

**A Correlation of**  
**Texas miVisión Lectura**  
**Grade 4, ©2020**  
**Print + 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						
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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	9780328992317	Unit 5, Week 1, p. 452	Reflexionar y comentar: Escucha atentamente y haz preguntas
			Student/Teacher	Activity	9780328992300	Unit 1, Week 1, p. 15	Intercambiar ideas
			Student/Teacher	Activity	9780328992300	Unit 2, Week 2, p. 256	Intercambiar ideas
			Student/Teacher	Activity	9780328992317	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	9780328992317	Unit 3, Week 1, p. 32	Hacer preguntas y comentarios pertinentes
			Student/Teacher	Activity	9780328992317	Unit 3, Week 1, p. 32	Hacer preguntas y comentarios pertinentes / First bullet
			Student/Teacher	Narrative	9780328992317	Unit 5, Week 1, p. 452	Escucha atentamente y haz preguntas
			Student/Teacher	Activity	9780328992317	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	9780328992317	Unit 3, Week 1, p. 32	Hacer preguntas y comentarios pertinentes
			Student/Teacher	Activity	9780328992317	Unit 3, Week 1, p. 32	Hacer preguntas y comentarios pertinentes / Second bullet
			Student/Teacher	Activity	9780328992300	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	9780328992317	Unit 5, Week 3, p. 528	Instrucciones orales
			Student/Teacher	Activity	9780328992317	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	9780328992317	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	9780328992317	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	9780328992317	Unit 5, Week 3, p. 528	Instrucciones orales
			Student/Teacher	Activity	9780328992317	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	9780328992317	Unit 3, Week 5, p. 182	Hablar para ser escuchado / Second bullet
			Student/Teacher	Activity	9780328992317	Unit 5, Week 6, p. 628	Colaborar
			Student/Teacher	Narrative	9780328992317	Unit 5, Week 5, p. 600	Reflexionar y comentar / First bullet
			Student/Teacher	Activity	9780328992317	Unit 5, Week 5, p. 600	En tus palabras
			Student/Teacher	Activity	9780328992317	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	9780328992317	Unit 3, Week 5, p. 182	Reflexionar y comentar / First bullet
			Student/Teacher	Activity	9780328992317	Unit 3, Week 5, p. 182	En tus palabras
			Student/Teacher	Narrative	9780328992317	Unit 5, Week 5, p. 600	Reflexionar y comentar / Second bullet
			Student/Teacher	Narrative	9780328992300	Unit 1, Week 1, p. 38	Reflexionar y comentar / Second bullet
			Student/Teacher	Activity	9780328992317	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	9780328992317	Unit 5, Week 5, p. 600	Reflexionar y comentar / Third bullet
			Student/Teacher	Activity	9780328992317	Unit 5, Week 5, p. 600	En tus palabras
			Student/Teacher	Narrative	9780328992300	Unit 1, Week 1, p. 38	Reflexionar y comentar / Second bullet
			Student/Teacher	Activity	9780328992317	Unit 3, Week 6, p. 210	Colaborar
			Student/Teacher	Activity	9780328992317	Unit 5, Week 6, p. 628	Colaborar
			Teacher Only	Narrative			
			Teacher Only	Activity			
(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	9780328992317	Unit 5, Week 5, p. 600	Reflexionar y comentar / Fourth bullet
			Student/Teacher	Activity	9780328992317	Unit 5, Week 5, p. 600	En tus palabras
			Student/Teacher	Activity	9780328992300	Unit 2, Week 5, p. 384	Comunicar ideas
			Student/Teacher	Activity	9780328992317	Unit 3, Week 6, p. 210	Colaborar
			Student/Teacher	Activity	9780328992317	Unit 4, Week 3, p. 394	Reflexionar y comentar
			Teacher Only	Narrative			
			Teacher Only	Activity			
(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	9780328992317	Unit 5, Week 5, p. 600	Reflexionar y comentar / Fifth bullet
			Student/Teacher	Activity	9780328992317	Unit 5, Week 5, p. 600	En tus palabras
			Student/Teacher	(Drop-down Selection)			
			Student/Teacher	(Drop-down Selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down Selection)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(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	9780328992317	Unit 3, Week 6, p. 199	Planifica la investigación / First paragraph
			Student/Teacher	Activity	9780328992317	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			
			Teacher Only	Activity			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	Activity			
			Teacher Only	(Drop-down Selection)			
			Teacher Only	(Drop-down Selection)			
			Teacher Only	(Drop-down Selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding 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); (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus; (iii) decoding and differentiating the meaning of a word based on the diacritical accent; and (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	9780328992317	Unit 3, Week 2, p. 68	La acentuación de las palabras agudas y graves
			Student/Teacher	Activity	9780328992317	Unit 3, Week 2, p. 68	Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 4, Week 3, p. 316	La acentuación de los verbos conjugados / Second paragraph
			Student/Teacher	Activity	9780328992317	Unit 4, Week 3, p. 316	Mi turno
			Student/Teacher	Activity	9780328992317	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: (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); (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus; (iii) decoding and differentiating the meaning of a word based on the diacritical accent; and (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	9780328992317	Unit 3, Week 2, p. 68	La acentuación de las palabras agudas y graves
			Student/Teacher	Activity	9780328992317	Unit 3, Week 2, p. 68	Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 4, Week 3, p. 316	La acentuación de los verbos conjugados / Second paragraph
			Student/Teacher	Activity	9780328992317	Unit 4, Week 3, p. 316	Mi turno
			Student/Teacher	Activity	9780328992317	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:                      (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);                      (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;                      (iii) decoding and differentiating the meaning of a word based on the diacritical accent; and                      (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	9780328992317	Unit 3, Week 4, p. 156	La acentuación de palabras esdrújulas y sobreesdrújulas / First paragraph
			Student/Teacher	Activity	9780328992317	Unit 3, Week 4, p. 156	Mi turno / Second row
			Student/Teacher	Narrative	9780328992317	Unit 4, Week 3, p. 316	La acentuación de los verbos conjugados / Second paragraph
			Student/Teacher	Activity	9780328992317	Unit 4, Week 3, p. 316	Mi turno
			Student/Teacher	Activity	9780328992317	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:                      (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);                      (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;                      (iii) decoding and differentiating the meaning of a word based on the diacritical accent; and                      (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	9780328992317	Unit 3, Week 4, p. 156	La acentuación de palabras esdrújulas y sobreesdrújulas / Second paragraph
			Student/Teacher	Activity	9780328992317	Unit 3, Week 4, p. 156	Mi turno / Third row
			Student/Teacher	Narrative	9780328992317	Unit 4, Week 3, p. 316	La acentuación de los verbos conjugados / Second paragraph
			Student/Teacher	Activity	9780328992317	Unit 4, Week 3, p. 316	Mi turno
			Student/Teacher	Activity	9780328992317	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:                      (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);                      (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;                      (iii) decoding and differentiating the meaning of a word based on the diacritical accent; and                      (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>9780328992300</p>	<p>Unit 2, Week 3, p. 318</p>	<p>Los diptongos de vocales débiles</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992300</p>	<p>Unit 2, Week 3, p. 318</p>	<p>Mi turno</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992300</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>9780328992300</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>9780328992300</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:                      (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);                      (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;                      (iii) decoding and differentiating the meaning of a word based on the diacritical accent; and                      (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>9780328992300</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>9780328992300</p>	<p>Unit 1, Week 3, p. 106</p>	<p>Mi turno</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992300</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>9780328992300</p>	<p>Unit 1, Week 3, p. 109</p>	<p>Mi turno</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992300</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:                      (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);                      (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;                      (iii) decoding and differentiating the meaning of a word based on the diacritical accent; and                      (iv) decoding words with prefixes and suffixes</p>	<p>(vii) demonstrate phonetic knowledge by using orthographic rules to segment syllables, including accented hiatus</p>	Student/Teacher	Narrative	9780328992300	Unit 1, Week 4, p. 142	El hiato con vocal fuerte y vocal débil tónica
			Student/Teacher	Activity	9780328992300	Unit 1, Week 4, p. 142	Mi turno
			Student/Teacher	Narrative	9780328992300	Unit 1, Week 4, p. 145	Escribir palabras con hiato con vocal fuerte y vocal débil tónica
			Student/Teacher	Narrative	9780328992300	Unit 1, Week 4, p. 142	Estudio de palabras
			Student/Teacher	Activity	9780328992300	Unit 1, Week 4, p. 145	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down Selection)			
			Teacher Only	(Drop-down Selection)			
			Teacher Only	(Drop-down Selection)			
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(A) demonstrate and apply phonetic knowledge by:                      (i) decoding 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);                      (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;                      (iii) decoding and differentiating the meaning of a word based on the diacritical accent; and                      (iv) decoding words with prefixes and suffixes</p>	<p>(viii) demonstrate phonetic knowledge by using orthographic rules to combine syllables, including diphthongs</p>	Student/Teacher	Narrative	9780328992300	Unit 2, Week 3, p. 318	Estudio de palabras
			Student/Teacher	Activity	9780328992300	Unit 2, Week 3, p. 318	Mi turno
			Student/Teacher	Narrative	9780328992300	Unit 2, Week 3, p. 321	Escribir palabras con diptongos de vocales débiles
			Student/Teacher	Narrative	9780328992300	Unit 2, Week 2, p. 286	Los diptongos de vocales fuertes y débiles
			Student/Teacher	Activity	9780328992300	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:                      (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);                      (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;                      (iii) decoding and differentiating the meaning of a word based on the diacritical accent; and                      (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	9780328992300	Unit 1, Week 3, p. 106	El hiato de vocales fuertes
			Student/Teacher	Activity	9780328992300	Unit 1, Week 3, p. 106	Mi turno / Second activity
			Student/Teacher	Narrative	9780328992317	Unit 3, Week 5, p. 184	Los hiatos y diptongos con h intercalada
			Student/Teacher	Activity	9780328992317	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:                      (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);                      (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;                      (iii) decoding and differentiating the meaning of a word based on the diacritical accent; and                      (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	9780328992300	Unit 1, Week 4, p. 142	Estudio de palabras
			Student/Teacher	Activity	9780328992300	Unit 1, Week 4, p. 142	Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 3, Week 5, p. 184	Los hiatos y diptongos con h intercalada
			Student/Teacher	Activity	9780328992317	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:                      (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);                      (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;                      (iii) decoding and differentiating the meaning of a word based on the diacritical accent; and                      (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>	Student/Teacher	Narrative	9780328992317	Unit 5, Week 3, p. 530	Estudio de palabras
			Student/Teacher	Activity	9780328992317	Unit 5, Week 3, p. 530	Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 5, Week 3, p. 533	Escribir palabras con acento diacrítico
			Student/Teacher	Narrative	9780328992300	Unit 1, Week 4, p. 142	Estudio de palabras
			Student/Teacher	Activity	9780328992317	Unit 5, Week 3, p. 533	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down Selection)			
			Teacher Only	(Drop-down Selection)			
			Teacher Only	(Drop-down Selection)			
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(A) demonstrate and apply phonetic knowledge by:                      (i) decoding 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);                      (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;                      (iii) decoding and differentiating the meaning of a word based on the diacritical accent; and                      (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>	Student/Teacher	Narrative	9780328992317	Unit 5, Week 3, p. 530	Estudio de palabras
			Student/Teacher	Activity	9780328992317	Unit 5, Week 3, p. 530	Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 5, Week 3, p. 533	Escribir palabras con acento diacrítico
			Student/Teacher	Activity	9780328992317	Unit 5, Week 3, p. 533	Mi turno
			Student/Teacher	Activity	9780328992317	Práctica adicional, Unit 5, Week 5, p. 179	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down Selection)			
			Teacher Only	(Drop-down Selection)			
			Teacher Only	(Drop-down Selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs					
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(A) demonstrate and apply phonetic knowledge by:                      (i) decoding 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);                      (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;                      (iii) decoding and differentiating the meaning of a word based on the diacritical accent; and                      (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>9780328992300</p>	<p>Unit 1, Week 5, p. 180</p>	<p>Estudio de palabras</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992300</p>	<p>Unit 1, Week 5, p. 180</p>	<p>Mi turno</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992300</p>	<p>Unit 1, Week 5, p. 183</p>	<p>Ortografía</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992300</p>	<p>Unit 1, Week 5, p. 183</p>	<p>Mi turno</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992300</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:                      (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);                      (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;                      (iii) decoding and differentiating the meaning of a word based on the diacritical accent; and                      (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>9780328992300</p>	<p>Unit 1, Week 1, p. 40</p>	<p>Estudio de palabras</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992300</p>	<p>Unit 1, Week 1, p. 40</p>	<p>Mi turno</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992317</p>	<p>Unit 3, Week 3, p. 108</p>	<p>Estudio de palabras</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992317</p>	<p>Unit 3, Week 3, p. 111</p>	<p>Mi turno</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992300</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:                      (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);                      (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;                      (iii) decoding and differentiating the meaning of a word based on the diacritical accent; and                      (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	9780328992317	Unit 3, Week 2, p. 68	Estudio de palabras
			Student/Teacher	Activity	9780328992317	Unit 3, Week 2, p. 68	Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 4, Week 3, p. 316	Estudio de palabras
			Student/Teacher	Activity	9780328992317	Unit 4, Week 3, p. 316	Mi turno
			Student/Teacher	Activity	9780328992317	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:                      (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);                      (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;                      (iii) decoding and differentiating the meaning of a word based on the diacritical accent; and                      (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	9780328992317	Unit 3, Week 2, p. 68	Estudio de palabras
			Student/Teacher	Activity	9780328992317	Unit 3, Week 2, p. 68	Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 4, Week 3, p. 316	Estudio de palabras / Second paragraph
			Student/Teacher	Activity	9780328992317	Unit 4, Week 3, p. 316	Mi turno
			Student/Teacher	Activity	9780328992317	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:                      (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);                      (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;                      (iii) decoding and differentiating the meaning of a word based on the diacritical accent; and                      (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>	Student/Teacher	Narrative	9780328992317	Unit 3, Week 4, p. 156	Estudio de palabras / First paragraph					
								Student/Teacher	Activity	9780328992317	Unit 3, Week 4, p. 156	Mi turno / Second row
								Student/Teacher	Narrative	9780328992317	Unit 4, Week 3, p. 316	Estudio de palabras/ Second paragraph
								Student/Teacher	Activity	9780328992317	Unit 4, Week 3, p. 316	Mi turno
								Student/Teacher	Activity	9780328992317	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:                      (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);                      (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;                      (iii) decoding and differentiating the meaning of a word based on the diacritical accent; and                      (iv) decoding words with prefixes and suffixes</p>	<p>(xviii) apply phonetic knowledge by palabras sobreesdrújulas (words with the stress on the syllable before the antepenultimate)</p>	Student/Teacher	Narrative	9780328992317	Unit 3, Week 4, p. 156	Estudio de palabras / Second paragraph					
								Student/Teacher	Activity	9780328992317	Unit 3, Week 4, p. 156	Mi turno / Third row
								Student/Teacher	Narrative	9780328992317	Unit 4, Week 3, p. 316	Estudio de palabras / Second paragraph
								Student/Teacher	Activity	9780328992317	Unit 4, Week 3, p. 316	Mi turno
								Student/Teacher	Activity	9780328992317	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:                      (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);                      (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;                      (iii) decoding and differentiating the meaning of a word based on the diacritical accent; and                      (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>9780328992300</p>	<p>Unit 2, Week 3, p. 318</p>	<p>Estudio de palabras</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992300</p>	<p>Unit 2, Week 3, p. 318</p>	<p>Mi turno</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992300</p>	<p>Unit 2, Week 3, p. 321</p>	<p>Ortografía</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992300</p>	<p>Unit 2, Week 2, p. 289</p>	<p>Ortografía</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992300</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:                      (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);                      (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;                      (iii) decoding and differentiating the meaning of a word based on the diacritical accent; and                      (iv) decoding words with prefixes and suffixes</p>	<p>(xx) apply phonetic knowledge by using orthographic rules to segment syllables, including formal hiatus</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992300</p>	<p>Unit 1, Week 3, p. 106</p>	<p>Estudio de palabras / First paragraph</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992300</p>	<p>Unit 1, Week 3, p. 106</p>	<p>Mi turno</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992300</p>	<p>Unit 1, Week 3, p. 109</p>	<p>Ortografía</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992300</p>	<p>Unit 1, Week 3, p. 109</p>	<p>Mi turno</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992300</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:                      (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);                      (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;                      (iii) decoding and differentiating the meaning of a word based on the diacritical accent; and                      (iv) decoding words with prefixes and suffixes</p>	<p>(xxi) apply phonetic knowledge by using orthographic rules to segment syllables, including accented hiatus</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992300</p>	<p>Unit 1, Week 4, p. 142</p>	<p>Estudio de palabras</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992300</p>	<p>Unit 1, Week 4, p. 142</p>	<p>Mi turno</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992300</p>	<p>Unit 1, Week 4, p. 145</p>	<p>Ortografía</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992300</p>	<p>Unit 1, Week 4, p. 145</p>	<p>Mi turno</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992300</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>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:                      (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);                      (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;                      (iii) decoding and differentiating the meaning of a word based on the diacritical accent; and                      (iv) decoding words with prefixes and suffixes</p>	<p>(xxii) apply phonetic knowledge by using orthographic rules to combine syllables, including diphthongs</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992300</p>	<p>Unit 2, Week 3, p. 318</p>	<p>Los diptongos de vocales débiles</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992300</p>	<p>Unit 2, Week 3, p. 318</p>	<p>Mi turno</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992300</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>9780328992300</p>	<p>Unit 2, Week 2, p. 286</p>	<p>Los diptongos de vocales fuertes y débiles</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992300</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>			



Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs	
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(A) demonstrate and apply phonetic knowledge by:                      (i) decoding 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);                      (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;                      (iii) decoding and differentiating the meaning of a word based on the diacritical accent; and                      (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	9780328992300	Unit 1, Week 3, p. 106	El hiato de vocales fuertes	
			Student/Teacher	Activity	9780328992300	Unit 1, Week 3, p. 106	Mi turno / Second activity	
			Student/Teacher	Narrative	9780328992317	Unit 3, Week 5, p. 184	Los hiatos y diptongos con h intercalada	
			Student/Teacher	Activity	9780328992317	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:                      (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);                      (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;                      (iii) decoding and differentiating the meaning of a word based on the diacritical accent; and                      (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	9780328992300	Unit 1, Week 4, p. 142	El hiato con vocal fuerte y vocal débil tónica	
			Student/Teacher	Activity	9780328992300	Unit 1, Week 4, p. 142	Mi turno	
			Student/Teacher	Narrative	9780328992317	Unit 3, Week 5, p. 184	Los hiatos y diptongos con h intercalada	
			Student/Teacher	Activity	9780328992317	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:                      (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);                      (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;                      (iii) decoding and differentiating the meaning of a word based on the diacritical accent; and                      (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>9780328992317</p>	<p>Unit 5, Week 3, p. 530</p>	<p>Estudio de palabras</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992317</p>	<p>Unit 5, Week 3, p. 530</p>	<p>Mi turno</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992317</p>	<p>Unit 5, Week 3, p. 533</p>	<p>Ortografía</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992317</p>	<p>Unit 5, Week 3, p. 533</p>	<p>Mi turno</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992317</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:                      (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);                      (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;                      (iii) decoding and differentiating the meaning of a word based on the diacritical accent; and                      (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>9780328992317</p>	<p>Unit 5, Week 3, p. 530</p>	<p>Estudio de palabras</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992317</p>	<p>Unit 5, Week 3, p. 530</p>	<p>Mi turno</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992317</p>	<p>Unit 5, Week 3, p. 533</p>	<p>Ortografía</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992317</p>	<p>Unit 5, Week 3, p. 533</p>	<p>Mi turno</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992317</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:                      (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);                      (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;                      (iii) decoding and differentiating the meaning of a word based on the diacritical accent; and                      (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>9780328992300</p>	<p>Unit 1, Week 5, p. 180</p>	<p>Estudio de palabras</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992300</p>	<p>Unit 1, Week 5, p. 180</p>	<p>Mi turno</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992300</p>	<p>Unit 1, Week 5, p. 183</p>	<p>Ortografía</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992300</p>	<p>Unit 1, Week 5, p. 183</p>	<p>Mi turno</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992300</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:                      (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);                      (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;                      (iii) decoding and differentiating the meaning of a word based on the diacritical accent; and                      (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>9780328992300</p>	<p>Unit 1, Week 1, p. 40</p>	<p>Estudio de palabras</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992300</p>	<p>Unit 1, Week 1, p. 40</p>	<p>Mi turno</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992317</p>	<p>Unit 3, Week 3, p. 108</p>	<p>Estudio de palabras</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992317</p>	<p>Unit 3, Week 3, p. 111</p>	<p>Mi turno</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992300</p>	<p>Práctica adicional, Unit 1, Week 1, p. 1</p>	<p>Full page</p>
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down Selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down Selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down Selection)</p>			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:                      (i) spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent;                      (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent;                      (iii) spelling words with diphthongs and hiatus; and                      (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	9780328992317	Unit 3, Week 2, p. 71	Ortografía
			Student/Teacher	Activity	9780328992317	Unit 3, Week 2, p. 71	Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 3, Week 2, p. 68	Estudio de palabras
			Student/Teacher	Activity	9780328992317	Unit 3, Week 2, p. 68	Mi turno
			Student/Teacher	Activity	9780328992317	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:                      (i) spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent;                      (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent;                      (iii) spelling words with diphthongs and hiatus; and                      (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	9780328992317	Unit 3, Week 2, p. 71	Central text
			Student/Teacher	Activity	9780328992317	Unit 3, Week 2, p. 71	Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 3, Week 2, p. 68	Estudio de palabras
			Student/Teacher	Activity	9780328992317	Unit 3, Week 2, p. 68	Mi turno
			Student/Teacher	Activity	9780328992317	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
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:                      (i) spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent;                      (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent;                      (iii) spelling words with diphthongs and hiatus; and                      (iv) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses</p>	<p>(iii) demonstrate spelling knowledge by spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent</p>	Student/Teacher	Narrative	9780328992317	Unit 3, Week 4, p. 159	Ortografía
			Student/Teacher	Activity	9780328992317	Unit 3, Week 4, p. 159	Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 3, Week 4, p. 156	Estudio de palabras / First Paragraph
			Student/Teacher	Activity	9780328992317	Unit 3, Week 4, p. 156	Mi turno
			Student/Teacher	Activity	9780328992317	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:                      (i) spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent;                      (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent;                      (iii) spelling words with diphthongs and hiatus; and                      (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	9780328992300	Unit 2, Week 2, p. 289	Ortografía
			Student/Teacher	Activity	9780328992300	Unit 2, Week 2, p. 289	Mi turno
			Student/Teacher	Narrative	9780328992300	Unit 2, Week 3, p. 321	Ortografía
			Student/Teacher	Activity	9780328992300	Unit 2, Week 3, p. 321	Mi turno
			Student/Teacher	Activity	9780328992300	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
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:                      (i) spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent;                      (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent;                      (iii) spelling words with diphthongs and hiatus; and                      (iv) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses</p>	<p>(v) demonstrate spelling knowledge by spelling words with hiatus</p>	Student/Teacher	Narrative	9780328992300	Unit 1, Week 3, p. 109	Ortografía
			Student/Teacher	Activity	9780328992300	Unit 1, Week 3, p. 109	Mi turno
			Student/Teacher	Narrative	9780328992300	Unit 1, Week 4, p. 142	Estudio de palabras
			Student/Teacher	Narrative	9780328992300	Unit 1, Week 4, p. 145	Ortografía
			Student/Teacher	Activity	9780328992300	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)			
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:                      (i) spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent;                      (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent;                      (iii) spelling words with diphthongs and hiatus; and                      (iv) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses</p>	<p>(vi) demonstrate spelling knowledge by marking accents appropriately when conjugating verbs in simple past [tense]</p>	Student/Teacher	Narrative	9780328992317	Unit 3, Week 3, p. 112	Estudio de palabras
			Student/Teacher	Activity	9780328992317	Unit 3, Week 3, p. 112	Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 3, Week 4, p. 161	Taller de escritura / Chart
			Student/Teacher	Narrative	9780328992300	Unit 1, Week 5, p. 185	Taller de escritura / Second paragraph and chart
			Student/Teacher	Activity	9780328992317	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)			
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:                      (i) spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent;                      (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent;                      (iii) spelling words with diphthongs and hiatus; and                      (iv) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses</p>	<p>(vii) demonstrate spelling knowledge by marking accents appropriately when conjugating verbs in imperfect past [tense]</p>	Student/Teacher	Narrative	9780328992317	Unit 4, Week 3, p. 316	La acentuación de los verbos conjugados
			Student/Teacher	Activity	9780328992317	Unit 4, Week 3, p. 316	
			Student/Teacher	Narrative	9780328992317	Unit 4, Week 3, p. 316	
			Student/Teacher	Activity	9780328992317	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	9780328992317	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: (i) spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent; (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with diphthongs and hiatus; and (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	9780328992317	Unit 4, Week 3, p. 316	La acentuación de los verbos conjugados
			Student/Teacher	Activity	9780328992317	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: (i) spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent; (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with diphthongs and hiatus; and (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	9780328992317	Unit 4, Week 3, p. 316	La acentuación de los verbos conjugados
			Student/Teacher	Activity	9780328992317	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:                      (i) spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent;                      (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent;                      (iii) spelling words with diphthongs and hiatus; and                      (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	9780328992317	Unit 3, Week 4, p. 161	Taller de escritura / Chart
			Student/Teacher	Activity	9780328992317	Unit 3, Week 4, p. 161	Mi turno / First activity
			Student/Teacher	Narrative	9780328992317	Unit 4, Week 3, p. 316	La acentuación de los verbos conjugados
			Student/Teacher	Activity	9780328992317	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)			
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:                      (i) spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent;                      (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent;                      (iii) spelling words with diphthongs and hiatus; and                      (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	9780328992317	Unit 3, Week 2, p. 71	Ortografía
			Student/Teacher	Activity	9780328992317	Unit 3, Week 2, p. 71	Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 3, Week 2, p. 68	Estudio de palabras
			Student/Teacher	Activity	9780328992317	Unit 3, Week 2, p. 68	Mi turno
			Student/Teacher	Activity	9780328992317	Práctica adicional, Unit 3, Week 2, p. 95	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down Selection)			
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:                      (i) spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent;                      (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent;                      (iii) spelling words with diphthongs and hiatus; and                      (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	9780328992317	Unit 3, Week 2, p. 71	Ortografía
			Teacher Only	(Drop-down Selection)			
			Teacher Only	(Drop-down Selection)			
			Teacher Only	(Drop-down Selection)			
			Teacher Only	(Drop-down Selection)			
			Teacher Only	(Drop-down Selection)			
			Teacher Only	(Drop-down Selection)			
			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	9780328992317	Unit 3, Week 2, p. 71	Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 3, Week 2, p. 68	Estudio de palabras
			Student/Teacher	Activity	9780328992317	Unit 3, Week 2, p. 68	Mi turno
			Student/Teacher	Activity	9780328992317	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: (i) spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent; (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with diphthongs and hiatus; and (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	9780328992317	Unit 3, Week 4, p. 159	Ortografía
			Student/Teacher	Activity	9780328992317	Unit 3, Week 4, p. 159	Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 3, Week 4, p. 156	Estudio de palabras / First Paragraph
			Student/Teacher	Activity	9780328992317	Unit 3, Week 4, p. 156	Mi turno
			Student/Teacher	Activity	9780328992317	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: (i) spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent; (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with diphthongs and hiatus; and (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	9780328992300	Unit 2, Week 2, p. 289	Ortografía
			Student/Teacher	Activity	9780328992300	Unit 2, Week 2, p. 289	Mi turno
			Student/Teacher	Narrative	9780328992300	Unit 2, Week 3, p. 321	Ortografía
			Student/Teacher	Activity	9780328992300	Unit 2, Week 3, p. 321	Mi turno
			Student/Teacher	Activity	9780328992300	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
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:                      (i) spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent;                      (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent;                      (iii) spelling words with diphthongs and hiatus; and                      (iv) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses</p>	<p>(xv) apply spelling knowledge by spelling words with hiatus</p>	Student/Teacher	Narrative	9780328992300	Unit 1, Week 3, p. 109	Ortografía
			Student/Teacher	Activity	9780328992300	Unit 1, Week 3, p. 109	Mi turno
			Student/Teacher	Narrative	9780328992300	Unit 1, Week 4, p. 142	Estudio de palabras
			Student/Teacher	Narrative	9780328992300	Unit 1, Week 4, p. 145	Full page
			Student/Teacher	Activity	9780328992300	Unit 1, Week 4, p. 142	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:                      (i) spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent;                      (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent;                      (iii) spelling words with diphthongs and hiatus; and                      (iv) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses</p>	<p>(xvii) apply spelling knowledge by marking accents appropriately when conjugating verbs in simple past [tense]</p>	Student/Teacher	Narrative	9780328992317	Unit 3, Week 3, p. 112	Estudio de palabras
			Student/Teacher	Activity	9780328992317	Unit 3, Week 3, p. 112	Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 3, Week 4, p. 161	Taller de escritura / Chart
			Student/Teacher	Narrative	9780328992300	Unit 1, Week 5, p. 185	Taller de escritura / Second paragraph and chart
			Student/Teacher	Activity	9780328992317	Unit 3, Week 4, p. 161	Mi turno / First activity
			Teacher Only	Narrative			
			Teacher Only	Activity			
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:                      (i) spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent;                      (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent;                      (iii) spelling words with diphthongs and hiatus; and                      (iv) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses</p>	<p>(xvii) apply spelling knowledge by marking accents appropriately when conjugating verbs in imperfect past [tense]</p>	Student/Teacher	Narrative	9780328992317	Unit 4, Week 3, p. 316	La acentuación de los verbos conjugados
			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	9780328992317	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)			
			Teacher Only	(Drop-down Selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply spelling knowledge by: (i) spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent; (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with diphthongs and hiatus; and (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	9780328992317	Unit 4, Week 3, p. 316	La acentuación de los verbos conjugados
			Student/Teacher	Activity	9780328992317	Unit 4, Week 3, p. 316	Mi turno activities
			Student/Teacher	Narrative	9780328992317	Unit 3, Week 5, p. 188	El pretérito perfecto
			Student/Teacher	Activity	9780328992317	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)			
			Teacher Only	(Drop-down Selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply spelling knowledge by: (i) spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent; (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with diphthongs and hiatus; and (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	9780328992317	Unit 4, Week 3, p. 316	Estudio de palabras
			Student/Teacher	Activity	9780328992317	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:                      (i) spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent;                      (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent;                      (iii) spelling words with diphthongs and hiatus; and                      (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	9780328992317	Unit 3, Week 4, p. 161	Taller de escritura / Chart
			Student/Teacher	Activity	9780328992317	Unit 3, Week 4, p. 161	Mi turno / First activity
			Student/Teacher	Narrative	9780328992317	Unit 4, Week 3, p. 316	Estudio de palabras
			Student/Teacher	Activity	9780328992317	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	9780328992300	Unit 2, Week 5, p. 393	Taller de escritura
			Student/Teacher	Activity	9780328992300	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	9780328992317	Unit 3, Week 2, p. 67	Vocabulario académico
			Student/Teacher	Activity	9780328992317	Unit 3, Week 2, p. 67	Mi turno / Third bullet
			Student/Teacher	Activity	9780328992317	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	9780328992300	Volume 1, p. 414	Top of page
			Student/Teacher	Activity	9780328992300	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	9780328992317	Volume 2, p. 630	Top of page
			Student/Teacher	Activity	9780328992317	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	9780328992317	Unit 3, Week 4, p. 156	La acentuación de palabras esdrújulas
			Student/Teacher	Activity	9780328992317	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	9780328992300	Unit 1, Week 5, p. 167	Lectura atenta: Vocabulario en contexto / First paragraph
			Student/Teacher	Activity	9780328992300	Unit 1, Week 2, p. 64	Lectura atenta: Vocabulario en contexto / First paragraph
			Student/Teacher	Narrative	9780328992300	Unit 1, Week 3, p. 105	Vocabulario académico
			Student/Teacher	Activity	9780328992300	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	9780328992300	Unit 1, Week 3, p. 90	Lectura atenta / First paragraph
			Student/Teacher	Activity	9780328992300	Unit 1, Week 3, p. 90	Lectura atenta / Last paragraph
			Student/Teacher	Narrative	9780328992300	Unit 1, Week 4, p. 134	Lectura atenta / First and second paragraph
			Student/Teacher	Activity	9780328992300	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	9780328992300	Unit 1, Week 5, p. 180	Estudio de palabras
			Student/Teacher	Activity	9780328992300	Unit 1, Week 5, p. 180	Mi turno
			Student/Teacher	Narrative	9780328992300	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	9780328992300	Unit 1, Week 5, p. 183	Mi turno
			Student/Teacher	Activity	9780328992300	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	(ii) identify the meaning of base words with affixes, including sobre-	Student/Teacher	Narrative	9780328992300	Unit 1, Week 5, p. 180	Estudio de palabras
			Student/Teacher	Activity	9780328992300	Unit 1, Week 5, p. 180	Mi turno
			Student/Teacher	Narrative	9780328992300	Unit 1, Week 5, p. 183	Ortografia
			Student/Teacher	Activity	9780328992300	Unit 1, Week 5, p. 183	Mi turno
			Student/Teacher	Activity	9780328992300	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	(iii) identify the meaning of base words with affixes, including sub-	Student/Teacher	Narrative	9780328992300	Unit 1, Week 5, p. 180	Estudio de palabras
			Student/Teacher	Activity	9780328992300	Unit 1, Week 5, p. 180	Mi turno
			Student/Teacher	Narrative	9780328992300	Unit 1, Week 5, p. 183	Ortografia
			Student/Teacher	Activity	9780328992300	Unit 1, Week 5, p. 183	Mi turno
			Student/Teacher	Activity	9780328992300	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	(iv) identify the meaning of base words with affixes, including inter-	Student/Teacher	Narrative	9780328992300	Unit 1, Week 5, p. 180	Estudio de palabras
			Student/Teacher	Activity	9780328992300	Unit 1, Week 5, p. 180	Mi turno
			Student/Teacher	Narrative	9780328992300	Unit 1, Week 5, p. 183	Ortografia
			Student/Teacher	Activity	9780328992300	Unit 1, Week 5, p. 183	Mi turno
			Student/Teacher	Activity	9780328992300	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	9780328992300	Unit 2, Week 4, p. 350	Estudio de palabras
			Student/Teacher	Activity	9780328992300	Unit 2, Week 4, p. 350	Mi turno
			Student/Teacher	Narrative	9780328992300	Unit 2, Week 4, p. 353	Ortografia
			Student/Teacher	Activity	9780328992300	Unit 2, Week 4, p. 353	Mi turno
			Student/Teacher	Activity	9780328992300	Práctica adicional, Unit 2, Week 4, p. 48	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down Selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use 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	9780328992317	Unit 4, Week 2, p. 282	Estudio de palabras
			Student/Teacher	Activity	9780328992317	Unit 4, Week 2, p. 282	Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 4, Week 2, p. 285	Ortografia
			Student/Teacher	Activity	9780328992317	Unit 4, Week 2, p. 285	Mi turno
			Student/Teacher	Activity	9780328992317	Práctica adicional, Unit 4, Week 2, p. 134	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	(vii) identify the meaning of base words with affixes, including -ante	Student/Teacher	Narrative	9780328992317	Unit 4, Week 1, p. 246	Las raíces y los afijos latinos y griegos
			Student/Teacher	Activity	9780328992317	Unit 4, Week 1, p. 246	Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 4, Week 1, p. 249	Las raíces y los afijos latinos y griegos
			Student/Teacher	Activity	9780328992317	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	(viii) identify the meaning of base words with affixes, including -eza	Student/Teacher	Narrative	9780328992317	Unit 4, Week 1, p. 246	Las raíces y los afijos latinos y griegos
			Student/Teacher	Activity	9780328992317	Unit 4, Week 1, p. 246	Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 4, Week 1, p. 249	Las raíces y los afijos latinos y griegos
			Student/Teacher	Activity	9780328992317	Unit 4, Week 1, p. 249	Mi turno
			Student/Teacher	(Drop-down Selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	(Drop-down Selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down Selection)			
			Teacher Only	(Drop-down Selection)			
			Teacher Only	(Drop-down Selection)			
(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	9780328992317	Unit 4, Week 1, p. 246	Las raíces y los afijos latinos y griegos
			Student/Teacher	Activity	9780328992317	Unit 4, Week 1, p. 246	Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 4, Week 1, p. 249	Las raíces y los afijos latinos y griegos
			Student/Teacher	Activity	9780328992317	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	9780328992300	Unit 1, Week 2, p. 74	Estudio de palabras
			Student/Teacher	Activity	9780328992300	Unit 1, Week 2, p. 74	Mi turno
			Student/Teacher	Narrative	9780328992300	Unit 1, Week 2, p. 77	Ortografía
			Student/Teacher	Activity	9780328992300	Unit 1, Week 2, p. 77	Mi turno
			Student/Teacher	Activity	9780328992300	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	9780328992317	Unit 4, Week 1, p. 246	Las raíces y los afijos latinos y griegos
			Student/Teacher	Activity	9780328992317	Unit 4, Week 1, p. 246	Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 4, Week 1, p. 249	Las raíces y los afijos latinos y griegos
			Student/Teacher	Activity	9780328992317	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	9780328992300	Unit 2, Week 4, p. 350	Estudio de palabras
			Student/Teacher	Activity	9780328992300	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	9780328992300	Unit 2, Week 4, p. 353	Ortografía
			Student/Teacher	Activity	9780328992300	Unit 2, Week 4, p. 353	Mi turno
			Student/Teacher	Activity	9780328992300	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	9780328992317	Unit 4, Week 1, p. 246	Las raíces y los afijos latinos y griegos
			Student/Teacher	Activity	9780328992317	Unit 4, Week 1, p. 246	Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 4, Week 1, p. 249	Las raíces y los afijos latinos y griegos
			Student/Teacher	Activity	9780328992317	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	9780328992317	Unit 5, Week 5, p. 602	Estudio de palabras
			Student/Teacher	Activity	9780328992317	Unit 5, Week 5, p. 602	Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 5, Week 5, p. 605	Ortografía
			Student/Teacher	Activity	9780328992317	Unit 5, Week 5, p. 605	Mi turno
			Student/Teacher	Activity	9780328992317	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	9780328992300	Unit 2, Week 4, p. 350	Estudio de palabras
			Student/Teacher	Activity	9780328992300	Unit 2, Week 4, p. 350	Mi turno
			Student/Teacher	Narrative	9780328992300	Unit 2, Week 4, p. 353	Ortografía
			Student/Teacher	Activity	9780328992300	Unit 2, Week 4, p. 353	Mi turno
			Student/Teacher	Activity	9780328992300	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	9780328992317	Unit 5, Week 5, p. 602	Estudio de palabras
			Student/Teacher	Activity	9780328992317	Unit 5, Week 5, p. 602	Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 5, Week 5, p. 605	Ortografia
			Student/Teacher	Activity	9780328992317	Unit 5, Week 5, p. 605	Mi turno
			Student/Teacher	Activity	9780328992317	Práctica adicional, Unit 5, Week 5, p. 186	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	(xvii) use base words with affixes, including mono-	Student/Teacher	Narrative	9780328992300	Unit 1, Week 5, p. 180	Estudio de palabras
			Student/Teacher	Activity	9780328992300	Unit 1, Week 5, p. 180	Mi turno
			Student/Teacher	Narrative	9780328992300	Unit 1, Week 5, p. 183	Ortografia
			Student/Teacher	Narrative	9780328992300	Unit 2, Week 4, p. 350	Estudio de palabras
			Student/Teacher	Activity	9780328992300	Unit 1, Week 5, p. 183	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	(xviii) use base words with affixes, including sobre-	Student/Teacher	Narrative	9780328992300	Unit 1, Week 5, p. 180	Estudio de palabras
			Student/Teacher	Activity	9780328992300	Unit 1, Week 5, p. 180	Mi turno
			Student/Teacher	Narrative	9780328992300	Unit 1, Week 5, p. 183	Ortografia
			Student/Teacher	Activity	9780328992300	Unit 1, Week 5, p. 183	Mi turno
			Student/Teacher	Activity	9780328992300	Práctica adicional, Unit 1, Week 5, p. 5	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	(xix) use base words with affixes, including sub-	Student/Teacher	Narrative	9780328992300	Unit 1, Week 5, p. 180	Estudio de palabras
			Student/Teacher	Activity	9780328992300	Unit 1, Week 5, p. 180	Mi turno
			Student/Teacher	Narrative	9780328992300	Unit 1, Week 5, p. 183	Ortografia
			Student/Teacher	Activity	9780328992300	Unit 1, Week 5, p. 183	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down Selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9780328992300	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	9780328992300	Unit 1, Week 5, p. 180	Estudio de palabras
			Student/Teacher	Activity	9780328992300	Unit 1, Week 5, p. 180	Mi turno
			Student/Teacher	Narrative	9780328992300	Unit 1, Week 5, p. 183	Ortografía
			Student/Teacher	Activity	9780328992300	Unit 1, Week 5, p. 183	Mi turno
			Student/Teacher	Activity	9780328992300	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	9780328992300	Unit 2, Week 4, p. 350	Estudio de palabras
			Student/Teacher	Activity	9780328992300	Unit 2, Week 4, p. 350	Mi turno
			Student/Teacher	Narrative	9780328992300	Unit 2, Week 4, p. 353	Ortografía
			Student/Teacher	Activity	9780328992300	Unit 2, Week 4, p. 353	Mi turno
			Student/Teacher	Activity	9780328992300	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	9780328992317	Unit 4, Week 2, p. 282	Estudio de palabras
			Student/Teacher	Activity	9780328992317	Unit 4, Week 2, p. 282	Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 4, Week 2, p. 285	Ortografía
			Student/Teacher	Activity	9780328992317	Unit 4, Week 2, p. 285	Mi turno
			Student/Teacher	Activity	9780328992317	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	9780328992317	Unit 4, Week 1, p. 246	Las raíces y los afijos latinos y griegos
			Student/Teacher	Activity	9780328992317	Unit 4, Week 1, p. 246	Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 4, Week 1, p. 249	Las raíces y los afijos latinos y griegos
			Student/Teacher	Activity	9780328992317	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	(xxiv) use base words with affixes, including -eza	Student/Teacher	Narrative	9780328992317	Unit 4, Week 1, p. 246	Las raíces y los afijos latinos y griegos
			Student/Teacher	Activity	9780328992317	Unit 4, Week 1, p. 246	Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 4, Week 1, p. 249	Las raíces y los afijos latinos y griegos
			Student/Teacher	Narrative	9780328992317	Práctica adicional, Unit 5, Week 5, p. 186	Ortografía
			Student/Teacher	Activity	9780328992317	Unit 4, Week 1, p. 249	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	(xxv) use base words with affixes, including -ancia	Student/Teacher	Narrative	9780328992317	Unit 4, Week 1, p. 246	Las raíces y los afijos latinos y griegos
			Student/Teacher	Activity	9780328992317	Unit 4, Week 1, p. 246	Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 4, Week 1, p. 249	Las raíces y los afijos latinos y griegos
			Student/Teacher	Activity	9780328992317	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	(xxvi) use base words with affixes, including -ura	Student/Teacher	Narrative	9780328992300	Unit 1, Week 2, p. 74	Estudio de palabras
			Student/Teacher	Activity	9780328992300	Unit 1, Week 2, p. 74	Mi turno
			Student/Teacher	Narrative	9780328992300	Unit 1, Week 2, p. 77	Ortografía
			Student/Teacher	Activity	9780328992300	Unit 1, Week 2, p. 77	Mi turno
			Student/Teacher	Activity	9780328992300	Práctica adicional, Unit 1, Week 2, p. 2	Mi turno
			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	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	9780328992317	Unit 4, Week 1, p. 246	Las raíces y los ajijos latinos y griegos
			Student/Teacher	Activity	9780328992317	Unit 4, Week 1, p. 246	Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 4, Week 1, p. 249	Las raíces y los ajijos latinos y griegos
			Student/Teacher	Activity	9780328992317	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	9780328992300	Unit 2, Week 4, p. 350	Estudio de palabras
			Student/Teacher	Activity	9780328992300	Unit 2, Week 4, p. 350	Mi turno
			Student/Teacher	Narrative	9780328992300	Unit 2, Week 4, p. 353	Ortografía
			Student/Teacher	Activity	9780328992300	Unit 2, Week 4, p. 353	Mi turno
			Student/Teacher	Activity	9780328992300	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	9780328992317	Unit 4, Week 1, p. 246	Las raíces y los ajijos latinos y griegos
			Student/Teacher	Activity	9780328992317	Unit 4, Week 1, p. 246	Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 4, Week 1, p. 249	Las raíces y los ajijos latinos y griegos
			Student/Teacher	Activity	9780328992317	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	9780328992317	Unit 5, Week 5, p. 602	Estudio de palabras
			Student/Teacher	Activity	9780328992317	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	9780328992317	Unit 5, Week 5, p. 605	Ortografía
			Student/Teacher	Activity	9780328992317	Unit 5, Week 5, p. 605	Mi turno
			Student/Teacher	Activity	9780328992317	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	9780328992300	Unit 2, Week 4, p. 350	Narrative (Estudio de palabras )
			Student/Teacher	Activity	9780328992300	Unit 2, Week 4, p. 350	Mi turno
			Student/Teacher	Narrative	9780328992300	Unit 2, Week 4, p. 353	Ortografía
			Student/Teacher	Activity	9780328992300	Unit 2, Week 4, p. 353	Mi turno
			Student/Teacher	Activity	9780328992300	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	9780328992317	Unit 5, Week 5, p. 602	Estudio de palabras
			Student/Teacher	Activity	9780328992317	Unit 5, Week 5, p. 602	Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 5, Week 5, p. 605	Ortografía
			Student/Teacher	Activity	9780328992317	Unit 5, Week 5, p. 605	Mi turno
			Student/Teacher	Activity	9780328992317	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	9780328992300	Unit 2, Week 3, p. 319	Leer como un escritor / First paragraph
			Student/Teacher	Activity	9780328992300	Unit 2, Week 3, p. 319	Mi turno / Second activity
			Student/Teacher	Narrative	9780328992300	Unit 2, Week 3, p. 320	Leer como un escritor / First paragraph
			Student/Teacher	Narrative	9780328992317	Unit 3, Week 4, p. 155	Vocabulario académico
			Student/Teacher	Activity	9780328992300	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	9780328992317	Unit 4, Week 5, p. 396	Estudio de palabras / First paragraph
			Student/Teacher	Activity	9780328992317	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	9780328992317	Unit 4, Week 5, p. 396	Estudio de palabras / First paragraph
			Student/Teacher	Activity	9780328992317	Unit 4, Week 5, p. 396	Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 4, Week 5, p. 399	Ortografia
			Student/Teacher	Activity	9780328992317	Unit 4, Week 5, p. 399	Mi turno
			Student/Teacher	Activity	9780328992317	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	9780328992300	Unit 2, Week 3, p. 319	Leer como un escritor / First paragraph
			Student/Teacher	Activity	9780328992300	Unit 2, Week 3, p. 319	Mi turno / Second activity
			Student/Teacher	Narrative	9780328992300	Unit 2, Week 3, p. 320	Escribir para un lector / First paragraph
			Student/Teacher	Narrative	9780328992317	Unit 3, Week 4, p. 155	Vocabulario académico
			Student/Teacher	Activity	9780328992317	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	9780328992317	Unit 4, Week 5, p. 396	Estudio de palabras / First paragraph
			Student/Teacher	Activity	9780328992317	Unit 4, Week 5, p. 396	Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 4, Week 5, p. 399	Ortografia
			Student/Teacher	Activity	9780328992317	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	9780328992317	Unit 4, Week 5, p. 396	Estudio de palabras
			Student/Teacher	Activity	9780328992317	Unit 4, Week 5, p. 396	Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 4, Week 5, p. 399	Ortografía
			Student/Teacher	Activity	9780328992317	Unit 4, Week 5, p. 399	Mi turno
			Student/Teacher	Activity	9780328992317	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	9780328992300	Unit 2, Week 3, p. 319	Leer como un escritor / First paragraph
			Student/Teacher	Activity	9780328992300	Unit 2, Week 3, p. 319	Mi turno
			Student/Teacher	Narrative	9780328992300	Unit 2, Week 3, p. 320	Escribir para un lector / First paragraph
			Student/Teacher	Narrative	9780328992317	Unit 3, Week 4, p. 155	Vocabulario académico
			Student/Teacher	Activity	9780328992317	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	9780328992317	Unit 4, Week 5, p. 396	Estudio de palabras / First paragraph
			Student/Teacher	Activity	9780328992317	Unit 4, Week 5, p. 396	Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 4, Week 5, p. 399	Ortografía
			Student/Teacher	Activity	9780328992317	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	9780328992317	Unit 4, Week 5, p. 396	Estudio de palabras
			Student/Teacher	Activity	9780328992317	Unit 4, Week 5, p. 396	Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 4, Week 5, p. 399	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	9780328992317	Unit 4, Week 5, p. 399	Mi turno
			Student/Teacher	Activity	9780328992317	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	9780328992317	Unit 4, Week 5, p. 396	Estudio de palabras / First paragraph
			Student/Teacher	Activity	9780328992317	Unit 4, Week 5, p. 396	Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 4, Week 5, p. 399	Ortografía
			Student/Teacher	Activity	9780328992317	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	9780328992317	Unit 4, Week 5, p. 396	Estudio de palabras
			Student/Teacher	Activity	9780328992317	Unit 4, Week 5, p. 396	Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 4, Week 5, p. 399	Ortografía
			Student/Teacher	Activity	9780328992317	Unit 4, Week 5, p. 399	Mi turno
			Student/Teacher	Activity	9780328992317	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	9780328992317	Unit 4, Week 5, p. 396	Estudio de palabras
			Student/Teacher	Activity	9780328992317	Unit 4, Week 5, p. 396	Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 4, Week 5, p. 399	Ortografía
			Student/Teacher	Activity	9780328992317	Unit 4, Week 5, p. 399	Mi turno
			Student/Teacher	Activity	9780328992317	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	9780328992317	Unit 4, Week 5, p. 396	Estudio de palabras / First paragraph
			Student/Teacher	Activity	9780328992317	Unit 4, Week 5, p. 396	Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 4, Week 5, p. 399	Ortografía
			Student/Teacher	Activity	9780328992317	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	9780328992317	Unit 4, Week 5, p. 396	Estudio de palabras
			Student/Teacher	Activity	9780328992317	Unit 4, Week 5, p. 396	Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 4, Week 5, p. 399	Ortografía
			Student/Teacher	Activity	9780328992317	Unit 4, Week 5, p. 399	Mi turno
			Student/Teacher	Activity	9780328992317	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	9780328992317	Unit 4, Week 5, p. 396	Estudio de palabras
			Student/Teacher	Activity	9780328992317	Unit 4, Week 5, p. 396	Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 4, Week 5, p. 399	Ortografía
			Student/Teacher	Activity	9780328992317	Unit 4, Week 5, p. 399	Mi turno
			Student/Teacher	Activity	9780328992317	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	9780328992300	Unit 1, Week 4, p. 118	Leer con fluidez
			Student/Teacher	Activity	9780328992300	Unit 1, Week 4, p. 118	Leer con fluidez
			Student/Teacher	Narrative	9780328992317	Unit 4, Week 4, p. 328	Leer con fluidez
			Teacher Only	(Drop-down Selection)			
			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
			Student/Teacher	Activity	9780328992300	Unit 1, Week 4, p. 135	Fluidez
			Student/Teacher	Activity	9780328992300	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	9780328992317	Unit 4, Week 4, p. 328	Leer con fluidez
			Student/Teacher	Activity	9780328992300	Unit 2, Week 3, p. 310	Fluidez
			Student/Teacher	Narrative	9780328992317	Unit 5, Week 3, p. 500	Leer con fluidez
			Student/Teacher	Activity	9780328992317	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	9780328992300	Unit 2, Week 3, p. 298	Leer con fluidez
			Student/Teacher	Activity	9780328992300	Unit 2, Week 3, p. 298	Leer con fluidez
			Student/Teacher	Narrative	9780328992317	Unit 3, Week 5, p. 168	Leer con fluidez
			Student/Teacher	Narrative	9780328992317	Unit 5, Week 3, p. 500	Leer con fluidez
			Student/Teacher	Activity	9780328992317	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	9780328992300	Unit 1, Weekly Opener, p. 10	Lectura independiente / First paragraph
			Student/Teacher	Activity	9780328992300	Unit 1, Weekly Opener, pp. 10–11	Entire spread
			Student/Teacher	Narrative	9780328992317	Unit 5, Weekly Opener, p. 426	Lectura independiente / First paragraph
			Student/Teacher	Activity	9780328992317	Unit 5, Weekly Opener, pp. 426–427	Entire spread
			Student/Teacher	Activity	9780328992317	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	9780328992317	Unit 3, Weekly Opener, p. 12	Lectura independiente / Second paragraph
			Student/Teacher	Activity	9780328992317	Unit 3, Weekly Opener, pp. 12–13	Entire spread
			Student/Teacher	Narrative	9780328992317	Unit 4, Weekly Opener, p. 214	Lectura independiente / First paragraph
			Student/Teacher	Activity	9780328992317	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	9780328992317	Unit 3, Week 2, p. 46	Establecer un propósito
			Student/Teacher	Activity	9780328992317	Unit 3, Week 2, p. 46	Establecer un propósito
			Student/Teacher	Narrative	9780328992317	Unit 4, Week 2, p. 258	Establecer un propósito
			Student/Teacher	Narrative	9780328992317	Unit 5, Week 2, p. 466	Establecer un propósito
			Student/Teacher	Activity	9780328992317	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	9780328992300	Unit 2, Weekly Opener, p. 210	Lectura independiente / First Paragraph, Step 1
			Student/Teacher	Activity	9780328992300	Unit 2, Weekly Opener, p. 210	Lectura independiente / Last paragraph
			Student/Teacher	Activity	9780328992300	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	9780328992317	Unit 3, Week 4, p. 153	Hacer preguntas / First paragraph
			Student/Teacher	Activity	9780328992317	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	9780328992300	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	9780328992300	Unit 1, Week 2, p. 71	Hacer preguntas / First paragraph
			Student/Teacher	Activity	9780328992300	Unit 1, Week 2, p. 71	Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 3, Week 4, p. 153	Hacer preguntas / First paragraph
			Student/Teacher	Activity	9780328992317	Unit 3, Week 4, p. 153	Mi turno
			Student/Teacher	Activity	9780328992317	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	9780328992300	Unit 1, Week 2, p. 71	Hacer preguntas / First paragraph
			Student/Teacher	Activity	9780328992300	Unit 1, Week 2, p. 71	Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 3, Week 4, p. 153	Hacer preguntas / First paragraph
			Student/Teacher	Activity	9780328992317	Unit 3, Week 4, p. 153	Mi turno
			Student/Teacher	Activity	9780328992317	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	9780328992317	Unit 3, Week 4, p. 153	Hacer preguntas / First paragraph
			Student/Teacher	Activity	9780328992317	Unit 3, Week 4, p. 153	Mi turno
			Student/Teacher	Activity	9780328992317	Unit 3, Week 1, p. 20	Lectura
			Student/Teacher	Activity	9780328992317	Unit 4, Week 3, p. 296	Lectura
			Student/Teacher	Activity	9780328992317	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	9780328992317	Unit 3, Week 4, p. 153	Hacer preguntas / First paragraph
			Student/Teacher	Activity	9780328992317	Unit 3, Week 4, p. 153	Mi turno
			Student/Teacher	Activity	9780328992300	Unit 1, Week 2, p. 57	Hacer preguntas
			Student/Teacher	Activity	9780328992317	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	9780328992317	Unit 3, Week 4, p. 153	Hacer preguntas / First paragraph
			Student/Teacher	Activity	9780328992317	Unit 3, Week 4, p. 153	Mi turno
			Student/Teacher	Activity	9780328992317	Unit 3, Week 1, p. 20	Lectura
			Student/Teacher	Activity	9780328992317	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	9780328992300	Unit 2, Week 2, p. 283	Confirmar o corregir las predicciones / First paragraph
			Student/Teacher	Activity	9780328992300	Unit 2, Week 2, p. 260	Confirmar o corregir las predicciones
			Student/Teacher	Narrative	9780328992317	Unit 5, Week 1, p. 434	Lectura
			Student/Teacher	Activity	9780328992317	Unit 5, Week 1, p. 434	Lectura
			Student/Teacher	Activity	9780328992300	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	9780328992317	Unit 3, Week 2, p. 48	Lectura
			Student/Teacher	Activity	9780328992317	Unit 3, Week 2, p. 48	Lectura
			Student/Teacher	Narrative	9780328992317	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	9780328992300	Unit 2, Week 2, p. 283	Confirmar o corregir las predicciones / First paragraph
			Student/Teacher	Activity	9780328992317	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	9780328992300	Unit 2, Week 2, p. 283	Confirmar o corregir las predicciones / First paragraph
			Student/Teacher	Activity	9780328992300	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	9780328992300	Unit 1, Week 4, p. 139	Confirmar o corregir predicciones / First paragraph
			Student/Teacher	Activity	9780328992300	Unit 1, Week 4, p. 139	Mi turno
			Student/Teacher	Narrative	9780328992300	Unit 2, Week 2, p. 283	Confirmar o corregir las predicciones / First paragraph
			Student/Teacher	Activity	9780328992300	Unit 1, Week 4, p. 123	Confirmar o corregir las predicciones
			Student/Teacher	Activity	9780328992300	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	9780328992317	Unit 3, Week 2, p. 65	Confirmar y corregir las predicciones / First paragraph
			Student/Teacher	Activity	9780328992317	Unit 3, Week 2, p. 65	Mi turno
			Student/Teacher	Narrative	9780328992300	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	9780328992300	Unit 2, Week 2, p. 283	Confirmar o corregir las predicciones / First paragraph
			Student/Teacher	Activity	9780328992300	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	9780328992317	Unit 3, Week 5, p. 170	Lectura
			Student/Teacher	Activity	9780328992317	Unit 3, Week 5, p. 174	Visualizar para comprender
			Student/Teacher	Activity	9780328992317	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	9780328992317	Unit 3, Week 3, p. 105	Hacer conexiones / First paragraph
			Student/Teacher	Activity	9780328992317	Unit 3, Week 3, p. 105	Mi turno / Second activity
			Student/Teacher	Activity	9780328992300	Unit 1, Week 3, p. 85	Escritura breve
			Student/Teacher	Activity	9780328992300	Unit 1, Week 5, p. 153	Intercambiar ideas
			Student/Teacher	Activity	9780328992317	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	9780328992317	Unit 3, Week 3, p. 105	Hacer conexiones / First paragraph
			Student/Teacher	Activity	9780328992300	Unit 1, Week 1, p. 18	Lectura
			Student/Teacher	Narrative	9780328992317	Unit 4, Week 2, p. 279	Hacer conexiones / First paragraph
			Student/Teacher	Activity	9780328992300	Unit 2, Week 3, p. 300	Lectura
			Student/Teacher	Activity	9780328992317	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	9780328992317	Unit 4, Week 4, p. 353	Hacer conexiones / First paragraph
			Student/Teacher	Activity	9780328992317	Unit 4, Week 4, p. 353	Mi turno
			Student/Teacher	Activity	9780328992317	Unit 3, Week 4, p. 122	Lectura
			Student/Teacher	Activity	9780328992317	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	9780328992317	Unit 3, Week 1, p. 31	Hacer inferencias sobre los personajes / First paragraph
			Student/Teacher	Activity	9780328992317	Unit 3, Week 1, p. 31	Mi turno / Second paragraph
			Student/Teacher	Narrative	9780328992317	Unit 5, Week 1, p. 451	Hacer inferencias / First paragraph
			Student/Teacher	Narrative	9780328992317	Unit 5, Week 4, p. 561	Hacer inferencias / First paragraph
			Student/Teacher	Activity	9780328992317	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	9780328992317	Unit 3, Week 1, p. 31	Hacer inferencias sobre los personajes
			Student/Teacher	Activity	9780328992317	Unit 3, Week 1, p. 31	Mi turno / Second paragraph
			Student/Teacher	Narrative	9780328992317	Unit 5, Week 1, p. 451	Hacer inferencias / First paragraph
			Student/Teacher	Narrative	9780328992317	Unit 5, Week 5, p. 599	Usar la evidencia del texto para explicar conceptos
			Student/Teacher	Activity	9780328992317	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	9780328992300	Unit 1, Week 3, p. 103	Evaluar los detalles / First paragraph
			Student/Teacher	Activity	9780328992300	Unit 1, Week 3, p. 103	Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 4, Week 5, p. 393	Evaluar los detalles / First paragraph
			Student/Teacher	Activity	9780328992317	Unit 4, Week 5, p. 393	Mi turno
			Student/Teacher	Activity	9780328992317	Unit 4, Week 5, p. 374	Evaluar los detalles note
			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:	(H) synthesize information to create new understanding	(i) synthesize information to create new understanding	Student/Teacher	Narrative	9780328992300	Unit 2, Week 5, p. 382	Resumir la información / First paragraph
			Student/Teacher	Activity	9780328992300	Unit 2, Week 5, p. 382	Mi turno / Second activity
			Student/Teacher	Narrative	9780328992317	Unit 4, Week 1, p. 243	Resumir información acerca de los personajes / First paragraph
			Student/Teacher	Activity	9780328992317	Unit 3, Week 4, p. 151	Mi turno / Fourth question
			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:	(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	9780328992300	Unit 2, Week 1, p. 241	Supervisar la comprensión / First paragraph
			Student/Teacher	Activity	9780328992317	Unit 5, Week 2, p. 485	Mi turno
			Student/Teacher	Narrative	9780328992300	Unit 2, Week 5, p. 383	Supervisar la comprensión / First paragraph
			Student/Teacher	Narrative	9780328992317	Unit 5, Week 2, p. 485	Supervisar la comprensión / First paragraph
			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:	(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	9780328992300	Unit 2, Week 1, p. 223	Supervisar la comprensión
			Student/Teacher	Activity	9780328992300	Unit 2, Week 1, p. 223	Supervisar la comprensión
			Student/Teacher	Narrative	9780328992300	Unit 2, Week 1, p. 227	Supervisar la comprensión
			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	9780328992300	Unit 2, Week 1, p. 241	Supervisar la comprensión / First paragraph
			Student/Teacher	Activity	9780328992300	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	9780328992300	Unit 1, Week 6, p. 207	Reflexiona sobre tus lecturas / Top portion
			Student/Teacher	Activity	9780328992300	Unit 1, Week 6, p. 207	Reflexiona sobre tus lecturas / Bottom portion
			Student/Teacher	Narrative	9780328992317	Unit 4, Week 6, p. 423	Reflexiona sobre tus lecturas / Top portion
			Student/Teacher	Activity	9780328992317	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	9780328992300	Unit 1, Week 4, p. 140	Comparar y contrastar
			Student/Teacher	Activity	9780328992300	Unit 1, Week 4, p. 140	Comparar y contrastar
			Student/Teacher	Narrative	9780328992300	Unit 2, Week 2, p. 284	Comparar y contrastar / First paragraph
			Student/Teacher	Narrative	9780328992317	Unit 3, Week 2, p. 66	Comparar y contrastar / First paragraph
			Student/Teacher	Activity	9780328992300	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	9780328992300	Unit 1, Week 1, p. 37	Usar la evidencia del texto / First paragraph
			Student/Teacher	Activity	9780328992300	Unit 1, Week 1, p. 37	Mi turno
			Student/Teacher	Narrative	9780328992300	Unit 1, Week 2, p. 72	Usar la evidencia del texto / First paragraph
			Student/Teacher	Narrative	9780328992300	Unit 2, Week 3, p. 315	Usar la evidencia del texto / First paragraph
			Student/Teacher	Activity	9780328992300	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	9780328992317	Unit 5, Week 3, p. 527	Resumir un texto argumentativo / First paragraph
			Student/Teacher	Activity	9780328992317	Unit 5, Week 3, p. 527	Mi turno
			Student/Teacher	Activity	9780328992317	Unit 4, Week 2, p. 277	Mi turno / Second question
			Student/Teacher	Activity	9780328992317	Unit 4, Week 2, p. 279	Mi turno / Second activity
			Student/Teacher	Activity	9780328992317	Unit 5, Week 2, p. 465	Escritura breve
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down Selection)			
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(D) retell, 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	9780328992317	Unit 4, Week 3, p. 313	Resumir un texto literario / First paragraph
			Student/Teacher	Activity	9780328992317	Unit 3, Week 6, p. 205	Colaborar / Second question
			Student/Teacher	Activity	9780328992317	Unit 4, Week 3, p. 313	Mi turno / Second activity
			Student/Teacher	Activity	9780328992317	Unit 4, Week 2, p. 277	Mi turno / Second question
			Student/Teacher	Activity	9780328992317	Unit 4, Week 2, p. 279	Mi turno / Second activity
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down Selection)			
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	(i) interact with sources in meaningful ways	Student/Teacher	Narrative	9780328992300	Unit 1, Week 3, p. 104	Interacción con las fuentes / First two paragraphs
			Student/Teacher	Activity	9780328992300	Unit 1, Week 3, p. 104	Interacción con las fuentes / Last paragraph
			Student/Teacher	Narrative	9780328992300	Unit 2, Week 3, p. 316	Anotar las fuentes
			Student/Teacher	Narrative	9780328992317	Unit 4, Week 4, p. 354	Tomar notas
			Student/Teacher	Activity	9780328992300	Unit 2, Week 3, p. 316	Escribir basándose en las fuentes
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down Selection)			
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(F) respond using newly acquired vocabulary as appropriate	(i) respond using newly acquired vocabulary as appropriate	Student/Teacher	Narrative	9780328992300	Unit 1, Weekly Opener, p. 13	Vocabulario académico / First paragraph
			Student/Teacher	Activity	9780328992300	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
			Student/Teacher	Narrative	9780328992317	Unit 3, Weekly Opener, p. 15	Vocabulario académico / First paragraph
			Student/Teacher	Activity	9780328992317	Unit 3, Weekly Opener, p. 15	Intercambiar ideas
			Student/Teacher	Activity	9780328992300	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	9780328992317	Unit 4, Week 5, p. 393	Evaluar los detalles / First paragraph
			Student/Teacher	Activity	9780328992317	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	9780328992317	Unit 4, Week 4, p. 335	Inferir el tema / First paragraph
			Student/Teacher	Activity	9780328992317	Unit 4, Week 4, p. 335	Inferir el tema / Last paragraph
			Student/Teacher	Narrative	9780328992317	Unit 4, Week 4, p. 352	Inferir el tema / First paragraph
			Student/Teacher	Activity	9780328992317	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	9780328992317	Unit 3, Week 1, p. 30	Analizar a los personajes / First paragraph
			Student/Teacher	Activity	9780328992317	Unit 3, Week 1, p. 30	Mi turno / Bottom half of page
			Student/Teacher	Activity	9780328992317	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	9780328992317	Unit 3, Week 1, p. 30	Analizar a los personajes / First paragraph
			Student/Teacher	Activity	9780328992317	Unit 3, Week 1, p. 30	Mi turno / Second activity
			Student/Teacher	Activity	9780328992300	Unit 2, Week 3, p. 313	Mi turno / Third and fourth questions
			Student/Teacher	Activity	9780328992317	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	9780328992317	Unit 3, Week 2, p. 46	Ficción realista / First paragraph
			Student/Teacher	Activity	9780328992317	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	9780328992317	Unit 3, Week 2, p. 46	Ficción realista / First paragraph
			Student/Teacher	Activity	9780328992317	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	9780328992317	Unit 3, Week 2, p. 46	Ficción realista / First paragraph
			Student/Teacher	Activity	9780328992317	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	9780328992317	Unit 3, Week 2, p. 60	Lectura atenta: 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)			
			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	9780328992317	Unit 3, Week 2, p. 46	Ficción realista / First paragraph
			Student/Teacher	Activity	9780328992317	Unit 3, Week 2, p. 60	Analizar el argumento y el ambiente
			Student/Teacher	(Drop-down Selection)			
			Student/Teacher	(Drop-down Selection)			
			Student/Teacher	(Drop-down Selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down Selection)			
			Teacher Only	(Drop-down Selection)			
			Teacher Only	(Drop-down Selection)			
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(D) 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	9780328992317	Unit 3, Week 2, p. 64	Analizar el argumento y el ambiente
			Student/Teacher	Activity	9780328992317	Unit 3, Week 2, p. 64	Mi turno / Second activity
			Student/Teacher	Activity	9780328992317	Unit 4, Week 4, p. 351	Mi turno / Second 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)			
(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	9780328992317	Unit 3, Week 2, p. 64	Analizar el argumento y el ambiente
			Student/Teacher	Activity	9780328992317	Unit 3, Week 2, p. 56	Analizar el ambiente note
			Student/Teacher	Activity	9780328992317	Unit 3, Week 2, p. 63	Mi turno / Third question
			Student/Teacher	Activity	9780328992317	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	9780328992317	Unit 4, Week 1, p. 220	Literatura tradicional
			Student/Teacher	Activity	9780328992317	Unit 4, Week 1, p. 220	Intercambiar ideas
			Student/Teacher	Narrative	9780328992317	Unit 4, Week 2, p. 258	Cuentos exagerados
			Student/Teacher	Activity	9780328992317	Unit 4, Week 1, p. 241	Mi turno / First question
			Student/Teacher	Activity	9780328992317	Unit 4, Week 2, p. 277	Mi turno / First question
			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:	(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	9780328992300	Unit 2, Week 4, p. 351	Leer como un escritor / First paragraph
			Student/Teacher	Activity	9780328992300	Unit 2, Week 4, p. 352	Mi turno
			Student/Teacher	Narrative	9780328992300	Unit 2, Week 4, p. 352	Escribir para un lector / First paragraph
			Student/Teacher	Narrative	9780328992317	Unit 3, Week 5, p. 180	Examinar los elementos poéticos / First paragraph
			Student/Teacher	Activity	9780328992317	Unit 3, Week 5, p. 180	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:	(C) explain structure in drama such as character tags, acts, scenes, and stage directions	(i) explain structure in drama	Student/Teacher	Narrative	9780328992317	Unit 4, Week 3, pp. 294–295	First half of page and Cartel de referencia
			Student/Teacher	Activity	9780328992317	Unit 4, Week 3, p. 294	Intercambiar ideas
			Student/Teacher	Activity	9780328992317	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)				



Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) recognize characteristics and structures of informational text, including: (i) the central idea with supporting evidence; (ii) features such as pronunciation guides and diagrams to support understanding; and (iii) organizational patterns such as compare and contrast	(i) recognize characteristics of informational text, including the central idea with supporting evidence	Student/Teacher	Narrative	9780328992300	Unit 1, Week 2, p. 70	Analizar la idea principal y los detalles / First paragraph
			Student/Teacher	Activity	9780328992300	Unit 1, Week 2, p. 70	Mi turno / Second activity
			Student/Teacher	Narrative	9780328992300	Unit 1, Week 3, p. 103	Evaluar los detalles / First paragraph
			Student/Teacher	Narrative	9780328992300	Unit 2, Week 1, p. 216	Texto informativo
			Student/Teacher	Activity	9780328992300	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: (i) the central idea with supporting evidence; (ii) features such as pronunciation guides and diagrams to support understanding; and (iii) organizational patterns such as compare and contrast	(ii) recognize characteristics of informational text, including features to support understanding	Student/Teacher	Narrative	9780328992300	Unit 1, Week 4, p. 118	El texto informativo
			Student/Teacher	Activity	9780328992300	Unit 1, Week 4, p. 118	Intercambiar ideas
			Student/Teacher	Narrative	9780328992300	Unit 2, Week 1, p. 216	Texto informativo
			Student/Teacher	Narrative	9780328992300	Unit 2, Week 6, p. 404	Colaborar y comentar
			Student/Teacher	Activity	9780328992300	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)			
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) recognize characteristics and structures of informational text, including: (i) the central idea with supporting evidence; (ii) features such as pronunciation guides and diagrams to support understanding; and (iii) organizational patterns such as compare and contrast	(iii) recognize characteristics of informational text, including organizational patterns	Student/Teacher	Narrative	9780328992300	Unit 1, Week 3, p. 86	El artículo de revista
			Student/Teacher	Activity	9780328992300	Unit 1, Week 3, p. 95	Analizar la estructura del texto
			Student/Teacher	Narrative	9780328992300	Unit 1, Week 3, p. 102	Analizar la estructura del texto
			Student/Teacher	Narrative	9780328992300	Unit 2, Week 2, p. 256	Texto informativo
			Student/Teacher	Activity	9780328992300	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:	(D) recognize characteristics and structures of informational text, including: (i) the central idea with supporting evidence; (ii) features such as pronunciation guides and diagrams to support understanding; and (iii) organizational patterns such as compare and contrast	(iv) recognize structures of informational text, including the central idea with supporting evidence	Student/Teacher	Narrative	9780328992300	Unit 1, Week 2, p. 70	Analizar la idea principal y los detalles / First paragraph
			Student/Teacher	Activity	9780328992300	Unit 1, Week 2, p. 70	Mi turno / Second activity
			Student/Teacher	Narrative	9780328992300	Unit 1, Week 3, p. 103	First paragraph
			Student/Teacher	Narrative	9780328992300	Unit 2, Week 1, pp. 216–217	Texto informativo / First paragraph and Cartel de referencia
			Student/Teacher	Activity	9780328992300	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: (i) the central idea with supporting evidence; (ii) features such as pronunciation guides and diagrams to support understanding; and (iii) organizational patterns such as compare and contrast	(v) recognize structures of informational text, including features to support understanding	Student/Teacher	Narrative	9780328992300	Unit 1, Week 4, p. 118	El texto informativo
			Student/Teacher	Activity	9780328992300	Unit 1, Week 4, p. 118	Intercambiar ideas
			Student/Teacher	Narrative	9780328992300	Unit 2, Week 1, p. 216	Texto informativo / Fourth bullet
			Student/Teacher	Narrative	9780328992317	Unit 5, Week 1, p. 432	Texto informativo
			Student/Teacher	Activity	9780328992300	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: (i) the central idea with supporting evidence; (ii) features such as pronunciation guides and diagrams to support understanding; and (iii) organizational patterns such as compare and contrast	(vi) recognize structures of informational text, including organizational patterns	Student/Teacher	Narrative	9780328992300	Unit 1, Week 3, p. 86	El artículo de revista
			Student/Teacher	Activity	9780328992300	Unit 1, Week 3, p. 95	Lectura atenta: Analizar la estructura del texto
			Student/Teacher	Narrative	9780328992300	Unit 1, Week 3, p. 102	Analizar la estructura del texto
			Student/Teacher	Narrative	9780328992300	Unit 2, Week 2, p. 256	Texto informativo
			Student/Teacher	Activity	9780328992300	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: (i) identifying the claim; (ii) explaining how the author has used facts for an argument; and (iii) identifying the intended audience or reader	(i) recognize characteristics of argumentative text by identifying the claim	Student/Teacher	Narrative	9780328992300	Unit 1, Week 6, p. 194	Un asunto de opinión
			Student/Teacher	Activity	9780328992300	Unit 1, Week 6, pp. 194-195	Both Colaborar
			Student/Teacher	Narrative	9780328992317	Unit 3, Week 6, p. 198	Una cuestión de opinión
			Student/Teacher	Narrative	9780328992317	Unit 3, Week 6, p. 202	Colaborar y comentar / First paragraph
			Student/Teacher	Activity	9780328992317	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: (i) identifying the claim; (ii) explaining how the author has used facts for an argument; and (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	9780328992317	Unit 5, Week 3, p. 500	El texto argumentativo
			Student/Teacher	Activity	9780328992317	Unit 5, Week 3, p. 516	Resumir un texto argumentativo
			Student/Teacher	Narrative	9780328992317	Unit 5, Week 3, p. 526	Analizar el argumento
			Student/Teacher	Narrative	9780328992317	Unit 5 Week 6, p. 616	Explorar y planificar
			Student/Teacher	Activity	9780328992317	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: (i) identifying the claim; (ii) explaining how the author has used facts for an argument; and (iii) identifying the intended audience or reader	(iii) recognize characteristics of argumentative text by identifying the intended audience or reader	Student/Teacher	Narrative	9780328992317	Unit 3, Week 6, p. 198	Explorar y planificar / Fourth bullet
			Student/Teacher	Activity	9780328992317	Unit 3, Week 6, p. 198	Colaborar
			Student/Teacher	Activity	9780328992317	Unit 5, Week 3, p. 502	Lectura
			Student/Teacher	Activity	9780328992317	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: (i) identifying the claim; (ii) explaining how the author has used facts for an argument; and (iii) identifying the intended audience or reader	(iv) recognize structures of argumentative text by identifying the claim	Student/Teacher	Narrative	9780328992300	Unit 1, Week 6, p. 194	Un asunto de opinión
			Student/Teacher	Activity	9780328992300	Unit 1, Week 6, pp. 194-195	Both Colaborar
			Student/Teacher	Narrative	9780328992317	Unit 3, Week 6, p. 198	Una cuestión de opinión
			Student/Teacher	Narrative	9780328992317	Unit 3, Week 6, p. 202	Colaborar y comentar / First paragraph
			Student/Teacher	Activity	9780328992317	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: (i) identifying the claim; (ii) explaining how the author has used facts for an argument; and (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	9780328992317	Unit 5, Week 3, p. 500	El texto argumentativo
			Student/Teacher	Activity	9780328992317	Unit 5, Week 3, p. 516	Resumir un texto argumentativo
			Student/Teacher	Narrative	9780328992317	Unit 5, Week 3, p. 526	Analizar el argumento
			Student/Teacher	Narrative	9780328992317	Unit 5, Week 6, p. 616	Explorar y planificar
			Student/Teacher	Activity	9780328992317	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: (i) identifying the claim; (ii) explaining how the author has used facts for an argument; and (iii) identifying the intended audience or reader	(vi) recognize structures of argumentative text by identifying the intended audience or reader	Student/Teacher	Narrative	9780328992317	Unit 3, Week 6, p. 198	Explorar y planificar / Fourth bullet
			Student/Teacher	Activity	9780328992317	Unit 3, Week 6, p. 198	Colaborar
			Student/Teacher	Activity	9780328992317	Unit 5, Week 3, p. 502	Lectura
			Student/Teacher	Activity	9780328992317	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)			
			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:	(F) recognize characteristics of multimodal and digital texts	(i) recognize characteristics of multimodal texts	Student/Teacher	Narrative	9780328992317	Unit 4, Week 6, p. 420	Full page
			Student/Teacher	Activity	9780328992300	Unit 2, Week 2, p. 255	Intercambiar ideas
			Student/Teacher	Narrative	9780328992317	Unit 5, Week 5, p. 576	Texto informativo y video
			Student/Teacher	Activity	9780328992317	Unit 5, Week 5, p. 576	Intercambiar ideas
			Student/Teacher	Activity	9780328992317	Unit 5, Week 5, p. 597	Mi turno / First question
			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:	(F) recognize characteristics of multimodal and digital texts	(ii) recognize characteristics of digital texts	Student/Teacher	Narrative	9780328992317	Unit 4, Week 6, p. 420	Full page
			Student/Teacher	Activity	9780328992300	Unit 2, Week 2, p. 255	Intercambiar ideas
			Student/Teacher	Narrative	9780328992317	Unit 5, Week 5, p. 576	Texto informativo y video
			Student/Teacher	Activity	9780328992317	Unit 5, Week 5, p. 576	Intercambiar ideas
			Student/Teacher	Activity	9780328992317	Unit 5, Week 5, p. 597	Mi turno / First question
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down Selection)			
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(A) explain the author's purpose and message within a text	(i) explain the author's purpose within a text	Student/Teacher	Narrative	9780328992300	Unit 1, Week 1, p. 36	Explicar el propósito del autor
			Student/Teacher	Activity	9780328992300	Unit 1, Week 1, p. 36	Mi turno / Second activity
			Student/Teacher	Narrative	9780328992300	Unit 1, Week 5, p. 181	Leer como un escritor
			Student/Teacher	Narrative	9780328992317	Unit 4, Week 5, p. 397	Leer como un escritor
			Student/Teacher	Activity	9780328992300	Unit 1, Week 5, p. 181	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down Selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(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	9780328992317	Unit 3, Week 3, p. 105	Hacer conexiones
			Student/Teacher	Activity	9780328992317	Unit 3, Week 3, p. 105	Mi turno / Second activity
			Student/Teacher	Narrative	9780328992317	Unit 3, Week 4, p. 157	Leer como un escritor
			Student/Teacher	Narrative	9780328992317	Unit 3, Week 4, p. 156	Escribir para un lector
			Student/Teacher	Activity	9780328992317	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	9780328992300	Unit 1, Week 5, p. 176	Analizar la estructura del texto
			Student/Teacher	Activity	9780328992300	Unit 1, Week 5, p. 176	Mi turno / Second activity
			Student/Teacher	Narrative	9780328992300	Unit 2, Week 2, p. 282	Analizar la estructura del texto
			Student/Teacher	Narrative	9780328992300	Unit 2, Week 5, p. 387	Leer como un escritor
			Student/Teacher	Activity	9780328992300	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	9780328992300	Unit 1, Week 4, p. 138	Analizar los elementos del texto
			Student/Teacher	Activity	9780328992300	Unit 1, Week 4, p. 138	Mi turno
			Student/Teacher	Narrative	9780328992300	Unit 1, Week 4, p. 143	Leer como un escritor
			Student/Teacher	Narrative	9780328992300	Unit 2, Week 2, p. 287	Leer como un escritor
			Student/Teacher	Activity	9780328992300	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	9780328992300	Unit 1, Week 4, p. 138	Analizar los elementos del texto
			Student/Teacher	Activity	9780328992300	Unit 1, Week 4, p. 138	Mi turno
			Student/Teacher	Narrative	9780328992300	Unit 1, Week 4, p. 143	Leer como un escritor
			Student/Teacher	Narrative	9780328992300	Unit 1, Week 1, p. 41	Leer como un escritor
			Student/Teacher	Activity	9780328992300	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	9780328992300	Unit 2, Week 4, p. 351	Leer como un escritor
			Student/Teacher	Activity	9780328992300	Unit 2, Week 4, p. 351	Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 3, Week 2, p. 69	Leer como un escritor
			Student/Teacher	Narrative	9780328992317	Unit 3, Week 5, p. 185	Leer como un escritor
			Student/Teacher	Activity	9780328992317	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	9780328992317	Unit 5, Week 2, p. 489	Leer como un escritor
			Student/Teacher	Activity	9780328992317	Unit 5, Week 2, p. 489	Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 5, Week 5, p. 603	Leer como un escritor
			Student/Teacher	Activity	9780328992317	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	9780328992300	Unit 1, Week 2, p. 75	Leer como un escritor
			Student/Teacher	Activity	9780328992300	Unit 1, Week 2, p. 75	Mi turno
			Student/Teacher	Narrative	9780328992300	Unit 2, Week 3, p. 319	Leer como un escritor
			Student/Teacher	Narrative	9780328992317	Unit 3, Week 5, p. 185	Leer como un escritor
			Student/Teacher	Activity	9780328992300	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	9780328992317	Unit 5, Week 2, p. 494	Escribir con aliteración y asonancia
			Student/Teacher	Activity	9780328992317	Unit 3, Week 5, p. 180	#1, #2, and Chart
			Student/Teacher	Activity	9780328992317	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	9780328992317	Unit 3, Week 4, p. 120	Ficción y ficción realista
			Student/Teacher	Activity	9780328992317	Unit 3, Week 4, p. 120	Intercambiar ideas
			Student/Teacher	Narrative	9780328992317	Unit 3, Week 4, p. 152	Comparar y contrastar puntos de vista
			Student/Teacher	Narrative	9780328992317	Unit 4, Week 1, p. 247	Leer como un escritor
			Student/Teacher	Activity	9780328992317	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	9780328992317	Unit 3, Week 4, p. 120	Ficción y ficción realista
			Student/Teacher	Activity	9780328992317	Unit 3, Week 4, p. 120	Intercambiar ideas
			Student/Teacher	Narrative	9780328992317	Unit 3, Week 4, p. 152	Comparar y contrastar puntos de vista
			Student/Teacher	Narrative	9780328992317	Unit 4, Week 1, p. 247	Leer como un escritor
			Student/Teacher	Activity	9780328992317	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	9780328992300	Unit 1, Week 1, p. 46	Conocer al narrador
			Student/Teacher	Activity	9780328992300	Unit 1, Week 1, p. 46	Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 3, Week 4, p. 120	Género spread / Third bullet
			Student/Teacher	Activity	9780328992317	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	9780328992300	Unit 1, Week 1, p. 23	Explicar el propósito del autor / First paragraph
			Student/Teacher	Activity	9780328992300	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	9780328992300	Unit 1, Week 1, p. 23	Explicar el propósito del autor / First paragraph	
			Student/Teacher	Activity	9780328992300	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	9780328992317	Unit 3, Week 3, p. 117	Last paragraph	
			Student/Teacher	Activity	9780328992317	Unit 3, Week 3, p. 117	Mi turno	
			Student/Teacher	Activity	9780328992317	Unit 4, Week 3, p. 325	Mi turno	
			Student/Teacher	Activity	9780328992317	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: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea with relevant details	(i) develop drafts into a focused piece of writing by organizing with purposeful structure, including an introduction	Student/Teacher	Narrative	9780328992300	Unit 2, Week 2, p. 291	Desarrollar una introducción	
			Student/Teacher	Activity	9780328992300	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: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea with relevant details	(ii) develop drafts into a focused piece of writing by organizing with purposeful structure, including transitions	Student/Teacher	Narrative	9780328992300	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	9780328992300	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: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (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	9780328992300	Unit 2, Week 2, p. 295	Desarrollar una conclusión
			Student/Teacher	Activity	9780328992300	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: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (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	9780328992300	Unit 2, Week 2, p. 292	Desarrollar detalles relevantes
			Student/Teacher	Activity	9780328992300	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: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea with relevant details	(v) develop drafts into a structured piece of writing by organizing with purposeful structure, including an introduction	Student/Teacher	Narrative	9780328992300	Unit 1, Week 3, p. 111	Desarrollar y crear una introducción
			Student/Teacher	Activity	9780328992300	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
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea with relevant details	(vi) develop drafts into a structured piece of writing by organizing with purposeful structure, including transitions	Student/Teacher	Narrative	9780328992300	Unit 1, Week 3, p. 113	Chart
			Student/Teacher	Activity	9780328992300	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)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea with relevant details	(vii) develop drafts into a structured piece of writing by organizing with purposeful structure, including a conclusion	Student/Teacher	Narrative	9780328992317	Unit 5, Week 6, p. 620	Colaborar y comentar / Third bullet
			Student/Teacher	Activity	9780328992317	Unit 5, Week 6, p. 620	¡A intentarlo!
			Student/Teacher	(Drop-down Selection)			
			Student/Teacher	(Drop-down Selection)			
			Student/Teacher	(Drop-down Selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea with relevant details	(viii) develop drafts into a structured piece of writing by developing an engaging idea with relevant details	Student/Teacher	Narrative	9780328992300	Unit 1, Week 2, p. 81	Chart
			Student/Teacher	Activity	9780328992300	Unit 1, Week 2, p. 81	Mi turno activities
			Student/Teacher	(Drop-down Selection)			
			Student/Teacher	(Drop-down Selection)			
			Student/Teacher	(Drop-down Selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea with relevant details	(ix) develop drafts into a coherent piece of writing by organizing with purposeful structure, including an introduction	Student/Teacher	Narrative	9780328992317	Unit 4, Week 3, p. 321	Escribir la introducción y la conclusión
			Student/Teacher	Activity	9780328992317	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: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (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	9780328992317	Unit 4, Week 3, p. 324	Usar las frases y palabras de transición
			Student/Teacher	Activity	9780328992317	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: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (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	9780328992317	Unit 4, Week 3, p. 321	Escribir la introducción y la conclusión
			Student/Teacher	Activity	9780328992317	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: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (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	9780328992317	Unit 4, Week 2, p. 289	Desarrollar detalles de apoyo y datos
			Student/Teacher	Activity	9780328992317	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	9780328992317	Unit 4, Week 4, p. 364	Corregir el uso de las oraciones compuestas / First 3 paragraphs
			Student/Teacher	Activity	9780328992317	Unit 4, Week 4, p. 364	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:	(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	9780328992317	Unit 5, Week 4, p. 571	Revisar la selección de palabras / First paragraph and bullets
			Student/Teacher	Activity	9780328992317	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)			
			Teacher Only	(Drop-down Selection)			
Teacher Only	(Drop-down Selection)						
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	(iii) revise drafts by adding ideas for coherence	Student/Teacher	Narrative	9780328992300	Unit 1, Week 4, p. 147	Agregar ideas para tener coherencia y claridad
			Student/Teacher	Activity	9780328992300	Unit 1, Week 4, p. 147	Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 5, Week 5, p. 607	Añadir y borrar ideas para lograr coherencia y claridad / First paragraph
			Student/Teacher	Activity	9780328992317	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	(iv) revise drafts by deleting ideas for coherence	Student/Teacher	Narrative	9780328992300	Unit 1, Week 4, p. 148	Eliminar ideas para tener coherencia y claridad
			Student/Teacher	Activity	9780328992300	Unit 1, Week 4, p. 148	Mi turno / Second activity
			Student/Teacher	Narrative	9780328992317	Unit 5, Week 5, p. 607	Añadir y borrar ideas para lograr coherencia y claridad
			Student/Teacher	Activity	9780328992317	Unit 5, Week 5, p. 607	Mi turno activities

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	9780328992317	Unit 3, Week 5, p. 189	Reorganizar y combinar las ideas
			Student/Teacher	Activity	9780328992317	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	9780328992317	Unit 3, Week 5, p. 189	Reorganizar y combinar las ideas
			Student/Teacher	Activity	9780328992317	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	9780328992300	Unit 1, Week 4, p. 147	Agregar ideas para tener coherencia y claridad
			Student/Teacher	Activity	9780328992300	Unit 1, Week 4, p. 147	Mi turno activities
			Student/Teacher	Narrative	9780328992317	Unit 5, Week 5, p. 607	Añadir y borrar ideas para lograr coherencia y claridad / First paragraph
			Student/Teacher	Activity	9780328992317	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	9780328992300	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	9780328992300	Unit 1, Week 4, p. 148	Mi turno / Second activity
			Student/Teacher	Narrative	9780328992317	Unit 5, Week 5, p. 607	Añadir y borrar ideas para lograr coherencia y claridad / First paragraph
			Student/Teacher	Activity	9780328992317	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	9780328992317	Unit 3, Week 5, p. 189	Reorganizar y combinar las ideas
			Student/Teacher	Activity	9780328992317	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	9780328992317	Unit 3, Week 5, p. 189	Reorganizar y combinar las ideas
			Student/Teacher	Activity	9780328992317	Unit 3, Week 5, p. 189	Mi turno activities
			Student/Teacher	Activity	9780328992317	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:                      (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;                      (ii) irregular verbs;                      (iii) singular, plural, common, and proper nouns, including gender-specific articles;                      (iv) adjectives, including their comparative and superlative forms;                      (v) adverbs that convey frequency and adverbs that convey degree;                      (vi) prepositions and prepositional phrases;                      (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;                      (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;                      (ix) capitalization of historical events and documents, titles of books, stories, and essays;                      (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and                      (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>9780328992300</p>	<p>Unit 2, Week 5, p. 390</p>	<p>Lenguaje y normas</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992300</p>	<p>Unit 2, Week 5, p. 390</p>	<p>Mi turno</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992317</p>	<p>Unit 3, Week 2, p. 72</p>	<p>Lenguaje y normas, including chart</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992317</p>	<p>Unit 3, Week 2, p. 72</p>	<p>Mi turno</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992300</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:                      (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;                      (ii) irregular verbs;                      (iii) singular, plural, common, and proper nouns, including gender-specific articles;                      (iv) adjectives, including their comparative and superlative forms;                      (v) adverbs that convey frequency and adverbs that convey degree;                      (vi) prepositions and prepositional phrases;                      (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;                      (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;                      (ix) capitalization of historical events and documents, titles of books, stories, and essays;                      (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and                      (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>9780328992300</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	9780328992300	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: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) irregular verbs; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical events and documents, titles of books, stories, and essays; (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and (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	9780328992300	Unit 1, Week 4, p. 146	First paragraph and chart
			Student/Teacher	Activity	9780328992300	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:                      (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;                      (ii) irregular verbs;                      (iii) singular, plural, common, and proper nouns, including gender-specific articles;                      (iv) adjectives, including their comparative and superlative forms;                      (v) adverbs that convey frequency and adverbs that convey degree;                      (vi) prepositions and prepositional phrases;                      (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;                      (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;                      (ix) capitalization of historical events and documents, titles of books, stories, and essays;                      (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and                      (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>9780328992300</p>	<p>Unit 1, Week 5, p. 184</p>	<p>First paragraph and chart</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992300</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>Student/Teacher</p>	<p>(Drop-down Selection)</p>			
			<p>Teacher Only</p>	<p>Narrative</p>			
			<p>Teacher Only</p>	<p>Activity</p>			
			<p>Teacher Only</p>	<p>(Drop-down Selection)</p>			
			<p>Teacher Only</p>	<p>(Drop-down Selection)</p>			
			<p>Teacher Only</p>	<p>(Drop-down Selection)</p>			
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:                      (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;                      (ii) irregular verbs;                      (iii) singular, plural, common, and proper nouns, including gender-specific articles;                      (iv) adjectives, including their comparative and superlative forms;                      (v) adverbs that convey frequency and adverbs that convey degree;                      (vi) prepositions and prepositional phrases;                      (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;                      (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;                      (ix) capitalization of historical events and documents, titles of books, stories, and essays;                      (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and                      (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>9780328992300</p>	<p>Unit 2, Week 5, p. 390</p>	<p>First half of page</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992300</p>	<p>Unit 2, Week 5, p. 390</p>	<p>Mi turno</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992317</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	9780328992317	Unit 4, Week 4, p. 364	Taller de escritura, including charts
			Student/Teacher	Activity	9780328992317	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)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard Spanish conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) irregular verbs; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical events and documents, titles of books, stories, and essays; (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules	(vi) edit drafts using standard Spanish conventions, including complete compound sentences with avoidance of splices	Student/Teacher	Narrative	9780328992300	Unit 2, Week 1, p. 248	Lenguaje y normas, including chart
			Student/Teacher	Activity	9780328992300	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:                      (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;                      (ii) irregular verbs;                      (iii) singular, plural, common, and proper nouns, including gender-specific articles;                      (iv) adjectives, including their comparative and superlative forms;                      (v) adverbs that convey frequency and adverbs that convey degree;                      (vi) prepositions and prepositional phrases;                      (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;                      (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;                      (ix) capitalization of historical events and documents, titles of books, stories, and essays;                      (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and                      (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>9780328992300</p>	<p>Unit 2, Week 1, p. 248</p>	<p>Lenguaje y normas, including chart</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992300</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:                      (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;                      (ii) irregular verbs;                      (iii) singular, plural, common, and proper nouns, including gender-specific articles;                      (iv) adjectives, including their comparative and superlative forms;                      (v) adverbs that convey frequency and adverbs that convey degree;                      (vi) prepositions and prepositional phrases;                      (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;                      (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;                      (ix) capitalization of historical events and documents, titles of books, stories, and essays;                      (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and                      (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>9780328992300</p>	<p>Unit 2, Week 1, p. 248</p>	<p>Lenguaje y normas, including chart</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992300</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: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) irregular verbs; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical events and documents, titles of books, stories, and essays; (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and (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	9780328992300	Unit 1, Week 5, p. 185	Taller de escritura, including chart
			Student/Teacher	Activity	9780328992300	Unit 1, Week 5, p. 185	Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 3, Week 4, p. 161	Taller de escritura, including chart
			Student/Teacher	Activity	9780328992317	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:                      (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;                      (ii) irregular verbs;                      (iii) singular, plural, common, and proper nouns, including gender-specific articles;                      (iv) adjectives, including their comparative and superlative forms;                      (v) adverbs that convey frequency and adverbs that convey degree;                      (vi) prepositions and prepositional phrases;                      (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;                      (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;                      (ix) capitalization of historical events and documents, titles of books, stories, and essays;                      (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and                      (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>9780328992300</p>	<p>Unit 2, Week 4, p. 354</p>	<p>Lenguaje y normas, including chart</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992300</p>	<p>Unit 2, Week 4, p. 354</p>	<p>Mi turno</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992317</p>	<p>Unit 4, Week 4, p. 365</p>	<p>Taller de escritura / Third paragraph</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992300</p>	<p>Unit 2, Week 6, p. 411</p>	<p>Corrige chart and Colaborar</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992317</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:                      (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;                      (ii) irregular verbs;                      (iii) singular, plural, common, and proper nouns, including gender-specific articles;                      (iv) adjectives, including their comparative and superlative forms;                      (v) adverbs that convey frequency and adverbs that convey degree;                      (vi) prepositions and prepositional phrases;                      (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;                      (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;                      (ix) capitalization of historical events and documents, titles of books, stories, and essays;                      (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and                      (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>9780328992300</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	9780328992300	Unit 2, Week 4, p. 354	Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 4, Week 4, p. 365	Taller de escritura / Third paragraph
			Student/Teacher	Activity	9780328992300	Unit 2, Week 6, p. 411	Corrige chart and Colaborar
			Student/Teacher	Activity	9780328992317	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: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) irregular verbs; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical events and documents, titles of books, stories, and essays; (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and (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	9780328992300	Unit 2, Week 3, p. 322	Lenguaje y normas, including chart
			Student/Teacher	Activity	9780328992300	Unit 2, Week 3, p. 322	Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 4, Week 4, p. 365	Taller de escritura / First paragraph
			Student/Teacher	Activity	9780328992300	Unit 2, Week 6, p. 411	Corrige chart and Colaborar
			Student/Teacher	Activity	9780328992317	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:                      (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;                      (ii) irregular verbs;                      (iii) singular, plural, common, and proper nouns, including gender-specific articles;                      (iv) adjectives, including their comparative and superlative forms;                      (v) adverbs that convey frequency and adverbs that convey degree;                      (vi) prepositions and prepositional phrases;                      (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;                      (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;                      (ix) capitalization of historical events and documents, titles of books, stories, and essays;                      (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and                      (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>9780328992300</p>	<p>Unit 2, Week 3, p. 322</p>	<p>Lenguaje y normas, including chart</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992300</p>	<p>Unit 2, Week 3, p. 322</p>	<p>Mi turno</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992317</p>	<p>Unit 4, Week 4, p. 365</p>	<p>Taller de escritura / Second paragraph</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992300</p>	<p>Unit 2, Week 6, p. 411</p>	<p>Corrige chart and Colaborar</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992317</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:                      (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;                      (ii) irregular verbs;                      (iii) singular, plural, common, and proper nouns, including gender-specific articles;                      (iv) adjectives, including their comparative and superlative forms;                      (v) adverbs that convey frequency and adverbs that convey degree;                      (vi) prepositions and prepositional phrases;                      (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;                      (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;                      (ix) capitalization of historical events and documents, titles of books, stories, and essays;                      (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and                      (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>9780328992317</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	9780328992317	Unit 4, Week 4, p. 360	Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 4, Week 2, p. 286	Lenguaje y normas
			Student/Teacher	Activity	9780328992317	Unit 4, Week 2, p. 286	Mi turno
			Student/Teacher	Activity	9780328992300	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: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) irregular verbs; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical events and documents, titles of books, stories, and essays; (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and (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	9780328992317	Unit 4, Week 5, p. 400	Lenguaje y normas
			Student/Teacher	Activity	9780328992317	Unit 4, Week 5, p. 400	Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 4, Week 2, p. 286	Lenguaje y normas
			Student/Teacher	Activity	9780328992317	Unit 4, Week 2, p. 286	Mi turno
			Student/Teacher	Activity	9780328992300	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:                      (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;                      (ii) irregular verbs;                      (iii) singular, plural, common, and proper nouns, including gender-specific articles;                      (iv) adjectives, including their comparative and superlative forms;                      (v) adverbs that convey frequency and adverbs that convey degree;                      (vi) prepositions and prepositional phrases;                      (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;                      (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;                      (ix) capitalization of historical events and documents, titles of books, stories, and essays;                      (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and                      (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(xvi) edit drafts using standard Spanish conventions, including adverbs that convey frequency</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992317</p>	<p>Unit 4, Week 3, p. 320</p>	<p>Lenguaje y normas</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992317</p>	<p>Unit 4, Week 3, p. 320</p>	<p>Mi turno</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992300</p>	<p>Unit 1, Week 4, p. 150</p>	<p>Taller de escritura, including chart</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992300</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>9780328992300</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:                      (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;                      (ii) irregular verbs;                      (iii) singular, plural, common, and proper nouns, including gender-specific articles;                      (iv) adjectives, including their comparative and superlative forms;                      (v) adverbs that convey frequency and adverbs that convey degree;                      (vi) prepositions and prepositional phrases;                      (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;                      (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;                      (ix) capitalization of historical events and documents, titles of books, stories, and essays;                      (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and                      (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>9780328992317</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	9780328992317	Unit 4, Week 3, p. 320	Mi turno
			Student/Teacher	Narrative	9780328992300	Unit 1, Week 4, p. 150	Taller de escritura, including chart
			Student/Teacher	Narrative	9780328992300	Unit 2, Week 4, p. 358	Taller de escritura / Third paragraph and third chart
			Student/Teacher	Activity	9780328992300	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: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) irregular verbs; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical events and documents, titles of books, stories, and essays; (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules	(xviii) edit drafts using standard Spanish conventions, including prepositions	Student/Teacher	Narrative	9780328992317	Unit 3, Week 1, p. 38	First paragraph and chart
			Student/Teacher	Activity	9780328992317	Unit 3, Week 1, p. 38	Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 3, Week 4, p. 163	First paragraph and chart
			Student/Teacher	Activity	9780328992317	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:                      (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;                      (ii) irregular verbs;                      (iii) singular, plural, common, and proper nouns, including gender-specific articles;                      (iv) adjectives, including their comparative and superlative forms;                      (v) adverbs that convey frequency and adverbs that convey degree;                      (vi) prepositions and prepositional phrases;                      (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;                      (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;                      (ix) capitalization of historical events and documents, titles of books, stories, and essays;                      (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and                      (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>9780328992317</p>	<p>Unit 3, Week 1, p. 38</p>	<p>First paragraph and chart</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992317</p>	<p>Unit 3, Week 1, p. 38</p>	<p>Mi turno</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992317</p>	<p>Unit 3, Week 4, p. 163</p>	<p>First paragraph and chart</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992317</p>	<p>Unit 5, Week 4, p. 573</p>	<p>Taller de escritura, including chart</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992317</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:                      (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;                      (ii) irregular verbs;                      (iii) singular, plural, common, and proper nouns, including gender-specific articles;                      (iv) adjectives, including their comparative and superlative forms;                      (v) adverbs that convey frequency and adverbs that convey degree;                      (vi) prepositions and prepositional phrases;                      (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;                      (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;                      (ix) capitalization of historical events and documents, titles of books, stories, and essays;                      (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and                      (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>9780328992300</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	9780328992300	Unit 1, Week 4, p. 151	Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 3, Week 4, p. 165	First paragraph and chart
			Student/Teacher	Narrative	9780328992317	Unit 4, Week 1, p. 250	Lenguaje y normas, including chart
			Student/Teacher	Activity	9780328992317	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: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) irregular verbs; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical events and documents, titles of books, stories, and essays; (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and (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	9780328992300	Unit 1, Week 4, p. 151	Taller de escritura, including charts
			Student/Teacher	Activity	9780328992300	Unit 1, Week 4, p. 151	Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 3, Week 4, p. 165	Taller de escritura, including chart
			Student/Teacher	Narrative	9780328992317	Unit 4, Week 1, p. 250	Lenguaje y normas, including chart
			Student/Teacher	Activity	9780328992317	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:                      (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;                      (ii) irregular verbs;                      (iii) singular, plural, common, and proper nouns, including gender-specific articles;                      (iv) adjectives, including their comparative and superlative forms;                      (v) adverbs that convey frequency and adverbs that convey degree;                      (vi) prepositions and prepositional phrases;                      (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;                      (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;                      (ix) capitalization of historical events and documents, titles of books, stories, and essays;                      (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and                      (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(xxii) edit drafts using standard Spanish conventions, including pronouns, including objective</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992317</p>	<p>Unit 3, Week 4, p. 165</p>	<p>Usar pronombres / First paragraph</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992317</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:                      (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;                      (ii) irregular verbs;                      (iii) singular, plural, common, and proper nouns, including gender-specific articles;                      (iv) adjectives, including their comparative and superlative forms;                      (v) adverbs that convey frequency and adverbs that convey degree;                      (vi) prepositions and prepositional phrases;                      (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;                      (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;                      (ix) capitalization of historical events and documents, titles of books, stories, and essays;                      (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and                      (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>9780328992317</p>	<p>Unit 4, Week 1, p. 250</p>	<p>Lenguaje y normas, including chart</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992317</p>	<p>Unit 4, Week 1, p. 250</p>	<p>Mi turno</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992317</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)			
			Teacher Only	(Drop-down Selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard Spanish conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) irregular verbs; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical events and documents, titles of books, stories, and essays; (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules	(xxiv) edit drafts using standard Spanish conventions, including pronouns, including prepositional	Student/Teacher	Narrative	9780328992317	Unit 3, Week 4, p. 165	Usar pronombres, including chart
			Student/Teacher	Activity	9780328992317	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:                      (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;                      (ii) irregular verbs;                      (iii) singular, plural, common, and proper nouns, including gender-specific articles;                      (iv) adjectives, including their comparative and superlative forms;                      (v) adverbs that convey frequency and adverbs that convey degree;                      (vi) prepositions and prepositional phrases;                      (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;                      (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;                      (ix) capitalization of historical events and documents, titles of books, stories, and essays;                      (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and                      (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(xxv) edit drafts using standard Spanish conventions, including coordinating conjunctions to form compound subjects</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992300</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>9780328992300</p>	<p>Unit 1, Week 2, p. 78</p>	<p>Mi turno</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992317</p>	<p>Unit 3, Week 4, p. 164</p>	<p>Taller de escritura / First paragraph</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992317</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:                      (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;                      (ii) irregular verbs;                      (iii) singular, plural, common, and proper nouns, including gender-specific articles;                      (iv) adjectives, including their comparative and superlative forms;                      (v) adverbs that convey frequency and adverbs that convey degree;                      (vi) prepositions and prepositional phrases;                      (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;                      (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;                      (ix) capitalization of historical events and documents, titles of books, stories, and essays;                      (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and                      (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>9780328992300</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>9780328992300</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	9780328992317	Unit 3, Week 4, p. 164	Taller de escritura / Second paragraph
			Student/Teacher	Activity	9780328992317	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: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) irregular verbs; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical events and documents, titles of books, stories, and essays; (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and (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	9780328992300	Unit 2, Week 1, p. 248	Lenguaje y normas, including chart
			Student/Teacher	Activity	9780328992300	Unit 2, Week 1, p. 248	Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 3, Week 4, p. 164	Taller de escritura
			Student/Teacher	Narrative	9780328992317	Unit 4, Week 4, p. 364	Taller de escritura (third paragraph) and second chart
			Student/Teacher	Activity	9780328992317	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:                      (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;                      (ii) irregular verbs;                      (iii) singular, plural, common, and proper nouns, including gender-specific articles;                      (iv) adjectives, including their comparative and superlative forms;                      (v) adverbs that convey frequency and adverbs that convey degree;                      (vi) prepositions and prepositional phrases;                      (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;                      (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;                      (ix) capitalization of historical events and documents, titles of books, stories, and essays;                      (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and                      (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(xxviii) edit drafts using standard Spanish conventions, including capitalization of historical events</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992317</p>	<p>Unit 3, Week 5, p. 190</p>	<p>Taller de escritura / Chart - second bullet</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992317</p>	<p>Unit 3, Week 5, p. 190</p>	<p>Second Mi turno</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992317</p>	<p>Unit 5, Week 2, p. 492</p>	<p>Lenguaje y normas, including chart</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992317</p>	<p>Unit 5, Week 2, p. 492</p>	<p>Mi turno</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992317</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:                      (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;                      (ii) irregular verbs;                      (iii) singular, plural, common, and proper nouns, including gender-specific articles;                      (iv) adjectives, including their comparative and superlative forms;                      (v) adverbs that convey frequency and adverbs that convey degree;                      (vi) prepositions and prepositional phrases;                      (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;                      (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;                      (ix) capitalization of historical events and documents, titles of books, stories, and essays;                      (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and                      (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>9780328992317</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	9780328992317	Unit 3, Week 5, p. 190	Second Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 5, Week 2, p. 492	Lenguaje y normas, including chart
			Student/Teacher	Activity	9780328992317	Unit 5, Week 2, p. 492	Mi turno
			Student/Teacher	Activity	9780328992317	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: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) irregular verbs; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical events and documents, titles of books, stories, and essays; (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and (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	9780328992317	Unit 3, Week 5, p. 190	Taller de escritura / Chart - second bullet
			Student/Teacher	Activity	9780328992317	Unit 3, Week 5, p. 190	Second Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 5, Week 2, p. 492	Lenguaje y normas, including chart
			Student/Teacher	Activity	9780328992317	Unit 5, Week 2, p. 492	Mi turno
			Student/Teacher	Activity	9780328992317	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:                      (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;                      (ii) irregular verbs;                      (iii) singular, plural, common, and proper nouns, including gender-specific articles;                      (iv) adjectives, including their comparative and superlative forms;                      (v) adverbs that convey frequency and adverbs that convey degree;                      (vi) prepositions and prepositional phrases;                      (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;                      (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;                      (ix) capitalization of historical events and documents, titles of books, stories, and essays;                      (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and                      (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(xxx) edit drafts using standard Spanish conventions, including capitalization of titles of stories</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992317</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>9780328992317</p>	<p>Unit 3, Week 5, p. 190</p>	<p>Second Mi turno</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992317</p>	<p>Unit 5, Week 2, p. 492</p>	<p>Lenguaje y normas, including chart</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992317</p>	<p>Unit 5, Week 2, p. 492</p>	<p>Mi turno</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992317</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:                      (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;                      (ii) irregular verbs;                      (iii) singular, plural, common, and proper nouns, including gender-specific articles;                      (iv) adjectives, including their comparative and superlative forms;                      (v) adverbs that convey frequency and adverbs that convey degree;                      (vi) prepositions and prepositional phrases;                      (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;                      (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;                      (ix) capitalization of historical events and documents, titles of books, stories, and essays;                      (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and                      (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>9780328992317</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	9780328992317	Unit 3, Week 5, p. 190	Second Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 5, Week 2, p. 492	Lenguaje y normas, including chart
			Student/Teacher	Activity	9780328992317	Unit 5, Week 2, p. 492	Mi turno
			Student/Teacher	Activity	9780328992317	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: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) irregular verbs; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical events and documents, titles of books, stories, and essays; (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and (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	9780328992300	Unit 1, Week 5, p. 186	Taller de escritura / First paragraph and chart
			Student/Teacher	Activity	9780328992300	Unit 1, Week 5, p. 186	Mi turno activities
			Student/Teacher	Narrative	9780328992317	Unit 5, Week 4, p. 568	Lenguaje y normas
			Student/Teacher	Activity	9780328992317	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:                      (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;                      (ii) irregular verbs;                      (iii) singular, plural, common, and proper nouns, including gender-specific articles;                      (iv) adjectives, including their comparative and superlative forms;                      (v) adverbs that convey frequency and adverbs that convey degree;                      (vi) prepositions and prepositional phrases;                      (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;                      (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;                      (ix) capitalization of historical events and documents, titles of books, stories, and essays;                      (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and                      (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>9780328992317</p>	<p>Unit 5, Week 4, p. 568</p>	<p>Lenguaje y normas</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992317</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:                      (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;                      (ii) irregular verbs;                      (iii) singular, plural, common, and proper nouns, including gender-specific articles;                      (iv) adjectives, including their comparative and superlative forms;                      (v) adverbs that convey frequency and adverbs that convey degree;                      (vi) prepositions and prepositional phrases;                      (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;                      (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;                      (ix) capitalization of historical events and documents, titles of books, stories, and essays;                      (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and                      (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>9780328992300</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>9780328992300</p>	<p>Unit 1, Week 5, p. 186</p>	<p>Mi turno activities</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992317</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	9780328992317	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)			
			Teacher Only	(Drop-down Selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard Spanish conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) irregular verbs; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical events and documents, titles of books, stories, and essays; (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and (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	9780328992300	Unit 1, Week 4, p. 142	Estudio de palabras
			Student/Teacher	Activity	9780328992300	Unit 1, Week 4, p. 142	Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 4, Week 2, p. 286	Los adjetivos
			Student/Teacher	Activity	9780328992317	Unit 4, Week 2, p. 286	Mi turno
			Student/Teacher	Activity	9780328992300	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:                      (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;                      (ii) irregular verbs;                      (iii) singular, plural, common, and proper nouns, including gender-specific articles;                      (iv) adjectives, including their comparative and superlative forms;                      (v) adverbs that convey frequency and adverbs that convey degree;                      (vi) prepositions and prepositional phrases;                      (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;                      (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;                      (ix) capitalization of historical events and documents, titles of books, stories, and essays;                      (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and                      (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>	Student/Teacher	Narrative	9780328992300	Unit 1, Week 4, p. 142	Estudio de palabras
			Student/Teacher	Activity	9780328992300	Unit 1, Week 4, p. 142	Mi turno
			Student/Teacher	Narrative	9780328992300	Unit 2, Week 5, p. 392	Corregir el uso de los sustantivos
			Student/Teacher	Activity	9780328992300	Unit 2, Week 5, p. 392	Mi turno activities
			Student/Teacher	Activity	9780328992300	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>(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>	Student/Teacher	Narrative	9780328992300	Unit 1, Week 5, p. 187	Publicar y celebrar
			Student/Teacher	Activity	9780328992300	Unit 1, Week 5, p. 187	Mi turno / First question
			Student/Teacher	Narrative	9780328992300	Unit 2, Week 5, p. 393	Publicar y celebrar
			Student/Teacher	Narrative	9780328992317	Unit 5, Week 5, p. 609	Publicar y celebrar
			Student/Teacher	Activity	9780328992300	Unit 2, Week 5, p. 393	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down Selection)			
			Teacher Only	(Drop-down Selection)			
			Teacher Only	(Drop-down Selection)			
<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>	Student/Teacher	Narrative	9780328992300	Unit 1, Week 5, p. 188	Full page
			Student/Teacher	Activity			
			Student/Teacher	Narrative			
			Student/Teacher	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)			

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	9780328992300	Unit 1, Week 5, p. 188	Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 3, Week 2, p. 73	Componer la descripción de un personaje
			Student/Teacher	Narrative	9780328992317	Unit 3, Week 3, p. 116	Planificar las ilustraciones
			Student/Teacher	Activity	9780328992317	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	9780328992317	Unit 3, Week 3, p. 114	Crear una secuencia de sucesos
			Student/Teacher	Activity	9780328992317	Unit 3, Week 3, p. 114	Mi turno activities
			Student/Teacher	Narrative	9780328992317	Unit 5, Week 5, p. 459	Comprender la poesía
			Student/Teacher	Narrative	9780328992317	Unit 5, Week 2, p. 493	Escribir con ritmo
			Student/Teacher	Activity	9780328992317	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	9780328992300	Unit 2, Week 1, p. 257	Analizar un artículo de viaje, First paragraph
			Student/Teacher	Activity	9780328992300	Unit 2, Week 2, p. 291	Mi turno activities
			Student/Teacher	Narrative	9780328992300	Unit 2, Week 2, p. 291	Desarrollar una introducción, First paragraph
			Student/Teacher	Narrative	9780328992317	Unit 4, Week 6, p. 414	¡A intentarlo! Checklist
			Student/Teacher	Activity	9780328992317	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	9780328992300	Unit 2, Week 2, p. 294	Crear leyendas para los elementos visuales, First paragraph
			Student/Teacher	Activity	9780328992300	Unit 2, Week 2, p. 294	Mi turno
			Student/Teacher	Narrative	9780328992300	Unit 2, Week 3, p. 323	Crear un titular
			Student/Teacher	Activity	9780328992300	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	9780328992300	Unit 2, Week 2, p. 291	Desarrollar una introducción, First paragraph
			Student/Teacher	Activity	9780328992317	Unit 4, Week 6, p. 414	¡A intentarlo! Checklist
			Student/Teacher	Narrative	9780328992300	Unit 2, Week 3, p. 326	Desarrollar transiciones / First paragraph and chart
			Student/Teacher	Activity	9780328992300	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	9780328992317	Unit 4, Week 2, p. 289	Desarrollar detalles de apoyo y datos / First paragraph
			Student/Teacher	Activity	9780328992317	Unit 4, Week 2, p. 289	Second Mi turno
			Student/Teacher	Narrative	9780328992317	Unit 4, Week 2, p. 291	Escribir usando la tecnología
			Student/Teacher	Narrative	9780328992317	Unit 4, Week 3, p. 321	Escribir la introducción y la conclusión
			Student/Teacher	Activity	9780328992317	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	9780328992317	Unit 4, Week 3, p. 323	Organizar los detalles de apoyo
			Student/Teacher	Activity	9780328992317	Unit 4, Week 3, p. 323	Mi turno / Second activity
			Student/Teacher	Narrative	9780328992317	Unit 5, Week 2, p. 486	Reflexionar y comentar
			Student/Teacher	Narrative	9780328992317	Unit 5, Week 6, p. 620	Colaborar y comentar
			Student/Teacher	Activity	9780328992317	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	9780328992317	Unit 4, Week 6, p. 412	Full page
			Student/Teacher	Activity	9780328992317	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	9780328992317	Unit 5, Week 6, p. 618	Full page
			Student/Teacher	Activity	9780328992317	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	9780328992317	Unit 5, Week 6, p. 618	Hacer una investigación / Third paragraph, second bullet
			Student/Teacher	Activity	9780328992317	Unit 4, Week 6, p. 413	Colaborar
			Student/Teacher	Activity	9780328992317	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	9780328992317	Unit 4, Week 6, p. 412	Hacer una investigación
			Student/Teacher	Activity	9780328992317	Unit 4, Week 6, p. 413	Colaborar
			Student/Teacher	Activity	9780328992317	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	9780328992300	Unit 1, Week 6, p. 192	Indagar
			Student/Teacher	Activity	9780328992300	Unit 1, Week 6, p. 192	Colaborar
			Student/Teacher	Activity	9780328992300	Unit 2, Week 6, p. 398	Colaborar
			Student/Teacher	Activity	9780328992317	Unit 3, Week 6, p. 196	Colaborar
			Student/Teacher	Activity	9780328992317	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	9780328992317	Unit 4, Week 6, p. 412	Hacer una investigación
			Student/Teacher	Activity	9780328992317	Unit 4, Week 5, p. 367	Intercambiar ideas
			Student/Teacher	Activity	9780328992317	Unit 4, Week 6, p. 408	Colaborar
			Student/Teacher	Activity	9780328992317	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	9780328992300	Unit 1, Week 6, p. 192	Artículos de investigación
			Student/Teacher	Activity	9780328992317	Unit 3, Week 6, p. 196	Artículos de investigación
			Student/Teacher	Activity	9780328992317	Unit 4, Week 6, p. 408	Artículos de investigación
			Student/Teacher	Activity	9780328992317	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	9780328992300	Unit 1, Week 6, p. 192	Artículos de investigación
			Student/Teacher	Activity	9780328992317	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	9780328992317	Unit 3, Week 6, p. 207	Ampliar la investigación
			Student/Teacher	Activity	9780328992317	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	9780328992317	Unit 3, Week 6, p. 207	Ampliar la investigación / First paragraph
			Student/Teacher	Activity	9780328992317	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)			
			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	9780328992300	Unit 1, Week 6, p. 200	Afinar la investigación
			Student/Teacher	Activity	9780328992300	Unit 1, Week 6, p. 200	Colaborar
			Student/Teacher	Narrative	9780328992317	Unit 5, Week 6, p. 622	Afinar la investigación / Chart
			Student/Teacher	Activity	9780328992317	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	9780328992300	Unit 1, Week 6, p. 200	Afinar la investigación
			Student/Teacher	Activity	9780328992300	Unit 1, Week 6, p. 200	Colaborar
			Student/Teacher	Narrative	9780328992317	Unit 5, Week 6, p. 622	Afinar la investigación / Chart
			Student/Teacher	Activity	9780328992317	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	9780328992317	Unit 3, Week 6, p. 207	Ampliar la investigación / First paragraph
			Student/Teacher	Activity	9780328992317	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			

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	9780328992317	Unit 3, Week 6, p. 204	Afinar la investigación
			Student/Teacher	Activity	9780328992317	Unit 3, Week 6, p. 204	Colaborar
			Student/Teacher	Activity	9780328992317	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	9780328992300	Unit 2, Week 6, p. 406	Afinar la investigación / Chart
			Student/Teacher	Activity	9780328992300	Unit 2, Week 6, p. 406	Colaborar
			Student/Teacher	Narrative	9780328992317	Unit 4, Week 6, p. 416	Afinar la investigación / Chart
			Student/Teacher	Activity	9780328992317	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	9780328992300	Unit 2, Week 3, p. 327	Crear con multimedia
			Student/Teacher	Activity	9780328992300	Unit 1, Week 6, p. 206	Colaborar
			Student/Teacher	Narrative	9780328992317	Unit 5, Week 6, p. 628	First paragraph
			Student/Teacher	Activity	9780328992300	Unit 1, Week 5, p. 187	Publicar y celebrar, Mi turno
			Student/Teacher	Activity	9780328992317	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)			