused piece of writing by organizing with purposeful structure, including transitions    | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 3, p. 326 | Chart  |
|   |   |   | 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 |
|--|---|--|-----------------|-----------------------|----------------|------------------------|--|
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 3, p. 326 | 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: | (B) develop drafts into a focused, structured, and coherent piece of writing by:<br>(i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and<br>(ii) developing an engaging idea with relevant details | (iii) develop drafts into a focused piece of writing by organizing with purposeful structure, including a conclusion     | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 2, p. 295 | Desarrollar una conclusión   |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 2, p. 295 | 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: | (B) develop drafts into a focused, structured, and coherent piece of writing by:<br>(i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and<br>(ii) developing an engaging idea with relevant details | (iv) develop drafts into a focused piece of writing by developing an engaging idea with relevant details                 | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 2, p. 292 | Desarrollar detalles relevantes                                    |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 2, p. 292 | 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: | (B) develop drafts into a focused, structured, and coherent piece of writing by:<br>(i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and<br>(ii) developing an engaging idea with relevant details | (v) develop drafts into a structured piece of writing by organizing with purposeful structure, including an introduction | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 3, p. 111 | Desarrollar y crear una introducción                               |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 3, p. 111 | Mi turno   |
|  |   |  | Student/Teacher | (Drop-down Selection) |                |                        |  |
|  |   |  | Student/Teacher | (Drop-down Selection) |                |                        |  |
|  |   |  | Student/Teacher | (Drop-down Selection) |                |                        |  |
|  |   |  | Teacher Only    | Narrative             |                |                        |  |
|  |   |  | Teacher Only    | Activity              |                |                        |  |
|  |   |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |   |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |   |  | Teacher Only    | (Drop-down Selection) |                |                        |  |

| Knowledge and Skills Statement  | Student Expectation  | Breakout   | Item Type       | Citation Type         | Component ISBN | Page (s)               | Specific Location or Hyperlink to Location for Electronic Programs |
|---|--|--|-----------------|-----------------------|----------------|------------------------|--|
| <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>(B) develop drafts into a focused, structured, and coherent piece of writing by:<br/>                     (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and<br/>                     (ii) developing an engaging idea with relevant details</p> | <p>(vi) develop drafts into a structured piece of writing by organizing with purposeful structure, including transitions</p>   | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 3, p. 113 | Chart  |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 3, p. 113 | Mi turno activities  |
|   |  |  | Student/Teacher | (Drop-down Selection) |                |                        |  |
|   |  |  | Student/Teacher | (Drop-down Selection) |                |                        |  |
|   |  |  | Teacher Only    | Narrative             |                |                        |  |
|   |  |  | Teacher Only    | Activity              |                |                        |  |
|   |  |  | 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>(B) develop drafts into a focused, structured, and coherent piece of writing by:<br/>                     (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and<br/>                     (ii) developing an engaging idea with relevant details</p> | <p>(vii) develop drafts into a structured piece of writing by organizing with purposeful structure, including a conclusion</p> | Student/Teacher | Narrative             | 9780134914985  | Unit 5, Week 6, p. 620 | Colaborar y comentar / Third bullet                                |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 6, p. 620 | ¡A intentarlo!   |
|   |  |  | Student/Teacher | (Drop-down Selection) |                |                        |  |
|   |  |  | Student/Teacher | (Drop-down Selection) |                |                        |  |
|   |  |  | Teacher Only    | Narrative             |                |                        |  |
|   |  |  | Teacher Only    | Activity              |                |                        |  |
|   |  |  | 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>(B) develop drafts into a focused, structured, and coherent piece of writing by:<br/>                     (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and<br/>                     (ii) developing an engaging idea with relevant details</p> | <p>(viii) develop drafts into a structured piece of writing by developing an engaging idea with relevant details</p>           | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 2, p. 81  | Chart  |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 2, p. 81  | Mi turno activities  |
|   |  |  | Student/Teacher | (Drop-down Selection) |                |                        |  |
|   |  |  | Student/Teacher | (Drop-down Selection) |                |                        |  |
|   |  |  | Teacher Only    | Narrative             |                |                        |  |
|   |  |  | Teacher Only    | Activity              |                |                        |  |
|   |  |  | 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>(B) develop drafts into a focused, structured, and coherent piece of writing by:<br/>                     (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and<br/>                     (ii) developing an engaging idea with relevant details</p> | <p>(ix) develop drafts into a coherent piece of writing by organizing with purposeful structure, including an introduction</p> | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 3, p. 321 | Escribir la introducción y la conclusión                           |
|   |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 3, p. 321 | 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: | (B) develop drafts into a focused, structured, and coherent piece of writing by:<br>(i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and<br>(ii) developing an engaging idea with relevant details | (x) develop drafts into a coherent piece of writing by organizing with purposeful structure, including transitions   | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 3, p. 324 | Usar las frases y palabras de transición                           |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 3, p. 324 | Mi turno   |
|  |   |  | Student/Teacher | (Drop-down Selection) |                |                        |  |
|  |   |  | Student/Teacher | (Drop-down Selection) |                |                        |  |
|  |   |  | Student/Teacher | (Drop-down Selection) |                |                        |  |
|  |   |  | Teacher Only    | Narrative             |                |                        |  |
|  |   |  | Teacher Only    | Activity              |                |                        |  |
|  |   |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |   |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |   |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
| (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:<br>(i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and<br>(ii) developing an engaging idea with relevant details | (xi) develop drafts into a coherent piece of writing by organizing with purposeful structure, including a conclusion | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 3, p. 321 | Escribir la introducción y la conclusión                           |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 3, p. 321 | Mi turno   |
|  |   |  | Student/Teacher | (Drop-down Selection) |                |                        |  |
|  |   |  | Student/Teacher | (Drop-down Selection) |                |                        |  |
|  |   |  | Student/Teacher | (Drop-down Selection) |                |                        |  |
|  |   |  | Teacher Only    | Narrative             |                |                        |  |
|  |   |  | Teacher Only    | Activity              |                |                        |  |
|  |   |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |   |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |   |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
| (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:<br>(i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and<br>(ii) developing an engaging idea with relevant details | (xii) develop drafts into a coherent piece of writing by developing an engaging idea with relevant details           | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 2, p. 289 | Desarrollar detalles de apoyo y datos                              |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 2, p. 289 | 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        |
|--|---|--|-----------------|-----------------------|----------------|------------------------|---|
| (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             | 9780134914985  | Unit 4, Week 4, p. 364 | Corregir el uso de las oraciones compuestas / First 3 paragraphs          |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 4, p. 364 | Mi turno  |
|  |   |  | Student/Teacher | (Drop-down Selection) |                |                        |   |
|  |   |  | Student/Teacher | (Drop-down Selection) |                |                        |   |
|  |   |  | Teacher Only    | Narrative             |                |                        |   |
|  |   |  | Teacher Only    | Activity              |                |                        |   |
|  |   |  | Teacher Only    | (Drop-down Selection) |                |                        |   |
|  |   |  | Teacher Only    | (Drop-down Selection) |                |                        |   |
| (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             | 9780134914985  | Unit 5, Week 4, p. 571 | Revisar la selección de palabras / First paragraph and bullets            |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 4, p. 571 | Mi turno  |
|  |   |  | Student/Teacher | (Drop-down Selection) |                |                        |   |
|  |   |  | Student/Teacher | (Drop-down Selection) |                |                        |   |
|  |   |  | Student/Teacher | (Drop-down Selection) |                |                        |   |
|  |   |  | Teacher Only    | Narrative             |                |                        |   |
|  |   |  | Teacher Only    | Activity              |                |                        |   |
|  |   |  | Teacher Only    | (Drop-down Selection) |                |                        |   |
| (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: | (C) revise drafts 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             | 9780134914985  | Unit 1, Week 4, p. 147 | Agregar ideas para tener coherencia y claridad                            |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 4, p. 147 | Mi turno  |
|  |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 5, Week 5, p. 607 | Añadir y borrar ideas para lograr coherencia y claridad / First paragraph |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 5, p. 607 | Mi turno activities   |
|  |   |  | 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 | (iv) revise drafts by deleting ideas for coherence | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 4, p. 148 | Eliminar ideas para tener coherencia y claridad                           |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 4, p. 148 | Mi turno / Second activity  |
|  |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 5, Week 5, p. 607 | Añadir y borrar ideas para lograr coherencia y claridad                   |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 5, p. 607 | Mi turno activities   |
|  |   |  | Student/Teacher | (Drop-down Selection) |                |                        |   |
|  |   |  | Teacher Only    | Narrative             |                |                        |   |
|  |   |  | Teacher Only    | Activity              |                |                        |   |
|  |   |  | Teacher Only    | (Drop-down Selection) |                |                        |   |

| Knowledge and Skills Statement   | Student Expectation   | Breakout  | Item Type       | Citation Type         | Component ISBN | Page (s)               | Specific Location or Hyperlink to Location for Electronic Programs        |
|--|---|---|-----------------|-----------------------|----------------|------------------------|---|
|  |   |   | Student/Teacher | (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 | (v) revise drafts by combining ideas for coherence    | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 5, p. 189 | Reorganizar y combinar las ideas  |
|  |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 5, p. 189 | 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 | (vi) revise drafts by rearranging ideas for coherence | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 5, p. 189 | Reorganizar y combinar las ideas  |
|  |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 5, p. 189 | 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 | (vii) revise drafts by adding ideas for clarity       | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 4, p. 147 | Agregar ideas para tener coherencia y claridad                            |
|  |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 4, p. 147 | Mi turno activities   |
|  |   |   | Student/Teacher | Narrative             | 9780134914985  | Unit 5, Week 5, p. 607 | Añadir y borrar ideas para lograr coherencia y claridad / First paragraph |
|  |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 5, p. 607 | 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) |                |                        |   |
| (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             | 9780134914985  | Unit 1, Week 4, p. 148 | Eliminar ideas para tener coherencia y claridad                           |

| 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              | 9780134914985  | Unit 1, Week 4, p. 148 | Mi turno / Second activity  |
|  |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 5, Week 5, p. 607 | Añadir y borrar ideas para lograr coherencia y claridad / First paragraph |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 5, p. 607 | 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) |                |                        |   |
| (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             | 9780134914985  | Unit 3, Week 5, p. 189 | Reorganizar y combinar las ideas  |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 5, p. 189 | 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             | 9780134914985  | Unit 3, Week 5, p. 189 | Reorganizar y combinar las ideas  |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 5, p. 189 | Mi turno activities   |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 4, p. 361 | Mi turno activities   |
|  |   |  | 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:<br/>                     (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;<br/>                     (ii) irregular verbs;<br/>                     (iii) singular, plural, common, and proper nouns, including gender-specific articles;<br/>                     (iv) adjectives, including their comparative and superlative forms;<br/>                     (v) adverbs that convey frequency and adverbs that convey degree;<br/>                     (vi) prepositions and prepositional phrases;<br/>                     (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;<br/>                     (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;<br/>                     (ix) capitalization of historical events and documents, titles of books, stories, and essays;<br/>                     (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and<br/>                     (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p> | <p>(i) edit drafts using standard Spanish conventions, including complete simple sentences with subject-verb agreement</p> | <p>Student/Teacher</p> | <p>Narrative</p>             | <p>9780134914985</p> | <p>Unit 2, Week 5, p. 390</p> | <p>Lenguaje y normas</p>   |
|   |  |  | <p>Student/Teacher</p> | <p>Activity</p>              | <p>9780134914985</p> | <p>Unit 2, Week 5, p. 390</p> | <p>Mi turno</p>  |
|   |  |  | <p>Student/Teacher</p> | <p>Narrative</p>             | <p>9780134914985</p> | <p>Unit 3, Week 2, p. 72</p>  | <p>Lenguaje y normas, including chart</p>                          |
|   |  |  | <p>Student/Teacher</p> | <p>Activity</p>              | <p>9780134914985</p> | <p>Unit 3, Week 2, p. 72</p>  | <p>Mi turno</p>  |
|   |  |  | <p>Student/Teacher</p> | <p>Activity</p>              | <p>9780134914985</p> | <p>Unit 2, Week 6, p. 411</p> | <p>Corrige chart and Colaborar</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:<br/>                     (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;<br/>                     (ii) irregular verbs;<br/>                     (iii) singular, plural, common, and proper nouns, including gender-specific articles;<br/>                     (iv) adjectives, including their comparative and superlative forms;<br/>                     (v) adverbs that convey frequency and adverbs that convey degree;<br/>                     (vi) prepositions and prepositional phrases;<br/>                     (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;<br/>                     (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;<br/>                     (ix) capitalization of historical events and documents, titles of books, stories, and essays;<br/>                     (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and<br/>                     (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p> | <p>(ii) edit drafts using standard Spanish conventions, including complete simple sentences with avoidance of splices</p>  | <p>Student/Teacher</p> | <p>Narrative</p>             | <p>9780134914985</p> | <p>Unit 1, Week 3, p. 110</p> | <p>Las oraciones completas, including 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              | 9780134914985  | Unit 1, Week 3, p. 110 | Mi turno   |
|  |   |   | Student/Teacher | (Drop-down Selection) |                |                        |  |
|  |   |   | Student/Teacher | (Drop-down Selection) |                |                        |  |
|  |   |   | Student/Teacher | (Drop-down Selection) |                |                        |  |
|  |   |   | Teacher Only    | Narrative             |                |                        |  |
|  |   |   | Teacher Only    | Activity              |                |                        |  |
|  |   |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |   |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |   |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |   |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
| (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:<br>(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;<br>(ii) irregular verbs;<br>(iii) singular, plural, common, and proper nouns, including gender-specific articles;<br>(iv) adjectives, including their comparative and superlative forms;<br>(v) adverbs that convey frequency and adverbs that convey degree;<br>(vi) prepositions and prepositional phrases;<br>(vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;<br>(viii) coordinating conjunctions to form compound subjects, predicates, and sentences;<br>(ix) capitalization of historical events and documents, titles of books, stories, and essays;<br>(x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and<br>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules | (iii) edit drafts using standard Spanish conventions, including complete simple sentences with avoidance of run-ons | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 4, p. 146 | First paragraph and chart  |
|  |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 4, p. 146 | Mi turno   |
|  |   |   | Student/Teacher | (Drop-down Selection) |                |                        |  |
|  |   |   | Student/Teacher | (Drop-down Selection) |                |                        |  |
|  |   |   | Student/Teacher | (Drop-down Selection) |                |                        |  |
|  |   |   | Teacher Only    | Narrative             |                |                        |  |
|  |   |   | Teacher Only    | Activity              |                |                        |  |
|  |   |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |   |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |   |   | Teacher Only    | (Drop-down Selection) |                |                        |  |

| Knowledge and Skills Statement  | Student Expectation  | Breakout  | Item Type              | Citation Type                | Component ISBN       | Page (s)                      | Specific Location or Hyperlink to Location for Electronic Programs |
|---|--|---|------------------------|------------------------------|----------------------|-------------------------------|--|
| <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:<br/>                     (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;<br/>                     (ii) irregular verbs;<br/>                     (iii) singular, plural, common, and proper nouns, including gender-specific articles;<br/>                     (iv) adjectives, including their comparative and superlative forms;<br/>                     (v) adverbs that convey frequency and adverbs that convey degree;<br/>                     (vi) prepositions and prepositional phrases;<br/>                     (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;<br/>                     (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;<br/>                     (ix) capitalization of historical events and documents, titles of books, stories, and essays;<br/>                     (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and<br/>                     (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p> | <p>(iv) edit drafts using standard Spanish conventions, including complete simple sentences with avoidance of fragments</p> | <p>Student/Teacher</p> | <p>Narrative</p>             | <p>9780134914985</p> | <p>Unit 1, Week 5, p. 184</p> | <p>First paragraph and chart</p>                                   |
|   |  |   | <p>Student/Teacher</p> | <p>Activity</p>              | <p>9780134914985</p> | <p>Unit 1, Week 5, p. 184</p> | <p>Mi turno</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:<br/>                     (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;<br/>                     (ii) irregular verbs;<br/>                     (iii) singular, plural, common, and proper nouns, including gender-specific articles;<br/>                     (iv) adjectives, including their comparative and superlative forms;<br/>                     (v) adverbs that convey frequency and adverbs that convey degree;<br/>                     (vi) prepositions and prepositional phrases;<br/>                     (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;<br/>                     (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;<br/>                     (ix) capitalization of historical events and documents, titles of books, stories, and essays;<br/>                     (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and<br/>                     (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p> | <p>(v) edit drafts using standard Spanish conventions, including compound sentences with subject-verb agreement</p>         | <p>Student/Teacher</p> | <p>Narrative</p>             | <p>9780134914985</p> | <p>Unit 2, Week 5, p. 390</p> | <p>First half of page</p>  |
|   |  |   | <p>Student/Teacher</p> | <p>Activity</p>              | <p>9780134914985</p> | <p>Unit 2, Week 5, p. 390</p> | <p>Mi turno</p>  |
|   |  |   | <p>Student/Teacher</p> | <p>Narrative</p>             | <p>9780134914985</p> | <p>Unit 3, Week 2, p. 72</p>  | <p>Lenguaje y normas, including 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 | Narrative             | 9780134914985  | Unit 4, Week 4, p. 364 | Taller de escritura, including charts                              |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 2, p. 72  | Mi turno   |
|   |  |   | 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:<br/>                     (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;<br/>                     (ii) irregular verbs;<br/>                     (iii) singular, plural, common, and proper nouns, including gender-specific articles;<br/>                     (iv) adjectives, including their comparative and superlative forms;<br/>                     (v) adverbs that convey frequency and adverbs that convey degree;<br/>                     (vi) prepositions and prepositional phrases;<br/>                     (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;<br/>                     (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;<br/>                     (ix) capitalization of historical events and documents, titles of books, stories, and essays;<br/>                     (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and<br/>                     (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p> | <p>(vi) edit drafts using standard Spanish conventions, including complete compound sentences with avoidance of splices</p> | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 1, p. 248 | Lenguaje y normas, including chart                                 |
|   |  |   | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 1, p. 248 | Mi turno   |
|   |  |   | Student/Teacher | (Drop-down Selection) |                |                        |  |
|   |  |   | Student/Teacher | (Drop-down Selection) |                |                        |  |
|   |  |   | Student/Teacher | (Drop-down Selection) |                |                        |  |
|   |  |   | Teacher Only    | Narrative             |                |                        |  |
|   |  |   | Teacher Only    | Activity              |                |                        |  |
|   |  |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
|   |  |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
|   |  |   | Teacher Only    | (Drop-down Selection) |                |                        |  |

| Knowledge and Skills Statement  | Student Expectation  | Breakout  | Item Type              | Citation Type                | Component ISBN       | Page (s)                      | Specific Location or Hyperlink to Location for Electronic Programs |
|---|--|---|------------------------|------------------------------|----------------------|-------------------------------|--|
| <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:<br/>                     (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;<br/>                     (ii) irregular verbs;<br/>                     (iii) singular, plural, common, and proper nouns, including gender-specific articles;<br/>                     (iv) adjectives, including their comparative and superlative forms;<br/>                     (v) adverbs that convey frequency and adverbs that convey degree;<br/>                     (vi) prepositions and prepositional phrases;<br/>                     (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;<br/>                     (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;<br/>                     (ix) capitalization of historical events and documents, titles of books, stories, and essays;<br/>                     (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and<br/>                     (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p> | <p>(vii) edit drafts using standard Spanish conventions, including complete compound sentences with avoidance of run-ons</p>    | <p>Student/Teacher</p> | <p>Narrative</p>             | <p>9780134914985</p> | <p>Unit 2, Week 1, p. 248</p> | <p>Lenguaje y normas, including chart</p>                          |
|   |  |   | <p>Student/Teacher</p> | <p>Activity</p>              | <p>9780134914985</p> | <p>Unit 2, Week 1, p. 248</p> | <p>Mi turno</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:<br/>                     (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;<br/>                     (ii) irregular verbs;<br/>                     (iii) singular, plural, common, and proper nouns, including gender-specific articles;<br/>                     (iv) adjectives, including their comparative and superlative forms;<br/>                     (v) adverbs that convey frequency and adverbs that convey degree;<br/>                     (vi) prepositions and prepositional phrases;<br/>                     (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;<br/>                     (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;<br/>                     (ix) capitalization of historical events and documents, titles of books, stories, and essays;<br/>                     (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and<br/>                     (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p> | <p>(viii) edit drafts using standard Spanish conventions, including complete compound sentences with avoidance of fragments</p> | <p>Student/Teacher</p> | <p>Narrative</p>             | <p>9780134914985</p> | <p>Unit 2, Week 1, p. 248</p> | <p>Lenguaje y normas, including chart</p>                          |
|   |  |   | <p>Student/Teacher</p> | <p>Activity</p>              | <p>9780134914985</p> | <p>Unit 2, Week 1, p. 248</p> | <p>Mi turno</p>  |
|   |  |   | <p>Student/Teacher</p> | <p>(Drop-down Selection)</p> |                      |                               |  |
|   |  |   | <p>Student/Teacher</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 | (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:<br>(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;<br>(ii) irregular verbs;<br>(iii) singular, plural, common, and proper nouns, including gender-specific articles;<br>(iv) adjectives, including their comparative and superlative forms;<br>(v) adverbs that convey frequency and adverbs that convey degree;<br>(vi) prepositions and prepositional phrases;<br>(vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;<br>(viii) coordinating conjunctions to form compound subjects, predicates, and sentences;<br>(ix) capitalization of historical events and documents, titles of books, stories, and essays;<br>(x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and<br>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules | (ix) edit drafts using standard Spanish conventions, including irregular verbs | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 5, p. 185 | Taller de escritura, including chart                               |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 5, p. 185 | Mi turno   |
|  |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 4, p. 161 | Taller de escritura, including chart                               |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 4, p. 161 | Mi turno   |
|  |   |  | Student/Teacher | (Drop-down Selection) |                |                        |  |
|  |   |  | Teacher Only    | Narrative             |                |                        |  |
|  |   |  | Teacher Only    | Activity              |                |                        |  |
|  |   |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |   |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |   |  | Teacher Only    | (Drop-down Selection) |                |                        |  |

| Knowledge and Skills Statement  | Student Expectation  | Breakout  | Item Type              | Citation Type                | Component ISBN       | Page (s)                      | Specific Location or Hyperlink to Location for Electronic Programs |
|---|--|---|------------------------|------------------------------|----------------------|-------------------------------|--|
| <p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> | <p>(D) edit drafts using standard Spanish conventions, including:<br/>                     (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;<br/>                     (ii) irregular verbs;<br/>                     (iii) singular, plural, common, and proper nouns, including gender-specific articles;<br/>                     (iv) adjectives, including their comparative and superlative forms;<br/>                     (v) adverbs that convey frequency and adverbs that convey degree;<br/>                     (vi) prepositions and prepositional phrases;<br/>                     (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;<br/>                     (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;<br/>                     (ix) capitalization of historical events and documents, titles of books, stories, and essays;<br/>                     (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and<br/>                     (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p> | <p>(x) edit drafts using standard Spanish conventions, including singular nouns, including gender-specific articles</p> | <p>Student/Teacher</p> | <p>Narrative</p>             | <p>9780134914985</p> | <p>Unit 2, Week 4, p. 354</p> | <p>Lenguaje y normas, including chart</p>                          |
|   |  |   | <p>Student/Teacher</p> | <p>Activity</p>              | <p>9780134914985</p> | <p>Unit 2, Week 4, p. 354</p> | <p>Mi turno</p>  |
|   |  |   | <p>Student/Teacher</p> | <p>Narrative</p>             | <p>9780134914985</p> | <p>Unit 4, Week 4, p. 365</p> | <p>Taller de escritura / Third paragraph</p>                       |
|   |  |   | <p>Student/Teacher</p> | <p>Activity</p>              | <p>9780134914985</p> | <p>Unit 2, Week 6, p. 411</p> | <p>Corrige chart and Colaborar</p>                                 |
|   |  |   | <p>Student/Teacher</p> | <p>Activity</p>              | <p>9780134914985</p> | <p>Unit 4, Week 4, p. 365</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:<br/>                     (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;<br/>                     (ii) irregular verbs;<br/>                     (iii) singular, plural, common, and proper nouns, including gender-specific articles;<br/>                     (iv) adjectives, including their comparative and superlative forms;<br/>                     (v) adverbs that convey frequency and adverbs that convey degree;<br/>                     (vi) prepositions and prepositional phrases;<br/>                     (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;<br/>                     (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;<br/>                     (ix) capitalization of historical events and documents, titles of books, stories, and essays;<br/>                     (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and<br/>                     (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p> | <p>(xi) edit drafts using standard Spanish conventions, including plural nouns, including gender-specific articles</p>  | <p>Student/Teacher</p> | <p>Narrative</p>             | <p>9780134914985</p> | <p>Unit 2, Week 4, p. 354</p> | <p>Lenguaje y normas</p>   |

| Knowledge and Skills Statement   | Student Expectation   | Breakout   | Item Type       | Citation Type         | Component ISBN | Page (s)               | Specific Location or Hyperlink to Location for Electronic Programs |
|--|---|--|-----------------|-----------------------|----------------|------------------------|--|
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 4, p. 354 | Mi turno   |
|  |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 4, p. 365 | Taller de escritura / Third paragraph                              |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 6, p. 411 | Corrige chart and Colaborar  |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 4, p. 365 | Mi turno activities  |
|  |   |  | 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:<br>(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;<br>(ii) irregular verbs;<br>(iii) singular, plural, common, and proper nouns, including gender-specific articles;<br>(iv) adjectives, including their comparative and superlative forms;<br>(v) adverbs that convey frequency and adverbs that convey degree;<br>(vi) prepositions and prepositional phrases;<br>(vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;<br>(viii) coordinating conjunctions to form compound subjects, predicates, and sentences;<br>(ix) capitalization of historical events and documents, titles of books, stories, and essays;<br>(x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and<br>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules | (xii) edit drafts using standard Spanish conventions, including common nouns, including gender-specific articles | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 3, p. 322 | Lenguaje y normas, including chart                                 |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 3, p. 322 | Mi turno   |
|  |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 4, p. 365 | Taller de escritura / First paragraph                              |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 6, p. 411 | Corrige chart and Colaborar  |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 4, p. 365 | 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:<br/>                     (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;<br/>                     (ii) irregular verbs;<br/>                     (iii) singular, plural, common, and proper nouns, including gender-specific articles;<br/>                     (iv) adjectives, including their comparative and superlative forms;<br/>                     (v) adverbs that convey frequency and adverbs that convey degree;<br/>                     (vi) prepositions and prepositional phrases;<br/>                     (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;<br/>                     (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;<br/>                     (ix) capitalization of historical events and documents, titles of books, stories, and essays;<br/>                     (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and<br/>                     (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p> | <p>(xiii) edit drafts using standard Spanish conventions, including proper nouns, including gender-specific articles</p> | <p>Student/Teacher</p> | <p>Narrative</p>             | <p>9780134914985</p> | <p>Unit 2, Week 3, p. 322</p> | <p>Lenguaje y normas, including chart</p>                          |
|   |  |  | <p>Student/Teacher</p> | <p>Activity</p>              | <p>9780134914985</p> | <p>Unit 2, Week 3, p. 322</p> | <p>Mi turno</p>  |
|   |  |  | <p>Student/Teacher</p> | <p>Narrative</p>             | <p>9780134914985</p> | <p>Unit 4, Week 4, p. 365</p> | <p>Taller de escritura / Second paragraph</p>                      |
|   |  |  | <p>Student/Teacher</p> | <p>Activity</p>              | <p>9780134914985</p> | <p>Unit 2, Week 6, p. 411</p> | <p>Corrige chart and Colaborar</p>                                 |
|   |  |  | <p>Student/Teacher</p> | <p>Activity</p>              | <p>9780134914985</p> | <p>Unit 4, Week 4, p. 365</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:<br/>                     (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;<br/>                     (ii) irregular verbs;<br/>                     (iii) singular, plural, common, and proper nouns, including gender-specific articles;<br/>                     (iv) adjectives, including their comparative and superlative forms;<br/>                     (v) adverbs that convey frequency and adverbs that convey degree;<br/>                     (vi) prepositions and prepositional phrases;<br/>                     (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;<br/>                     (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;<br/>                     (ix) capitalization of historical events and documents, titles of books, stories, and essays;<br/>                     (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and<br/>                     (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p> | <p>(xiv) edit drafts using standard Spanish conventions, including adjectives, including their comparative forms</p>     | <p>Student/Teacher</p> | <p>Narrative</p>             | <p>9780134914985</p> | <p>Unit 4, Week 4, p. 360</p> | <p>Lenguaje y normas</p>   |

| Knowledge and Skills Statement   | Student Expectation   | Breakout   | Item Type       | Citation Type         | Component ISBN | Page (s)               | Specific Location or Hyperlink to Location for Electronic Programs |
|--|---|--|-----------------|-----------------------|----------------|------------------------|--|
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 4, p. 360 | Mi turno   |
|  |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 2, p. 286 | Lenguaje y normas  |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 2, p. 286 | Mi turno   |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 6, p. 205 | Corrige chart and Colaborar  |
|  |   |  | 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:<br>(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;<br>(ii) irregular verbs;<br>(iii) singular, plural, common, and proper nouns, including gender-specific articles;<br>(iv) adjectives, including their comparative and superlative forms;<br>(v) adverbs that convey frequency and adverbs that convey degree;<br>(vi) prepositions and prepositional phrases;<br>(vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;<br>(viii) coordinating conjunctions to form compound subjects, predicates, and sentences;<br>(ix) capitalization of historical events and documents, titles of books, stories, and essays;<br>(x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and<br>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules | (xv) edit drafts using standard Spanish conventions, including adjectives, including their superlative forms | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 5, p. 400 | Lenguaje y normas  |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 5, p. 400 | Mi turno   |
|  |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 2, p. 286 | Lenguaje y normas  |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 2, p. 286 | Mi turno   |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 6, p. 205 | Corrige chart and Colaborar  |
|  |   |  | Teacher Only    | Narrative             |                |                        |  |
|  |   |  | Teacher Only    | Activity              |                |                        |  |
|  |   |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |   |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |   |  | Teacher Only    | (Drop-down Selection) |                |                        |  |

| Knowledge and Skills Statement  | Student Expectation  | Breakout   | Item Type              | Citation Type                | Component ISBN       | Page (s)                      | Specific Location or Hyperlink to Location for Electronic Programs |
|---|--|--|------------------------|------------------------------|----------------------|-------------------------------|--|
| <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:<br/>                     (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;<br/>                     (ii) irregular verbs;<br/>                     (iii) singular, plural, common, and proper nouns, including gender-specific articles;<br/>                     (iv) adjectives, including their comparative and superlative forms;<br/>                     (v) adverbs that convey frequency and adverbs that convey degree;<br/>                     (vi) prepositions and prepositional phrases;<br/>                     (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;<br/>                     (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;<br/>                     (ix) capitalization of historical events and documents, titles of books, stories, and essays;<br/>                     (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and<br/>                     (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 frequency</p> | <p>Student/Teacher</p> | <p>Narrative</p>             | <p>9780134914985</p> | <p>Unit 4, Week 3, p. 320</p> | <p>Lenguaje y normas</p>   |
|   |  |  | <p>Student/Teacher</p> | <p>Activity</p>              | <p>9780134914985</p> | <p>Unit 4, Week 3, p. 320</p> | <p>Mi turno</p>  |
|   |  |  | <p>Student/Teacher</p> | <p>Narrative</p>             | <p>9780134914985</p> | <p>Unit 1, Week 4, p. 150</p> | <p>Taller de escritura, including chart</p>                        |
|   |  |  | <p>Student/Teacher</p> | <p>Narrative</p>             | <p>9780134914985</p> | <p>Unit 2, Week 4, p. 358</p> | <p>Taller de escritura / Second paragraph and second chart</p>     |
|   |  |  | <p>Student/Teacher</p> | <p>Activity</p>              | <p>9780134914985</p> | <p>Unit 1, Week 4, p. 150</p> | <p>Mi turno</p>  |
|   |  |  | <p>Teacher Only</p>    | <p>Narrative</p>             |                      |                               |  |
|   |  |  | <p>Teacher Only</p>    | <p>Activity</p>              |                      |                               |  |
|   |  |  | <p>Teacher Only</p>    | <p>(Drop-down Selection)</p> |                      |                               |  |
|   |  |  | <p>Teacher Only</p>    | <p>(Drop-down Selection)</p> |                      |                               |  |
|   |  |  | <p>Teacher Only</p>    | <p>(Drop-down Selection)</p> |                      |                               |  |
| <p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> | <p>(D) edit drafts using standard Spanish conventions, including:<br/>                     (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;<br/>                     (ii) irregular verbs;<br/>                     (iii) singular, plural, common, and proper nouns, including gender-specific articles;<br/>                     (iv) adjectives, including their comparative and superlative forms;<br/>                     (v) adverbs that convey frequency and adverbs that convey degree;<br/>                     (vi) prepositions and prepositional phrases;<br/>                     (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;<br/>                     (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;<br/>                     (ix) capitalization of historical events and documents, titles of books, stories, and essays;<br/>                     (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and<br/>                     (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p> | <p>(xvii) edit drafts using standard Spanish conventions, including adverbs that convey degree</p>   | <p>Student/Teacher</p> | <p>Narrative</p>             | <p>9780134914985</p> | <p>Unit 4, Week 3, p. 320</p> | <p>Lenguaje y normas</p>   |

| Knowledge and Skills Statement   | Student Expectation   | Breakout   | Item Type       | Citation Type         | Component ISBN | Page (s)               | Specific Location or Hyperlink to Location for Electronic Programs |
|--|---|--|-----------------|-----------------------|----------------|------------------------|--|
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 3, p. 320 | Mi turno   |
|  |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 4, p. 150 | Taller de escritura, including chart                               |
|  |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 4, p. 358 | Taller de escritura / Third paragraph and third chart              |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 4, p. 150 | Mi turno   |
|  |   |  | Teacher Only    | Narrative             |                |                        |  |
|  |   |  | Teacher Only    | Activity              |                |                        |  |
|  |   |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |   |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |   |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
| (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: | (D) edit drafts using standard Spanish conventions, including:<br>(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;<br>(ii) irregular verbs;<br>(iii) singular, plural, common, and proper nouns, including gender-specific articles;<br>(iv) adjectives, including their comparative and superlative forms;<br>(v) adverbs that convey frequency and adverbs that convey degree;<br>(vi) prepositions and prepositional phrases;<br>(vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;<br>(viii) coordinating conjunctions to form compound subjects, predicates, and sentences;<br>(ix) capitalization of historical events and documents, titles of books, stories, and essays;<br>(x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and<br>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules | (xviii) edit drafts using standard Spanish conventions, including prepositions | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 1, p. 38  | First paragraph and chart  |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 1, p. 38  | Mi turno   |
|  |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 4, p. 163 | First paragraph and chart  |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 4, p. 163 | 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) |                |                        |  |

| 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:<br/>                     (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;<br/>                     (ii) irregular verbs;<br/>                     (iii) singular, plural, common, and proper nouns, including gender-specific articles;<br/>                     (iv) adjectives, including their comparative and superlative forms;<br/>                     (v) adverbs that convey frequency and adverbs that convey degree;<br/>                     (vi) prepositions and prepositional phrases;<br/>                     (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;<br/>                     (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;<br/>                     (ix) capitalization of historical events and documents, titles of books, stories, and essays;<br/>                     (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and<br/>                     (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p> | <p>(xix) edit drafts using standard Spanish conventions, including prepositional phrases</p>       | <p>Student/Teacher</p> | <p>Narrative</p>             | <p>9780134914985</p> | <p>Unit 3, Week 1, p. 38</p>  | <p>First paragraph and chart</p>                                   |
|   |  |  | <p>Student/Teacher</p> | <p>Activity</p>              | <p>9780134914985</p> | <p>Unit 3, Week 1, p. 38</p>  | <p>Mi turno</p>  |
|   |  |  | <p>Student/Teacher</p> | <p>Narrative</p>             | <p>9780134914985</p> | <p>Unit 3, Week 4, p. 163</p> | <p>First paragraph and chart</p>                                   |
|   |  |  | <p>Student/Teacher</p> | <p>Narrative</p>             | <p>9780134914985</p> | <p>Unit 5, Week 4, p. 573</p> | <p>Taller de escritura, including chart</p>                        |
|   |  |  | <p>Student/Teacher</p> | <p>Activity</p>              | <p>9780134914985</p> | <p>Unit 3, Week 4, p. 163</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:<br/>                     (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;<br/>                     (ii) irregular verbs;<br/>                     (iii) singular, plural, common, and proper nouns, including gender-specific articles;<br/>                     (iv) adjectives, including their comparative and superlative forms;<br/>                     (v) adverbs that convey frequency and adverbs that convey degree;<br/>                     (vi) prepositions and prepositional phrases;<br/>                     (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;<br/>                     (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;<br/>                     (ix) capitalization of historical events and documents, titles of books, stories, and essays;<br/>                     (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and<br/>                     (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p> | <p>(xx) edit drafts using standard Spanish conventions, including pronouns, including personal</p> | <p>Student/Teacher</p> | <p>Narrative</p>             | <p>9780134914985</p> | <p>Unit 1, Week 4, p. 151</p> | <p>Taller de escritura, including 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              | 9780134914985  | Unit 1, Week 4, p. 151 | Mi turno   |
|  |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 4, p. 165 | First paragraph and chart  |
|  |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 1, p. 250 | Lenguaje y normas, including chart                                 |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 4, p. 165 | Mi turno   |
|  |   |  | Teacher Only    | Narrative             |                |                        |  |
|  |   |  | Teacher Only    | Activity              |                |                        |  |
|  |   |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |   |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |   |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
| (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:<br>(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;<br>(ii) irregular verbs;<br>(iii) singular, plural, common, and proper nouns, including gender-specific articles;<br>(iv) adjectives, including their comparative and superlative forms;<br>(v) adverbs that convey frequency and adverbs that convey degree;<br>(vi) prepositions and prepositional phrases;<br>(vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;<br>(viii) coordinating conjunctions to form compound subjects, predicates, and sentences;<br>(ix) capitalization of historical events and documents, titles of books, stories, and essays;<br>(x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and<br>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules | (xxi) edit drafts using standard Spanish conventions, including pronouns, including possessive | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 4, p. 151 | Taller de escritura, including charts                              |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 4, p. 151 | Mi turno   |
|  |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 4, p. 165 | Taller de escritura, including chart                               |
|  |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 1, p. 250 | Lenguaje y normas, including chart                                 |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 4, p. 165 | Mi turno   |
|  |   |  | Teacher Only    | Narrative             |                |                        |  |
|  |   |  | Teacher Only    | Activity              |                |                        |  |
|  |   |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |   |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |   |  | Teacher Only    | (Drop-down Selection) |                |                        |  |

| 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:<br/>                     (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;<br/>                     (ii) irregular verbs;<br/>                     (iii) singular, plural, common, and proper nouns, including gender-specific articles;<br/>                     (iv) adjectives, including their comparative and superlative forms;<br/>                     (v) adverbs that convey frequency and adverbs that convey degree;<br/>                     (vi) prepositions and prepositional phrases;<br/>                     (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;<br/>                     (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;<br/>                     (ix) capitalization of historical events and documents, titles of books, stories, and essays;<br/>                     (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and<br/>                     (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p> | <p>(xxii) edit drafts using standard Spanish conventions, including pronouns, including objective</p>  | <p>Student/Teacher</p> | <p>Narrative</p>             | <p>9780134914985</p> | <p>Unit 3, Week 4, p. 165</p> | <p>Usar pronombres / First paragraph</p>                           |
|   |  |  | <p>Student/Teacher</p> | <p>Activity</p>              | <p>9780134914985</p> | <p>Unit 3, Week 6, p. 209</p> | <p>Corrige chart and Colaborar</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:<br/>                     (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;<br/>                     (ii) irregular verbs;<br/>                     (iii) singular, plural, common, and proper nouns, including gender-specific articles;<br/>                     (iv) adjectives, including their comparative and superlative forms;<br/>                     (v) adverbs that convey frequency and adverbs that convey degree;<br/>                     (vi) prepositions and prepositional phrases;<br/>                     (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;<br/>                     (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;<br/>                     (ix) capitalization of historical events and documents, titles of books, stories, and essays;<br/>                     (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and<br/>                     (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p> | <p>(xxiii) edit drafts using standard Spanish conventions, including pronouns, including reflexive</p> | <p>Student/Teacher</p> | <p>Narrative</p>             | <p>9780134914985</p> | <p>Unit 4, Week 1, p. 250</p> | <p>Lenguaje y normas, including chart</p>                          |
|   |  |  | <p>Student/Teacher</p> | <p>Activity</p>              | <p>9780134914985</p> | <p>Unit 4, Week 1, p. 250</p> | <p>Mi turno</p>  |
|   |  |  | <p>Student/Teacher</p> | <p>Activity</p>              | <p>9780134914985</p> | <p>Unit 3, Week 6, p. 209</p> | <p>Corrige chart and Colaborar</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) |                      |                               |  |
| <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:<br/>                     (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;<br/>                     (ii) irregular verbs;<br/>                     (iii) singular, plural, common, and proper nouns, including gender-specific articles;<br/>                     (iv) adjectives, including their comparative and superlative forms;<br/>                     (v) adverbs that convey frequency and adverbs that convey degree;<br/>                     (vi) prepositions and prepositional phrases;<br/>                     (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;<br/>                     (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;<br/>                     (ix) capitalization of historical events and documents, titles of books, stories, and essays;<br/>                     (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and<br/>                     (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p> | <p>(xxiv) edit drafts using standard Spanish conventions, including pronouns, including prepositional</p> | <p>Student/Teacher</p> | <p>Narrative</p>      | <p>9780134914985</p> | <p>Unit 3, Week 4, p. 165</p> | <p>Usar pronombres, including chart</p>                            |
|   |  |   | Student/Teacher        | Activity              | 9780134914985        | Unit 3, Week 6, p. 209        | Corrige chart and Colaborar  |
|   |  |   | Student/Teacher        | (Drop-down Selection) |                      |                               |  |
|   |  |   | Student/Teacher        | (Drop-down Selection) |                      |                               |  |
|   |  |   | Student/Teacher        | (Drop-down Selection) |                      |                               |  |
|   |  |   | Teacher Only           | Narrative             |                      |                               |  |
|   |  |   | Teacher Only           | Activity              |                      |                               |  |
|   |  |   | Teacher Only           | (Drop-down Selection) |                      |                               |  |
|   |  |   | Teacher Only           | (Drop-down Selection) |                      |                               |  |
|   |  |   | Teacher Only           | (Drop-down Selection) |                      |                               |  |



| Knowledge and Skills Statement  | Student Expectation  | Breakout  | Item Type              | Citation Type    | Component ISBN       | Page (s)                     | Specific Location or Hyperlink to Location for Electronic Programs |                        |                              |                      |                               |  |
|---|--|---|------------------------|------------------|----------------------|------------------------------|--|------------------------|------------------------------|----------------------|-------------------------------|--|
| <p>(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:<br/>                     (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;<br/>                     (ii) irregular verbs;<br/>                     (iii) singular, plural, common, and proper nouns, including gender-specific articles;<br/>                     (iv) adjectives, including their comparative and superlative forms;<br/>                     (v) adverbs that convey frequency and adverbs that convey degree;<br/>                     (vi) prepositions and prepositional phrases;<br/>                     (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;<br/>                     (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;<br/>                     (ix) capitalization of historical events and documents, titles of books, stories, and essays;<br/>                     (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and<br/>                     (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 subjects</p>    | <p>Student/Teacher</p> | <p>Narrative</p> | <p>9780134914985</p> | <p>Unit 1, Week 2, p. 78</p> | <p>Lenguaje y normas, including first chart</p>                    |                        |                              |                      |                               |  |
|   |  |   |                        |                  |                      |                              |  | <p>Student/Teacher</p> | <p>Activity</p>              | <p>9780134914985</p> | <p>Unit 1, Week 2, p. 78</p>  | <p>Mi turno</p>                              |
|   |  |   |                        |                  |                      |                              |  | <p>Student/Teacher</p> | <p>Narrative</p>             | <p>9780134914985</p> | <p>Unit 3, Week 4, p. 164</p> | <p>Taller de escritura / First paragraph</p> |
|   |  |   |                        |                  |                      |                              |  | <p>Student/Teacher</p> | <p>Activity</p>              | <p>9780134914985</p> | <p>Unit 3, Week 4, p. 164</p> | <p>Mi turno</p>                              |
|   |  |   |                        |                  |                      |                              |  | <p>Student/Teacher</p> | <p>(Drop-down Selection)</p> |                      |                               |  |
|   |  |   |                        |                  |                      |                              |  | <p>Teacher Only</p>    | <p>Narrative</p>             |                      |                               |  |
|   |  |   |                        |                  |                      |                              |  | <p>Teacher Only</p>    | <p>Activity</p>              |                      |                               |  |
|   |  |   |                        |                  |                      |                              |  | <p>Teacher Only</p>    | <p>(Drop-down Selection)</p> |                      |                               |  |
| <p>(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:<br/>                     (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;<br/>                     (ii) irregular verbs;<br/>                     (iii) singular, plural, common, and proper nouns, including gender-specific articles;<br/>                     (iv) adjectives, including their comparative and superlative forms;<br/>                     (v) adverbs that convey frequency and adverbs that convey degree;<br/>                     (vi) prepositions and prepositional phrases;<br/>                     (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;<br/>                     (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;<br/>                     (ix) capitalization of historical events and documents, titles of books, stories, and essays;<br/>                     (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and<br/>                     (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p> | <p>(xxvi) edit drafts using standard Spanish conventions, including coordinating conjunctions to form compound predicates</p> | <p>Student/Teacher</p> | <p>Narrative</p> | <p>9780134914985</p> | <p>Unit 1, Week 2, p. 78</p> | <p>Lenguaje y normas, including second chart</p>                   |                        |                              |                      |                               |  |
|   |  |   |                        |                  |                      |                              |  | <p>Student/Teacher</p> | <p>Activity</p>              | <p>9780134914985</p> | <p>Unit 1, Week 2, p. 78</p>  | <p>Mi turno</p>                              |

| Knowledge and Skills Statement   | Student Expectation   | Breakout   | Item Type       | Citation Type         | Component ISBN | Page (s)               | Specific Location or Hyperlink to Location for Electronic Programs |
|--|---|--|-----------------|-----------------------|----------------|------------------------|--|
|  |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 4, p. 164 | Taller de escritura / Second paragraph                             |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 4, p. 164 | Mi turno   |
|  |   |  | Student/Teacher | (Drop-down Selection) |                |                        |  |
|  |   |  | Teacher Only    | Narrative             |                |                        |  |
|  |   |  | Teacher Only    | Activity              |                |                        |  |
|  |   |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |   |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |   |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
| (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: | (D) edit drafts using standard Spanish conventions, including:<br>(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;<br>(ii) irregular verbs;<br>(iii) singular, plural, common, and proper nouns, including gender-specific articles;<br>(iv) adjectives, including their comparative and superlative forms;<br>(v) adverbs that convey frequency and adverbs that convey degree;<br>(vi) prepositions and prepositional phrases;<br>(vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;<br>(viii) coordinating conjunctions to form compound subjects, predicates, and sentences;<br>(ix) capitalization of historical events and documents, titles of books, stories, and essays;<br>(x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and<br>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules | (xxvii) edit drafts using standard Spanish conventions, including coordinating conjunctions to form compound sentences | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 1, p. 248 | Lenguaje y normas, including chart                                 |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 1, p. 248 | Mi turno   |
|  |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 4, p. 164 | Taller de escritura  |
|  |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 4, p. 364 | Taller de escritura (third paragraph) and second chart             |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 4, p. 164 | Mi turno   |
|  |   |  | Teacher Only    | Narrative             |                |                        |  |
|  |   |  | Teacher Only    | Activity              |                |                        |  |
|  |   |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |   |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |   |  | Teacher Only    | (Drop-down Selection) |                |                        |  |

| Knowledge and Skills Statement  | Student Expectation  | Breakout   | Item Type              | Citation Type    | Component ISBN       | Page (s)                      | Specific Location or Hyperlink to Location for Electronic Programs |
|---|--|--|------------------------|------------------|----------------------|-------------------------------|--|
| <p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> | <p>(D) edit drafts using standard Spanish conventions, including:<br/>                     (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;<br/>                     (ii) irregular verbs;<br/>                     (iii) singular, plural, common, and proper nouns, including gender-specific articles;<br/>                     (iv) adjectives, including their comparative and superlative forms;<br/>                     (v) adverbs that convey frequency and adverbs that convey degree;<br/>                     (vi) prepositions and prepositional phrases;<br/>                     (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;<br/>                     (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;<br/>                     (ix) capitalization of historical events and documents, titles of books, stories, and essays;<br/>                     (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and<br/>                     (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p> | <p>(xxviii) edit drafts using standard Spanish conventions, including capitalization of historical events</p>  | <p>Student/Teacher</p> | <p>Narrative</p> | <p>9780134914985</p> | <p>Unit 3, Week 5, p. 190</p> | <p>Taller de escritura / Chart - second bullet</p>                 |
|   |  |  |                        |                  |                      | <p>Unit 3, Week 5, p. 190</p> | <p>Second Mi turno</p>   |
|   |  |  |                        |                  |                      | <p>Unit 5, Week 2, p. 492</p> | <p>Lenguaje y normas, including chart</p>                          |
|   |  |  |                        |                  |                      | <p>Unit 5, Week 2, p. 492</p> | <p>Mi turno</p>  |
|   |  |  |                        |                  |                      | <p>Unit 4, Week 6, p. 421</p> | <p>Corrige chart and Colaborar</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>(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:<br/>                     (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;<br/>                     (ii) irregular verbs;<br/>                     (iii) singular, plural, common, and proper nouns, including gender-specific articles;<br/>                     (iv) adjectives, including their comparative and superlative forms;<br/>                     (v) adverbs that convey frequency and adverbs that convey degree;<br/>                     (vi) prepositions and prepositional phrases;<br/>                     (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;<br/>                     (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;<br/>                     (ix) capitalization of historical events and documents, titles of books, stories, and essays;<br/>                     (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and<br/>                     (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p> | <p>(xxix) edit drafts using standard Spanish conventions, including capitalization of historical documents</p> | <p>Student/Teacher</p> | <p>Narrative</p> | <p>9780134914985</p> | <p>Unit 3, Week 5, p. 190</p> | <p>Taller de escritura / Chart - second bullet</p>                 |
|   |  |  |                        |                  |                      | <p>Unit 3, Week 5, p. 190</p> | <p>Taller de escritura / Chart - second bullet</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              | 9780134914985  | Unit 3, Week 5, p. 190 | Second Mi turno  |
|  |   |   | Student/Teacher | Narrative             | 9780134914985  | Unit 5, Week 2, p. 492 | Lenguaje y normas, including chart                                 |
|  |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 2, p. 492 | Mi turno   |
|  |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 6, p. 421 | Corrige chart and Colaborar  |
|  |   |   | 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:<br>(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;<br>(ii) irregular verbs;<br>(iii) singular, plural, common, and proper nouns, including gender-specific articles;<br>(iv) adjectives, including their comparative and superlative forms;<br>(v) adverbs that convey frequency and adverbs that convey degree;<br>(vi) prepositions and prepositional phrases;<br>(vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;<br>(viii) coordinating conjunctions to form compound subjects, predicates, and sentences;<br>(ix) capitalization of historical events and documents, titles of books, stories, and essays;<br>(x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and<br>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules | (xxx) edit drafts using standard Spanish conventions, including capitalization of titles of books | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 5, p. 190 | Taller de escritura / Chart - second bullet                        |
|  |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 5, p. 190 | Second Mi turno  |
|  |   |   | Student/Teacher | Narrative             | 9780134914985  | Unit 5, Week 2, p. 492 | Lenguaje y normas, including chart                                 |
|  |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 2, p. 492 | Mi turno   |
|  |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 6, p. 421 | Corrige chart and Colaborar  |
|  |   |   | Teacher Only    | Narrative             |                |                        |  |
|  |   |   | Teacher Only    | Activity              |                |                        |  |
|  |   |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |   |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |   |   | Teacher Only    | (Drop-down Selection) |                |                        |  |

| Knowledge and Skills Statement  | Student Expectation  | Breakout  | Item Type              | Citation Type                | Component ISBN       | Page (s)                      | Specific Location or Hyperlink to Location for Electronic Programs |
|---|--|---|------------------------|------------------------------|----------------------|-------------------------------|--|
| <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:<br/>                     (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;<br/>                     (ii) irregular verbs;<br/>                     (iii) singular, plural, common, and proper nouns, including gender-specific articles;<br/>                     (iv) adjectives, including their comparative and superlative forms;<br/>                     (v) adverbs that convey frequency and adverbs that convey degree;<br/>                     (vi) prepositions and prepositional phrases;<br/>                     (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;<br/>                     (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;<br/>                     (ix) capitalization of historical events and documents, titles of books, stories, and essays;<br/>                     (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and<br/>                     (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p> | <p>(xxx) edit drafts using standard Spanish conventions, including capitalization of titles of stories</p>  | <p>Student/Teacher</p> | <p>Narrative</p>             | <p>9780134914985</p> | <p>Unit 3, Week 5, p. 190</p> | <p>Taller de escritura / Chart - third bullet</p>                  |
|   |  |   | <p>Student/Teacher</p> | <p>Activity</p>              | <p>9780134914985</p> | <p>Unit 3, Week 5, p. 190</p> | <p>Second Mi turno</p>   |
|   |  |   | <p>Student/Teacher</p> | <p>Narrative</p>             | <p>9780134914985</p> | <p>Unit 5, Week 2, p. 492</p> | <p>Lenguaje y normas, including chart</p>                          |
|   |  |   | <p>Student/Teacher</p> | <p>Activity</p>              | <p>9780134914985</p> | <p>Unit 5, Week 2, p. 492</p> | <p>Mi turno</p>  |
|   |  |   | <p>Student/Teacher</p> | <p>Activity</p>              | <p>9780134914985</p> | <p>Unit 4, Week 6, p. 421</p> | <p>Corrige chart and Colaborar</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:<br/>                     (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;<br/>                     (ii) irregular verbs;<br/>                     (iii) singular, plural, common, and proper nouns, including gender-specific articles;<br/>                     (iv) adjectives, including their comparative and superlative forms;<br/>                     (v) adverbs that convey frequency and adverbs that convey degree;<br/>                     (vi) prepositions and prepositional phrases;<br/>                     (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;<br/>                     (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;<br/>                     (ix) capitalization of historical events and documents, titles of books, stories, and essays;<br/>                     (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and<br/>                     (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p> | <p>(xxxii) edit drafts using standard Spanish conventions, including capitalization of titles of essays</p> | <p>Student/Teacher</p> | <p>Narrative</p>             | <p>9780134914985</p> | <p>Unit 3, Week 5, p. 190</p> | <p>Taller de escritura / Chart - third bullet</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              | 9780134914985  | Unit 3, Week 5, p. 190 | Second Mi turno  |
|  |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 5, Week 2, p. 492 | Lenguaje y normas, including chart                                 |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 2, p. 492 | Mi turno   |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 6, p. 421 | Corrige chart and Colaborar  |
|  |   |  | 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:<br>(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;<br>(ii) irregular verbs;<br>(iii) singular, plural, common, and proper nouns, including gender-specific articles;<br>(iv) adjectives, including their comparative and superlative forms;<br>(v) adverbs that convey frequency and adverbs that convey degree;<br>(vi) prepositions and prepositional phrases;<br>(vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;<br>(viii) coordinating conjunctions to form compound subjects, predicates, and sentences;<br>(ix) capitalization of historical events and documents, titles of books, stories, and essays;<br>(x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and<br>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules | (xxxiii) edit drafts using standard Spanish conventions, including punctuation marks, including commas in compound sentences | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 5, p. 186 | Taller de escritura / First paragraph and chart                    |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 5, p. 186 | Mi turno activities  |
|  |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 5, Week 4, p. 568 | Lenguaje y normas  |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 4, p. 568 | Mi turno   |
|  |   |  | Student/Teacher | (Drop-down Selection) |                |                        |  |
|  |   |  | Teacher Only    | Narrative             |                |                        |  |
|  |   |  | Teacher Only    | Activity              |                |                        |  |
|  |   |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |   |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |   |  | Teacher Only    | (Drop-down Selection) |                |                        |  |

| Knowledge and Skills Statement  | Student Expectation  | Breakout  | Item Type              | Citation Type                | Component ISBN       | Page (s)                      | Specific Location or Hyperlink to Location for Electronic Programs |
|---|--|---|------------------------|------------------------------|----------------------|-------------------------------|--|
| <p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> | <p>(D) edit drafts using standard Spanish conventions, including:<br/>                     (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;<br/>                     (ii) irregular verbs;<br/>                     (iii) singular, plural, common, and proper nouns, including gender-specific articles;<br/>                     (iv) adjectives, including their comparative and superlative forms;<br/>                     (v) adverbs that convey frequency and adverbs that convey degree;<br/>                     (vi) prepositions and prepositional phrases;<br/>                     (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;<br/>                     (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;<br/>                     (ix) capitalization of historical events and documents, titles of books, stories, and essays;<br/>                     (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and<br/>                     (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p> | <p>(xxxiv) edit drafts using standard Spanish conventions, including punctuation marks, including commas in complex sentences</p> | <p>Student/Teacher</p> | <p>Narrative</p>             | <p>9780134914985</p> | <p>Unit 5, Week 4, p. 568</p> | <p>Lenguaje y normas</p>   |
|   |  |   | <p>Student/Teacher</p> | <p>Activity</p>              | <p>9780134914985</p> | <p>Unit 5, Week 4, p. 568</p> | <p>Mi turno</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:<br/>                     (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;<br/>                     (ii) irregular verbs;<br/>                     (iii) singular, plural, common, and proper nouns, including gender-specific articles;<br/>                     (iv) adjectives, including their comparative and superlative forms;<br/>                     (v) adverbs that convey frequency and adverbs that convey degree;<br/>                     (vi) prepositions and prepositional phrases;<br/>                     (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;<br/>                     (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;<br/>                     (ix) capitalization of historical events and documents, titles of books, stories, and essays;<br/>                     (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and<br/>                     (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p> | <p>(xxxv) edit drafts using standard Spanish conventions, including punctuation marks, including em dash for dialogue</p>         | <p>Student/Teacher</p> | <p>Narrative</p>             | <p>9780134914985</p> | <p>Unit 1, Week 5, p. 186</p> | <p>Taller de escritura / Third paragraph and chart</p>             |
|   |  |   | <p>Student/Teacher</p> | <p>Activity</p>              | <p>9780134914985</p> | <p>Unit 1, Week 5, p. 186</p> | <p>Mi turno activities</p>   |
|   |  |   | <p>Student/Teacher</p> | <p>Narrative</p>             | <p>9780134914985</p> | <p>Unit 5, Week 5, p. 606</p> | <p>Lenguaje y normas, including 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              | 9780134914985  | Unit 5, Week 5, p. 606                   | Mi turno   |
|  |   |  | Student/Teacher | (Drop-down Selection) |                |  |  |
|  |   |  | Teacher Only    | Narrative             |                |  |  |
|  |   |  | Teacher Only    | Activity              |                |  |  |
|  |   |  | Teacher Only    | (Drop-down Selection) |                |  |  |
|  |   |  | Teacher Only    | (Drop-down Selection) |                |  |  |
|  |   |  | Teacher Only    | (Drop-down Selection) |                |  |  |
| (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: | (D) edit drafts using standard Spanish conventions, including:<br>(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;<br>(ii) irregular verbs;<br>(iii) singular, plural, common, and proper nouns, including gender-specific articles;<br>(iv) adjectives, including their comparative and superlative forms;<br>(v) adverbs that convey frequency and adverbs that convey degree;<br>(vi) prepositions and prepositional phrases;<br>(vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;<br>(viii) coordinating conjunctions to form compound subjects, predicates, and sentences;<br>(ix) capitalization of historical events and documents, titles of books, stories, and essays;<br>(x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and<br>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules | (xxxvi) edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 4, p. 142                   | Estudio de palabras  |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 4, p. 142                   | Mi turno   |
|  |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 2, p. 286                   | Los adjetivos  |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 2, p. 286                   | Mi turno   |
|  |   |  | Student/Teacher | Activity              | 9780134914985  | Práctica adicional, Unit 1, Week 4, p. 4 | 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>(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:<br/>                     (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;<br/>                     (ii) irregular verbs;<br/>                     (iii) singular, plural, common, and proper nouns, including gender-specific articles;<br/>                     (iv) adjectives, including their comparative and superlative forms;<br/>                     (v) adverbs that convey frequency and adverbs that convey degree;<br/>                     (vi) prepositions and prepositional phrases;<br/>                     (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;<br/>                     (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;<br/>                     (ix) capitalization of historical events and documents, titles of books, stories, and essays;<br/>                     (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and<br/>                     (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p> | <p>(xxxvii) edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic rules</p> | <p>Student/Teacher</p>        | <p>Narrative</p>                 | <p>9780134914985</p> | <p>Unit 1, Week 4, p. 142</p> | <p>Estudio de palabras</p>   |   |   |   |   |   |
|   |  |   |                               |                                  |                      |                               |  | <p>Student/Teacher</p>  | <p>Activity</p>   | <p>9780134914985</p>                                      | <p>Unit 1, Week 4, p. 142</p>                   | <p>Mi turno</p>                           |
|   |  |   |                               |                                  |                      |                               |  | <p>Student/Teacher</p>  | <p>Narrative</p>  | <p>9780134914985</p>                                      | <p>Unit 2, Week 5, p. 392</p>                   | <p>Corregir el uso de los sustantivos</p> |
|   |  |   |                               |                                  |                      |                               |  | <p>Student/Teacher</p>  | <p>Activity</p>   | <p>9780134914985</p>                                      | <p>Unit 2, Week 5, p. 392</p>                   | <p>Mi turno activities</p>                |
|   |  |   |                               |                                  |                      |                               |  | <p>Student/Teacher</p>  | <p>Activity</p>   | <p>9780134914985</p>                                      | <p>Práctica adicional, Unit 1, Week 4, p. 4</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>(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>(E) publish written work for appropriate audiences</p> | <p>(i) publish written work for appropriate audiences</p> | <p>Student/Teacher</p>                          | <p>Narrative</p>                          |
| <p>Student/Teacher</p>  | <p>Activity</p>  | <p>9780134914985</p>  | <p>Unit 1, Week 5, p. 187</p> | <p>Mi turno / First question</p> |                      |                               |  |   |   |   |   |   |
| <p>Student/Teacher</p>  | <p>Narrative</p>   | <p>9780134914985</p>  | <p>Unit 2, Week 5, p. 393</p> | <p>Publicar y celebrar</p>       |                      |                               |  |   |   |   |   |   |
| <p>Student/Teacher</p>  | <p>Narrative</p>   | <p>9780134914985</p>  | <p>Unit 5, Week 5, p. 609</p> | <p>Publicar y celebrar</p>       |                      |                               |  |   |   |   |   |   |
| <p>Student/Teacher</p>  | <p>Activity</p>  | <p>9780134914985</p>  | <p>Unit 2, Week 5, p. 393</p> | <p>Mi turno</p>                  |                      |                               |  |   |   |   |   |   |
| <p>Teacher Only</p>   | <p>Narrative</p>   |   |                               |                                  |                      |                               |  |   |   |   |   |   |
| <p>Teacher Only</p>   | <p>Activity</p>  |   |                               |                                  |                      |                               |  |   |   |   |   |   |
| <p>Teacher Only</p>   | <p>(Drop-down Selection)</p>   |   |                               |                                  |                      |                               |  |   |   |   |   |   |
| <p>Teacher Only</p>   | <p>(Drop-down Selection)</p>   |   |                               |                                  |                      |                               |  |   |   |   |   |   |
| <p>(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:</p>  | <p>(A) compose literary texts such as personal narratives and poetry using genre characteristics and craft</p>   | <p>(i) compose literary texts using genre characteristics</p>   | <p>Student/Teacher</p>        | <p>Narrative</p>                 | <p>9780134914985</p> | <p>Unit 1, Week 5, p. 188</p> | <p>Full page</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              | 9780134914985  | Unit 1, Week 5, p. 188 | Mi turno   |
|   |   |   | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 2, p. 73  | Componer la descripción de un personaje                            |
|   |   |   | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 3, p. 116 | Planificar las ilustraciones                                       |
|   |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 2, p. 73  | Mi turno activities  |
|   |   |   | Teacher Only    | Narrative             |                |                        |  |
|   |   |   | Teacher Only    | Activity              |                |                        |  |
|   |   |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
|   |   |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
|   |   |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
| (12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: | (A) compose literary texts such as personal narratives and poetry using genre characteristics and craft   | (ii) compose literary texts using craft   | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 3, p. 114 | Crear una secuencia de sucesos                                     |
|   |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 3, p. 114 | Mi turno activities  |
|   |   |   | Student/Teacher | Narrative             | 9780134914985  | Unit 5, Week 5, p. 459 | Comprender la poesía   |
|   |   |   | Student/Teacher | Narrative             | 9780134914985  | Unit 5, Week 2, p. 493 | Escribir con ritmo   |
|   |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 2, p. 493 | Mi turno activities  |
|   |   |   | 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: | (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             | 9780134914985  | Unit 2, Week 1, p. 257 | Analizar un artículo de viaje, First paragraph                     |
|   |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 2, p. 291 | Mi turno activities  |
|   |   |   | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 2, p. 291 | Desarrollar una introducción, First paragraph                      |
|   |   |   | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 6, p. 414 | ¡A intentarlo! Checklist   |
|   |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 6, p. 414 | ¡A intentarlo! Checklist   |
|   |   |   | 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: | (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             | 9780134914985  | Unit 2, Week 2, p. 294 | Crear leyendas para los elementos visuales, First paragraph        |
|   |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 2, p. 294 | Mi turno   |
|   |   |   | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 3, p. 323 | Crear un titular   |
|   |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 3, p. 323 | Mi turno activities  |
|   |   |   | 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 |
|---|---|--|-----------------|-----------------------|----------------|------------------------|--|
|   |   |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
| (12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: | (B) compose informational texts, including 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             | 9780134914985  | Unit 2, Week 2, p. 291 | Desarrollar una introducción, First paragraph                      |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 6, p. 414 | ¡A intentarlo! Checklist   |
|   |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 3, p. 326 | Desarrollar transiciones / First paragraph and chart               |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 3, p. 326 | 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) |                |                        |  |
| (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 and craft                    | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 2, p. 289 | Desarrollar detalles de apoyo y datos / First paragraph            |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 2, p. 289 | Second Mi turno  |
|   |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 2, p. 291 | Escribir usando la tecnología                                      |
|   |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 3, p. 321 | Escribir la introducción y la conclusión                           |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 2, p. 486 | Escribir basándose en las fuentes                                  |
|   |   |  | 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             | 9780134914985  | Unit 4, Week 3, p. 323 | Organizar los detalles de apoyo                                    |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 3, p. 323 | Mi turno / Second activity   |
|   |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 5, Week 2, p. 486 | Reflexionar y comentar   |
|   |   |  | Student/Teacher | Narrative             | 9780134914985  | Unit 5, Week 6, p. 620 | Colaborar y comentar   |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 2, p. 486 | Escribir basándose en las fuentes                                  |
|   |   |  | 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 that requests information  | (i) compose correspondence that requests information   | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 6, p. 412 | Full page  |
|   |   |  | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 6, p. 413 | Colaborar  |

| Knowledge and Skills Statement   | Student Expectation   | Breakout  | Item Type       | Citation Type         | Component ISBN | Page (s)               | Specific Location or Hyperlink to Location for Electronic Programs |
|--|---|---|-----------------|-----------------------|----------------|------------------------|--|
|  |   |   | Student/Teacher | Narrative             | 9780134914985  | Unit 5, Week 6, p. 618 | Full page  |
|  |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 6, p. 619 | Colaborar  |
|  |   |   | Student/Teacher | (Drop-down Selection) |                |                        |  |
|  |   |   | Teacher Only    | Narrative             |                |                        |  |
|  |   |   | Teacher Only    | Activity              |                |                        |  |
|  |   |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |   |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |   |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
| (13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: | (A) generate and clarify questions on a topic for formal and informal inquiry | (i) generate questions on a topic for formal inquiry    | Student/Teacher | Narrative             | 9780134914985  | Unit 5, Week 6, p. 618 | Hacer una investigación / Third paragraph, second bullet           |
|  |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 6, p. 413 | Colaborar  |
|  |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 6, p. 619 | Colaborar  |
|  |   |   | Student/Teacher | (Drop-down Selection) |                |                        |  |
|  |   |   | Student/Teacher | (Drop-down Selection) |                |                        |  |
|  |   |   | Teacher Only    | Narrative             |                |                        |  |
|  |   |   | Teacher Only    | Activity              |                |                        |  |
|  |   |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |   |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |   |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
| (13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: | (A) generate and clarify questions on a topic for formal and informal inquiry | (ii) generate questions on a topic for informal inquiry | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 6, p. 412 | Hacer una investigación  |
|  |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 6, p. 413 | Colaborar  |
|  |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 6, p. 619 | Colaborar  |
|  |   |   | Student/Teacher | (Drop-down Selection) |                |                        |  |
|  |   |   | Student/Teacher | (Drop-down Selection) |                |                        |  |
|  |   |   | Teacher Only    | Narrative             |                |                        |  |
|  |   |   | Teacher Only    | Activity              |                |                        |  |
|  |   |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |   |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |   |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
| (13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: | (A) generate and clarify questions on a topic for formal and informal inquiry | (iii) clarify questions on a topic for formal inquiry   | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 6, p. 192 | Indagar  |
|  |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 6, p. 192 | Colaborar  |
|  |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 6, p. 398 | Colaborar  |
|  |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 6, p. 196 | Colaborar  |
|  |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 6, p. 408 | Colaborar  |
|  |   |   | Teacher Only    | Narrative             |                |                        |  |
|  |   |   | Teacher Only    | Activity              |                |                        |  |
|  |   |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |   |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |   |   | Teacher Only    | (Drop-down Selection) |                |                        |  |

| Knowledge and Skills Statement   | Student Expectation   | Breakout  | Item Type       | Citation Type         | Component ISBN | Page (s)               | Specific Location or Hyperlink to Location for Electronic Programs |
|--|---|---|-----------------|-----------------------|----------------|------------------------|--|
| (13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: | (A) generate and clarify questions on a topic for formal and informal inquiry | (iv) clarify questions on a topic for informal inquiry      | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 6, p. 412 | Hacer una investigación  |
|  |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 5, p. 367 | Intercambiar ideas   |
|  |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 6, p. 408 | Colaborar  |
|  |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 6, p. 614 | Colaborar  |
|  |   |   | Student/Teacher | (Drop-down selection) |                |                        |  |
|  |   |   | Teacher Only    | Narrative             |                |                        |  |
|  |   |   | Teacher Only    | Activity              |                |                        |  |
| (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             | 9780134914985  | Unit 1, Week 6, p. 192 | Artículos de investigación   |
|  |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 6, p. 196 | Artículos de investigación   |
|  |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 6, p. 408 | Artículos de investigación   |
|  |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 6, p. 614 | Artículos de investigación   |
|  |   |   | Student/Teacher | (Drop-down selection) |                |                        |  |
|  |   |   | Teacher Only    | Narrative             |                |                        |  |
|  |   |   | Teacher Only    | Activity              |                |                        |  |
| (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             | 9780134914985  | Unit 1, Week 6, p. 192 | Artículos de investigación   |
|  |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 6, p. 196 | Artículos de investigación   |
|  |   |   | 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: | (C) identify and gather relevant information from a variety of sources        | (i) identify relevant information from a variety of sources | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 6, p. 207 | Ampliar la investigación   |
|  |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 6, p. 207 | Colaborar  |
|  |   |   | Student/Teacher | (Drop-down Selection) |                |                        |  |
|  |   |   | Student/Teacher | (Drop-down Selection) |                |                        |  |
|  |   |   | Student/Teacher | (Drop-down Selection) |                |                        |  |
|  |   |   | Teacher Only    | Narrative             |                |                        |  |
|  |   |   | Teacher Only    | Activity              |                |                        |  |
| Teacher Only   | (Drop-down Selection)   |   |                 |                       |                |                        |  |

| 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) |                |                        |  |
| (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             | 9780134914985  | Unit 3, Week 6, p. 207 | Ampliar la investigación / First paragraph                         |
|  |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 6, p. 207 | Colaborar  |
|  |  |  | Student/Teacher | (Drop-down Selection) |                |                        |  |
|  |  |  | Student/Teacher | (Drop-down Selection) |                |                        |  |
|  |  |  | Teacher Only    | Narrative             |                |                        |  |
|  |  |  | Teacher Only    | Activity              |                |                        |  |
|  |  |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |  |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |  |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
| (13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: | (D) identify primary and secondary sources                             | (i) identify primary sources                               | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 6, p. 200 | Afinar la investigación  |
|  |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 6, p. 200 | Colaborar  |
|  |  |  | Student/Teacher | Narrative             | 9780134914985  | Unit 5, Week 6, p. 622 | Afinar la investigación / Chart                                    |
|  |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 6, p. 622 | Colaborar  |
|  |  |  | Student/Teacher | (Drop-down Selection) |                |                        |  |
|  |  |  | Teacher Only    | Narrative             |                |                        |  |
|  |  |  | Teacher Only    | Activity              |                |                        |  |
|  |  |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |  |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |  |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
| (13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: | (D) identify primary and secondary sources                             | (ii) identify secondary sources                            | Student/Teacher | Narrative             | 9780134914985  | Unit 1, Week 6, p. 200 | Afinar la investigación  |
|  |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 6, p. 200 | Colaborar  |
|  |  |  | Student/Teacher | Narrative             | 9780134914985  | Unit 5, Week 6, p. 622 | Afinar la investigación / Chart                                    |
|  |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 5, Week 6, p. 622 | Colaborar  |
|  |  |  | Student/Teacher | (Drop-down Selection) |                |                        |  |
|  |  |  | Teacher Only    | Narrative             |                |                        |  |
|  |  |  | Teacher Only    | Activity              |                |                        |  |
|  |  |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |  |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |  |  | Teacher Only    | (Drop-down Selection) |                |                        |  |
| (13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: | (E) demonstrate understanding of information gathered                  | (i) demonstrate understanding of information gathered      | Student/Teacher | Narrative             | 9780134914985  | Unit 3, Week 6, p. 207 | Ampliar la investigación / First paragraph                         |
|  |  |  | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 6, p. 207 | Colaborar  |
|  |  |  | Student/Teacher | (Drop-down Selection) |                |                        |  |
|  |  |  | Student/Teacher | (Drop-down Selection) |                |                        |  |
|  |  |  | Teacher Only    | Narrative             |                |                        |  |

| Knowledge and Skills Statement   | Student Expectation   | Breakout  | Item Type       | Citation Type         | Component ISBN | Page (s)               | Specific Location or Hyperlink to Location for Electronic Programs |
|--|---|---|-----------------|-----------------------|----------------|------------------------|--|
|  |   |   | Teacher Only    | Activity              |                |                        |  |
|  |   |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |   |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |   |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
| (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             | 9780134914985  | Unit 3, Week 6, p. 204 | Afinar la investigación  |
|  |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 6, p. 204 | Colaborar  |
|  |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 3, Week 6, p. 205 | Colaborar  |
|  |   |   | Student/Teacher | (Drop-down Selection) |                |                        |  |
|  |   |   | Student/Teacher | (Drop-down Selection) |                |                        |  |
|  |   |   | Teacher Only    | Narrative             |                |                        |  |
|  |   |   | Teacher Only    | Activity              |                |                        |  |
|  |   |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |   |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |   |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
| (13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: | (G) develop a bibliography  | (i) develop a bibliography  | Student/Teacher | Narrative             | 9780134914985  | Unit 2, Week 6, p. 406 | Afinar la investigación / Chart                                    |
|  |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 2, Week 6, p. 406 | Colaborar  |
|  |   |   | Student/Teacher | Narrative             | 9780134914985  | Unit 4, Week 6, p. 416 | Afinar la investigación / Chart                                    |
|  |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 6, p. 416 | Colaborar  |
|  |   |   | Student/Teacher | (Drop-down Selection) |                |                        |  |
|  |   |   | Teacher Only    | Narrative             |                |                        |  |
|  |   |   | Teacher Only    | Activity              |                |                        |  |
|  |   |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |   |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |   |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
| (13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: | (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             | 9780134914985  | Unit 2, Week 3, p. 327 | Crear con multimedia   |
|  |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 6, p. 206 | Colaborar  |
|  |   |   | Student/Teacher | Narrative             | 9780134914985  | Unit 5, Week 6, p. 628 | First paragraph  |
|  |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 1, Week 5, p. 187 | Publicar y celebrar, Mi turno                                      |
|  |   |   | Student/Teacher | Activity              | 9780134914985  | Unit 4, Week 6, p. 422 | Colaborar  |
|  |   |   | Teacher Only    | Narrative             |                |                        |  |
|  |   |   | Teacher Only    | Activity              |                |                        |  |
|  |   |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |   |   | Teacher Only    | (Drop-down Selection) |                |                        |  |
|  |   |   | Teacher Only    | (Drop-down Selection) |                |                        |  |