

**A Correlation of**  
**Texas miVisión Lectura**  
**Kindergarten, ©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	128.2. Spanish Language Arts and Reading, Kindergarten						
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<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 and ask questions to understand information and answer questions using multi-word responses	(i) listen actively to understand information	Student/Teacher	Narrative	N/A	N/A	N/A
			Student/Teacher	Activity	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Teacher Only	Narrative	9781418268534	Unit 2, Week 6, p. T396	Proyecto de indagación, Celebrar y reflexionar, Presentar, Rutina de escuchar activamente

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	9781418268541	Unit 3, Week 4, p. T282-T283	Demostrar y practicar, last sentence; Aplicar
			Teacher Only	Narrative	9781418268558	Unit 4, Week 6, p. T398	Proyecto de indagación, Celebrar y reflexionar, Presentar
			Teacher Only	Activity	9781418268527	Unit 1, Week 1, p. T34	Comprensión auditiva, Lectura en voz alta; Rutina de lectura en voz alta
			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 and ask questions to understand information and answer questions using multi-word responses	(ii) ask questions to understand information	Student/Teacher	Narrative	N/A	N/A	N/A
			Student/Teacher	Activity	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Teacher Only	Narrative	9781418268534	Unit 2, Week 6, p. T396	Proyecto de indagación, Celebrar y reflexionar, Presentar, Rutina de escuchar activamente
			Teacher Only	Activity	9781418268534	Unit 2, Week 6, p. T396	Proyecto de indagación, Celebrar y reflexionar, Presentar, Rutina de escuchar activamente
			Teacher Only	Activity	9781418268541	Unit 3, Week 4, p. T282-283	Demostrar y practicar, last sentence; Aplicar
			Teacher Only	Activity	9781418268534	Unit 2, Week 5, p. T364	Taller de escritura, Evaluación, Minilección, Demostrar y practicar
			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 and ask questions to understand information and answer questions using multi-word responses	(iii) answer questions using multi-word responses	Student/Teacher	Narrative	N/A	N/A	N/A
			Student/Teacher	Activity	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Teacher Only	Narrative	9781418268534	Unit 2, Week 6, p. T396	Proyecto de indagación, Celebrar y reflexionar, Reflexionar
			Teacher Only	Activity	9781418268534	Unit 2, Week 6, p. T396	Proyecto de indagación, Celebrar y reflexionar, Reflexionar
			Teacher Only	Narrative	9781418268541	Unit 3, Week 4, p. T282	Taller de lectura, Reflexionar y comentar, Minilección, Enfoque en las estrategias
			Teacher Only	Activity	9781418268541	Unit 3, Week 4, pp. T282-T283	Demostrar y practicar, last sentence; Aplicar
			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) restate and follow oral directions that involve a short, related sequence of actions	(j) restate oral directions that involve a short, related sequence of actions	Student/Teacher	Narrative	N/A	N/A	N/A
			Student/Teacher	Activity	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Teacher Only	Narrative	9781418268565	Unit 5, Week 4, p. T232	Taller de lectura, Texto informativo, Minilección, Enfoque en las estrategias
			Teacher Only	Activity	9781418268565	Unit 5, Week 4, T233	Taller de lectura, Aplicar, Intercambiar ideas y comentar
			Teacher Only	Narrative	9781418268565	Unit 5, Week 4, T250	Mi visión
			Teacher Only	Activity	9781418268565	Unit 5, Week 4, T250	Mi visión, Hablar
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(B) restate and follow oral directions that involve a short, related sequence of actions	(ii) follow oral directions that involve a short, related sequence of actions	Student/Teacher	Narrative	N/A	N/A	N/A
			Student/Teacher	Activity	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Teacher Only	Narrative	9781418268565	Unit 5, Week 4, T250	Taller de lectura, Responder y analizar, Mi visión
			Teacher Only	Activity	9781418268565	Unit 5, Week 4, T233	Taller de lectura, Aplicar, Intercambiar ideas y comentar
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) share information and ideas by speaking audibly and clearly using the conventions of language	(i) share information by speaking audibly using the conventions of language	Student/Teacher	Narrative	N/A	N/A	N/A
			Student/Teacher	Activity	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Teacher Only	Narrative	9781418268534	Unit 2, Week 6, p. T396	Proyecto de indagación, Celebrar y reflexionar, Presentar
			Teacher Only	Activity	9781418268558	Unit 4, Week 6, p. T398	Proyecto de indagación, Celebrar y reflexionar, Presentar
			Teacher Only	Activity	9781418268558	Unit 4, Week 6, p. T399	Mi turno, Reflexionar sobre las lecturas
			Teacher Only	Activity	9781418268534	Unit 2, Week 6, p. T396	Proyecto de indagación, Celebrar y reflexionar, Colaborar
			Teacher Only	(Drop-down selection)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) share information and ideas by speaking audibly and clearly using the conventions of language	(ii) share information by speaking clearly using the conventions of language	Student/Teacher	Narrative	N/A	N/A	N/A
			Student/Teacher	Activity	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Teacher Only	Narrative	9781418268527	Unit 1, Week 6, p. T368	Presentación de la semana, Comparar textos, De viaje
			Teacher Only	Activity	9781418268527	Unit 1, Week 6, p. T368	Presentación de la semana, Comparar textos, De viaje, Intercambiar ideas y comparar
			Teacher Only	Narrative	9781418268534	Unit 2, Week 6, p. T396	Proyecto de indagación, Celebrar y reflexionar, Presentar
			Teacher Only	Activity	9781418268534	Unit 2, Week 6, p. T396	Proyecto de indagación, Celebrar y reflexionar, Colaborar
			Teacher Only	(Drop-down selection)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) share information and ideas by speaking audibly and clearly using the conventions of language	(iii) share ideas by speaking audibly using the conventions of language	Student/Teacher	Narrative	N/A	N/A	N/A
			Student/Teacher	Activity	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A

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	9781418268527	Unit 1, Week 6, p. T368	Presentación de la semana, Comparar textos, De viaje
			Teacher Only	Activity	9781418268527	Unit 1, Week 6, p. T368	Presentación de la semana, Comparar textos, De viaje, Intercambiar ideas y comparar
			Teacher Only	Narrative	9781418268534	Unit 2, Week 6, p. T396	Proyecto de indagación, Celebrar y reflexionar, Presentar
			Teacher Only	Activity	9781418268534	Unit 2, Week 6, p. T396	Proyecto de indagación, Celebrar y reflexionar, Colaborar
			Teacher Only	(Drop-down selection)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) share information and ideas by speaking audibly and clearly using the conventions of language	(iv) share ideas by speaking clearly using the conventions of language	Student/Teacher	Narrative	N/A	N/A	N/A
			Student/Teacher	Activity	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Teacher Only	Narrative	9781418268527	Unit 1, Week 6, p. T368	Presentación de la semana, Comparar textos, De viaje
			Teacher Only	Activity	9781418268527	Unit 1, Week 6, p. T368	Presentación de la semana, Comparar textos, De viaje, Intercambiar ideas y comparar
			Teacher Only	Narrative	9781418268534	Unit 2, Week 6, p. T396	Proyecto de indagación, Celebrar y reflexionar, Presentar
			Teacher Only	Activity	9781418268534	Unit 2, Week 6, p. T396	Proyecto de indagación, Celebrar y reflexionar, Colaborar
			Teacher Only	(Drop-down selection)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns	(j) work collaboratively with others by following agreed-upon rules for discussion, including taking turns	Student/Teacher	Narrative	N/A	N/A	N/A
			Student/Teacher	Activity	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Teacher Only	Narrative	9781418268558	Unit 4, Week 6, p. T388	Proyecto de indagación, Indagar, Presentar el proyecto
			Teacher Only	Activity	9781418268558	Unit 4, Week 6, p. T388	Proyecto de indagación, Indagar, Presentar el proyecto, Colaborar
			Teacher Only	Narrative	9781418268565	Unit 5, Week 6, p. T370	Proyecto de indagación, Indagar, Presentar el proyecto
			Teacher Only	Activity	9781418268565	Unit 5, Week 6, p. T370	Proyecto de indagación, Indagar, Presentar el proyecto, Colaborar
			Teacher Only	(Drop-down selection)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(E) develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants	(i) develop social communication	Student/Teacher	Narrative	9780328992188	Unit 3 Week 5 p. 211	Publicar y celebrar, Instrucciones, box
			Student/Teacher	Activity	9780328992188	Unit 3 Week 5 p. 211	Instrucciones
			Student/Teacher	Narrative	9780328992201	Unit 5 Week 5 p. 199	Publicar y celebrar, Instrucciones, box
			Student/Teacher	Activity	9780328992201	Unit 5 Week 5 p. 199	Instrucciones
			Student/Teacher	Activity	9780328992164	Unit 1 Week 4 p. 163	Instrucciones, Intercambiar ideas
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate phonological awareness by: (i) identifying and producing rhyming words; (ii) recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sound; (iii) identifying the individual words in a spoken sentence; (iv) identifying syllables in spoken words; (v) blending syllables to form multisyllabic words; (vi) segmenting multisyllabic words into syllables; (vii) identifying initial and final sounds in simple words; (viii) blending spoken phonemes to form syllables; and (ix) manipulating syllables within a multisyllabic word	(i) demonstrate phonological awareness by identifying rhyming words	Student/Teacher	Narrative	9780328992171	Unit 2, p. 46	Instrucciones
			Student/Teacher	Activity	9780328992171	Unit 2 Week 1 p. 46	Instrucciones
			Student/Teacher	Narrative	9780328992171	Unit 2 Week 2 p. 84	Instrucciones
			Student/Teacher	Activity	9780328992171	Unit 2 Week 2 p. 84	Instrucciones
			Student/Teacher	Activity	9780328992171	Unit 2 Week 4 p. 160	Instrucciones
			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 phonological awareness by: (i) identifying and producing rhyming words; (ii) recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sound; (iii) identifying the individual words in a spoken sentence; (iv) identifying syllables in spoken words; (v) blending syllables to form multisyllabic words; (vi) segmenting multisyllabic words into syllables; (vii) identifying initial and final sounds in simple words; (viii) blending spoken phonemes to form syllables; and (ix) manipulating syllables within a multisyllabic word	(ii) demonstrate phonological awareness by producing rhyming words	Student/Teacher	Narrative	9780328992171	Unit 2 Week 1 p. 46	Instrucciones
			Student/Teacher	Activity	9780328992171	Unit 2, p. 46	Instrucciones, Ver y decir
			Student/Teacher	Activity	9780328992201	Unit 5, Week 3, p. 117	Leer como un escritor, Escribir para un lector
			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>(A) demonstrate phonological awareness by:                      (i) identifying and producing rhyming words;                      (ii) recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sound;                      (iii) identifying the individual words in a spoken sentence;                      (iv) identifying syllables in spoken words;                      (v) blending syllables to form multisyllabic words;                      (vi) segmenting multisyllabic words into syllables;                      (vii) identifying initial and final sounds in simple words;                      (viii) blending spoken phonemes to form syllables; and                      (ix) manipulating syllables within a multisyllabic word</p>	<p>(iii) demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sound</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992164</p>	<p>Unit 1, Week 2, p. 54</p>	<p>Conciencia fonológica</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992164</p>	<p>Unit 1, Week 2, p. 54</p>	<p>Instrucciones, Ver y decir</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992164</p>	<p>Unit 1, Week 2, p. 57</p>	<p>Instrucciones</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992164</p>	<p>Unit 1, Week 3, p. 92</p>	<p>Instrucciones</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992164</p>	<p>Unit 1, Week 3, p. 92</p>	<p>Instrucciones, Ver y decir</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 phonological awareness by:                      (i) identifying and producing rhyming words;                      (ii) recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sound;                      (iii) identifying the individual words in a spoken sentence;                      (iv) identifying syllables in spoken words;                      (v) blending syllables to form multisyllabic words;                      (vi) segmenting multisyllabic words into syllables;                      (vii) identifying initial and final sounds in simple words;                      (viii) blending spoken phonemes to form syllables; and                      (ix) manipulating syllables within a multisyllabic word</p>	<p>(iv) demonstrate phonological awareness by identifying the individual words in a spoken sentence</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992171</p>	<p>Unit 2 Week 3 p. 92</p>	<p>Instrucciones</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992171</p>	<p>Unit 2 Week 3 p. 92</p>	<p>Instrucciones, Ver y decir</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992188</p>	<p>Unit 3 Week 4 p. 141</p>	<p>Instrucciones</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992188</p>	<p>Unit 3 Week 4 p. 141</p>	<p>Instrucciones, Ver y decir</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(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 phonological awareness by: (i) identifying and producing rhyming words; (ii) recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sound; (iii) identifying the individual words in a spoken sentence; (iv) identifying syllables in spoken words; (v) blending syllables to form multisyllabic words; (vi) segmenting multisyllabic words into syllables; (vii) identifying initial and final sounds in simple words; (viii) blending spoken phonemes to form syllables; and (ix) manipulating syllables within a multisyllabic word	(v) demonstrate phonological awareness by identifying syllables in spoken words	Student/Teacher	Narrative	9780328992171	Unit 2, Week 2, p. 54	Instrucciones
			Student/Teacher	Activity	9780328992171	Unit 2, Week 2, p. 54	Instrucciones, Ver y decir
			Student/Teacher	Activity	9780328992171	Unit 2, Week 4, p. 130	Instrucciones, Ver y decir
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 4, p. 130	Instrucciones
			Teacher Only	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 phonological awareness by: (i) identifying and producing rhyming words; (ii) recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sound; (iii) identifying the individual words in a spoken sentence; (iv) identifying syllables in spoken words; (v) blending syllables to form multisyllabic words; (vi) segmenting multisyllabic words into syllables; (vii) identifying initial and final sounds in simple words; (viii) blending spoken phonemes to form syllables; and (ix) manipulating syllables within a multisyllabic word	(vi) demonstrate phonological awareness by blending syllables to form multisyllabic words	Student/Teacher	Narrative	9780328992171	Unit 2, Week 2, p. 54	Instrucciones
			Student/Teacher	Activity	9780328992171	Unit 2, Week 2, p. 54	Instrucciones, Ver y decir
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 3, p. 95	Instrucciones
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 4, p. 130	Instrucciones
			Student/Teacher	Activity	9780328992188	Unit 3, Week 1, p. 16	Instrucciones, Ver y decir
			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 phonological awareness by:                      (i) identifying and producing rhyming words;                      (ii) recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sound;                      (iii) identifying the individual words in a spoken sentence;                      (iv) identifying syllables in spoken words;                      (v) blending syllables to form multisyllabic words;                      (vi) segmenting multisyllabic words into syllables;                      (vii) identifying initial and final sounds in simple words;                      (viii) blending spoken phonemes to form syllables; and                      (ix) manipulating syllables within a multisyllabic word</p>	<p>(vii) demonstrate phonological awareness by segmenting multisyllabic words into syllables</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992171</p>	<p>Unit 2, Week 3, p. 95</p>	<p>Instrucciones</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992171</p>	<p>Unit 2, Week 3, p. 95</p>	<p>Instrucciones, Ver y decir</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992188</p>	<p>Unit 3, Week 3, p. 103</p>	<p>Instrucciones</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992195</p>	<p>Unit 4, Week 1, p. 19</p>	<p>Instrucciones</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992188</p>	<p>Unit 3, Week 3, p. 103</p>	<p>Instrucciones, Ver y decir</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 phonological awareness by:                      (i) identifying and producing rhyming words;                      (ii) recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sound;                      (iii) identifying the individual words in a spoken sentence;                      (iv) identifying syllables in spoken words;                      (v) blending syllables to form multisyllabic words;                      (vi) segmenting multisyllabic words into syllables;                      (vii) identifying initial and final sounds in simple words;                      (viii) blending spoken phonemes to form syllables; and                      (ix) manipulating syllables within a multisyllabic word</p>	<p>(viii) demonstrate phonological awareness by identifying initial sounds in simple words</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992164</p>	<p>Unit 1, Week 4, p. 133</p>	<p>Instrucciones</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992164</p>	<p>Unit 1, Week 4, p. 133</p>	<p>Instrucciones, Ver y decir</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992164</p>	<p>Unit 1, Week 5, p. 171</p>	<p>Instrucciones</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992188</p>	<p>Unit 3, Week 4, p. 138</p>	<p>Instrucciones</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992164</p>	<p>Unit 1, Week 5, p. 171</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 phonological awareness by:                      (i) identifying and producing rhyming words;                      (ii) recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sound;                      (iii) identifying the individual words in a spoken sentence;                      (iv) identifying syllables in spoken words;                      (v) blending syllables to form multisyllabic words;                      (vi) segmenting multisyllabic words into syllables;                      (vii) identifying initial and final sounds in simple words;                      (viii) blending spoken phonemes to form syllables; and                      (ix) manipulating syllables within a multisyllabic word</p>	<p>(ix) demonstrate phonological awareness by identifying final sounds in simple words</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992164</p>	<p>Unit 1, Week 4, p. 133</p>	<p>Instrucciones</p>					
								Student/Teacher	Activity	9780328992164	Unit 1, Week 4, p. 133	Instrucciones, Ver y decir
								Student/Teacher	Narrative	9780328992164	Unit 1, Week 5, p. 171	Instrucciones
								Student/Teacher	Narrative	9780328992188	Unit 3, Week 4, p. 138	Instrucciones
								Student/Teacher	Activity	9780328992164	Unit 1, Week 5, p. 171	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 phonological awareness by:                      (i) identifying and producing rhyming words;                      (ii) recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sound;                      (iii) identifying the individual words in a spoken sentence;                      (iv) identifying syllables in spoken words;                      (v) blending syllables to form multisyllabic words;                      (vi) segmenting multisyllabic words into syllables;                      (vii) identifying initial and final sounds in simple words;                      (viii) blending spoken phonemes to form syllables; and                      (ix) manipulating syllables within a multisyllabic word</p>	<p>(x) demonstrate phonological awareness by blending spoken phonemes to form syllables</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992188</p>	<p>Unit 3, Week 2, p. 56</p>	<p>Instrucciones</p>					
								Student/Teacher	Activity	9780328992188	Unit 3, Week 2, p. 56	Instrucciones, Ver y decir
								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
(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 phonological awareness by: (i) identifying and producing rhyming words; (ii) recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sound; (iii) identifying the individual words in a spoken sentence; (iv) identifying syllables in spoken words; (v) blending syllables to form multisyllabic words; (vi) segmenting multisyllabic words into syllables; (vii) identifying initial and final sounds in simple words; (viii) blending spoken phonemes to form syllables; and (ix) manipulating syllables within a multisyllabic word	(xi) demonstrate phonological awareness by manipulating syllables within a multisyllabic word	Student/Teacher	Narrative	9780328992188	Unit 3, Week 2, p. 59	Instrucciones
			Student/Teacher	Activity	9780328992171	Unit 2, Week 5, p. 168	Instrucciones, Ver y decir
			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 phonetic knowledge by: (i) identifying and matching the common sounds that letters represent; (ii) using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV; (iii) decoding words with silent h and consonant digraphs such as /ch/, /tr/, and /ll/; and (iv) recognizing that new words are created when syllables are changed, added, or deleted	(i) demonstrate phonetic knowledge by identifying the common sounds that letters represent	Student/Teacher	Narrative	9780328992164	Unit 1, Week 1, p. 18	Instrucciones
			Student/Teacher	Activity	9780328992164	Unit 1, Week 1, p. 18	Instrucciones, Mi turno
			Student/Teacher	Narrative	9780328992164	Unit 1, Week 5, p. 169	Instrucciones
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 1, p. 26	Instrucciones
			Student/Teacher	Activity	9780328992171	Unit 2, Week 1, p. 26	Instrucciones, Intercambiar idea
			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 phonetic knowledge by:                      (i) identifying and matching the common sounds that letters represent;                      (ii) using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;                      (iii) decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/; and                      (iv) recognizing that new words are created when syllables are changed, added, or deleted</p>	<p>(ii) demonstrate phonetic knowledge by matching the common sounds that letters represent</p>	Student/Teacher	Narrative	9780328992164	Unit 1, Week 1, p. 20	Instrucciones
			Student/Teacher	Activity	9780328992164	Unit 1, Week 1, p. 22	Instrucciones, Mi turno
			Student/Teacher	Narrative	9780328992164	Unit 1, Week 1, p. 22	Instrucciones
			Student/Teacher	Narrative	9780328992164	Unit 1, Week 1, p. 58	Instrucciones
			Student/Teacher	Activity	9780328992164	Unit 1, Week 1, p. 58	Instrucciones, 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 phonetic knowledge by:                      (i) identifying and matching the common sounds that letters represent;                      (ii) using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;                      (iii) decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/; and                      (iv) recognizing that new words are created when syllables are changed, added, or deleted</p>	<p>(iii) demonstrate phonetic knowledge by using letter-sound relationships to decode one-syllable words including CV</p>	Student/Teacher	Narrative	9780328992164	Unit 1, Week 1, p. 21	Instrucciones
			Student/Teacher	Activity	9780328992164	Unit 1, Week 1, p. 21	Instrucciones
			Student/Teacher	Narrative	9780328992164	Unit 1, Week 3, p. 97	Instrucciones
			Student/Teacher	Narrative	9780328992164	Unit 1, Week 4, p. 135	Instrucciones
			Student/Teacher	Activity	9780328992164	Unit 1, Week 3, p. 97	Instrucciones
			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 phonetic knowledge by:                      (i) identifying and matching the common sounds that letters represent;                      (ii) using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;                      (iii) decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/; and                      (iv) recognizing that new words are created when syllables are changed, added, or deleted</p>	<p>(iv) demonstrate phonetic knowledge by using letter-sound relationships to decode two-syllable words including VCV</p>	Student/Teacher	Narrative	9780328992164	Unit 1, Week 3, p. 103	Instrucciones
			Student/Teacher	Activity	9780328992164	Unit 1, Week 3, p. 103	Instrucciones
			Student/Teacher	Narrative	9780328992164	Unit 1, Week 3, p. 103	Instrucciones
			Student/Teacher	Activity	9780328992164	Unit 1, Week 3, p. 103	Instrucciones
			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	9780328992164	Unit 1, Week 3, p. 103	Instrucciones, Mi turno
			Student/Teacher	Narrative	9780328992164	Unit 1, Week 4, p. 141	Instrucciones
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 4, p. 136	Instrucciones
			Student/Teacher	Activity	9780328992171	Unit 2, Week 4, p. 136	Instrucciones, Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply phonetic knowledge by: (i) identifying and matching the common sounds that letters represent; (ii) using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV; (iii) decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/; and (iv) recognizing that new words are created when syllables are changed, added, or deleted	(v) demonstrate phonetic knowledge by using letter-sound relationships to decode two-syllable words including CVCV	Student/Teacher	Narrative	9780328992171	Unit 2, Week 1, p. 18	Instrucciones
			Student/Teacher	Activity	9780328992171	Unit 2, Week 1, p. 18	Instrucciones, Mi turno
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 1, p. 27	Instrucciones
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 2, p. 64	Instrucciones
			Student/Teacher	Activity	9780328992171	Unit 2, Week 1, p. 22	Instrucciones, Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply phonetic knowledge by: (i) identifying and matching the common sounds that letters represent; (ii) using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV; (iii) decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/; and (iv) recognizing that new words are created when syllables are changed, added, or deleted	(vi) demonstrate phonetic knowledge by using letter-sound relationships to decode two-syllable words including CCVCV	Student/Teacher	Narrative	9780328992188	Unit 3, Week 1, p. 21	Instrucciones
			Student/Teacher	Activity	9780328992188	Unit 3, Week 1, p. 21	Instrucciones
			Student/Teacher	Narrative	9780328992188	Unit 3, Week 1, p. 26	Instrucciones
			Student/Teacher	Narrative	9780328992188	Unit 3, Week 1, p. 27	Instrucciones
			Student/Teacher	Activity	9780328992188	Unit 3, Week 1, p. 26	Instrucciones
			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 phonetic knowledge by:                      (i) identifying and matching the common sounds that letters represent;                      (ii) using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;                      (iii) decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/; and                      (iv) recognizing that new words are created when syllables are changed, added, or deleted</p>	<p>(vii) demonstrate phonetic knowledge by using letter-sound relationships to decode two-syllable words including CVCCV</p>	Student/Teacher	Narrative	9780328992171	Unit 2, Week 1, p. 18	Instrucciones
			Student/Teacher	Activity	9780328992171	Unit 2, Week 1, p. 18	Instrucciones, Mi turno
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 1, p. 26	Instrucciones
			Student/Teacher	Narrative	9780328992195	Unit 4, Week 2, p. 59	Instrucciones
			Student/Teacher	Activity	9780328992188	Unit 3, Week 3, p. 102	Instrucciones, 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 phonetic knowledge by:                      (i) identifying and matching the common sounds that letters represent;                      (ii) using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;                      (iii) decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/; and                      (iv) recognizing that new words are created when syllables are changed, added, or deleted</p>	<p>(viii) demonstrate phonetic knowledge by using letter-sound relationships to decode multisyllabic words including VCV</p>	Student/Teacher	Narrative	9780328992164	Unit 1, Week 3, p. 103	Instrucciones
			Student/Teacher	Activity	9780328992164	Unit 1, Week 3, p. 103	Instrucciones, Mi turno
			Student/Teacher	Narrative	9780328992164	Unit 1, Week 4, p. 141	Instrucciones
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 4, p. 136	Instrucciones
			Student/Teacher	Activity	9780328992171	Unit 2, Week 4, p. 136	Instrucciones, 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 phonetic knowledge by:                      (i) identifying and matching the common sounds that letters represent;                      (ii) using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;                      (iii) decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/; and                      (iv) recognizing that new words are created when syllables are changed, added, or deleted</p>	<p>(ix) demonstrate phonetic knowledge by using letter-sound relationships to decode multisyllabic words including CVCV</p>	Student/Teacher	Narrative	9780328992171	Unit 2, Week 1, p. 18	Instrucciones

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	9780328992171	Unit 2, Week 1, p. 18	Instrucciones, Mi turno
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 1, p. 27	Instrucciones
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 2, p. 64	Instrucciones
			Student/Teacher	Activity	9780328992171	Unit 2, Week 1, p. 22	Instrucciones, Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply phonetic knowledge by: (i) identifying and matching the common sounds that letters represent; (ii) using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV; (iii) decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/; and (iv) recognizing that new words are created when syllables are changed, added, or deleted	(x) demonstrate phonetic knowledge by using letter-sound relationships to decode multisyllabic words including CCVCV	Student/Teacher	Narrative	9780328992188	Unit 3, Week 1, p. 21	Instrucciones
			Student/Teacher	Activity	9780328992188	Unit 3, Week 1, p. 21	Instrucciones, Mis palabras
			Student/Teacher	Narrative	9780328992188	Unit 3, Week 1, p. 26	Instrucciones
			Student/Teacher	Narrative	9780328992188	Unit 3, Week 1, p. 27	Instrucciones
			Student/Teacher	Activity	9780328992188	Unit 3, Week 1, p. 26	Instrucciones, Intercambiar idea
			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 phonetic knowledge by: (i) identifying and matching the common sounds that letters represent; (ii) using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV; (iii) decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/; and (iv) recognizing that new words are created when syllables are changed, added, or deleted	(xi) demonstrate phonetic knowledge by using letter-sound relationships to decode multisyllabic words including CVCCV	Student/Teacher	Narrative	9780328992171	Unit 2, Week 1, p. 18	Instrucciones
			Student/Teacher	Activity	9780328992195	Unit 4, Week 2, p. 59	Instrucciones, Mis palabras
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 1, p. 26	Instrucciones
			Student/Teacher	Activity	9780328992171	Unit 2, Week 1, p. 18	Instrucciones, Mi turno
			Student/Teacher	Activity	9780328992188	Unit 3, Week 3, p. 102	Instrucciones, 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>(B) demonstrate and apply phonetic knowledge by:                      (i) identifying and matching the common sounds that letters represent;                      (ii) using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;                      (iii) decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/; and                      (iv) recognizing that new words are created when syllables are changed, added, or deleted</p>	<p>(xii) demonstrate phonetic knowledge by decoding words with silent h</p>	Student/Teacher	Narrative	9780328992195	Unit 4, Week 2, p. 55	Instrucciones
			Student/Teacher	Activity	9780328992195	Unit 4, Week 2, p. 55	Instrucciones, Mi turno
			Student/Teacher	Narrative	9780328992195	Unit 4, Week 2, p. 56	Instrucciones
			Student/Teacher	Narrative	9780328992195	Unit 4, Week 2, p. 59	Instrucciones, Mis palabras
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
<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 phonetic knowledge by:                      (i) identifying and matching the common sounds that letters represent;                      (ii) using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;                      (iii) decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/; and                      (iv) recognizing that new words are created when syllables are changed, added, or deleted</p>	<p>(xiii) demonstrate phonetic knowledge by decoding words with consonant digraphs</p>	Student/Teacher	Narrative	9780328992171	Unit 2, Week 1, p. 18	Instrucciones
			Student/Teacher	Activity	9780328992171	Unit 2, Week 1, p. 18	Instrucciones
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 4, p. 132	Instrucciones
			Student/Teacher	Narrative	9780328992188	Unit 3, Week 1, p. 26	Instrucciones
			Student/Teacher	Activity	9780328992188	Unit 3, Week 1, p. 26	Instrucciones
			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 phonetic knowledge by:                      (i) identifying and matching the common sounds that letters represent;                      (ii) using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;                      (iii) decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/; and                      (iv) recognizing that new words are created when syllables are changed, added, or deleted</p>	<p>(xiv) demonstrate phonetic knowledge by recognizing that new words are created when syllables are changed, added, or deleted</p>	Student/Teacher	Narrative	9780328992201	Unit 5, Week 3, p. 89	Instrucciones
			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	9780328992195	Unit 4, Week 6, p. 210	Instrucciones, Mi turno
			Student/Teacher	Narrative	9780328992201	Unit 5, Week 4, p. 124	Instrucciones
			Student/Teacher	Narrative	9780328992201	Unit 5, Week 4, p. 126	Instrucciones
			Student/Teacher	Activity	9780328992201	Unit 5, Week 3, p. 89	Las palabras con Xx, cc Repaso y refuerzo, Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply phonetic knowledge by: (i) identifying and matching the common sounds that letters represent; (ii) using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV; (iii) decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/; and (iv) recognizing that new words are created when syllables are changed, added, or deleted	(xv) apply phonetic knowledge by identifying the common sounds that letters represent	Student/Teacher	Narrative	9780328992164	Unit 1, Week 1, p. 18	Instrucciones
			Student/Teacher	Activity	9780328992164	Unit 1, Week 1, p. 18	Instrucciones, Mi turno
			Student/Teacher	Narrative	9780328992164	Unit 1, Week 5, p. 169	Instrucciones
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 1, p. 26	Instrucciones
			Student/Teacher	Activity	9780328992171	Unit 2, Week 1, p. 27	Instrucciones, Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply phonetic knowledge by: (i) identifying and matching the common sounds that letters represent; (ii) using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV; (iii) decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/; and (iv) recognizing that new words are created when syllables are changed, added, or deleted	(xvi) apply phonetic knowledge by matching the common sounds that letters represent	Student/Teacher	Narrative	9780328992164	Unit 1, Week 1, p. 20	Instrucciones
			Student/Teacher	Activity	9780328992164	Unit 1, Week 1, p. 22	Instrucciones, Mi turno
			Student/Teacher	Narrative	9780328992164	Unit 1, Week 1, p. 22	Instrucciones
			Student/Teacher	Narrative	9780328992164	Unit 1, Week 1, p. 58	Instrucciones
			Student/Teacher	Activity	9780328992164	Unit 1, Week 2, p. 60	Instrucciones, Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply phonetic knowledge by: (i) identifying and matching the common sounds that letters represent; (ii) using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV; (iii) decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/; and (iv) recognizing that new words are created when syllables are changed, added, or deleted	(xvii) apply phonetic knowledge by using letter-sound relationships to decode one-syllable words including CV	Student/Teacher	Narrative	9780328992164	Unit 1, Week 1, p. 21	Instrucciones
			Student/Teacher	Activity	9780328992164	Unit 1, Week 1, p. 21	Instrucciones, Mi turno
			Student/Teacher	Narrative	9780328992164	Unit 1, Week 3, p. 97	Instrucciones
			Student/Teacher	Narrative	9780328992164	Unit 1, Week 4, p. 135	Instrucciones
			Student/Teacher	Activity	9780328992164	Unit 1, Week 3, p. 97	Instrucciones
			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 phonetic knowledge by: (i) identifying and matching the common sounds that letters represent; (ii) using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV; (iii) decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/; and (iv) recognizing that new words are created when syllables are changed, added, or deleted	(xviii) apply phonetic knowledge by using letter-sound relationships to decode two-syllable words including VCV	Student/Teacher	Narrative	9780328992164	Unit 1, Week 3, p. 103	Instrucciones
			Student/Teacher	Activity	9780328992164	Unit 1, Week 3, p. 103	Instrucciones, Mi turno
			Student/Teacher	Narrative	9780328992164	Unit 1, Week 4, p. 141	Instrucciones
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 4, p. 136	Instrucciones
			Student/Teacher	Activity	9780328992171	Unit 2, Week 4, p. 136	Instrucciones, Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply phonetic knowledge by: (i) identifying and matching the common sounds that letters represent; (ii) using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV; (iii) decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/; and (iv) recognizing that new words are created when syllables are changed, added, or deleted	(xix) apply phonetic knowledge by using letter-sound relationships to decode two-syllable words including CVCV	Student/Teacher	Narrative	9780328992171	Unit 2, Week 1, p. 18	Instrucciones
			Student/Teacher	Activity	9780328992171	Unit 2, Week 1, p. 18	Instrucciones, Mi turno
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 2, p. 25	Instrucciones
			Student/Teacher	Activity	9780328992171	Unit 2, Week 2, p. 25	Instrucciones, Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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	9780328992171	Unit 2, Week 1, p. 18	Instrucciones, Mi turno
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 1, p. 27	Instrucciones
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 2, p. 64	Instrucciones
			Student/Teacher	Activity	9780328992171	Unit 2, Week 2, p. 65	Instrucciones, Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply phonetic knowledge by: (i) identifying and matching the common sounds that letters represent; (ii) using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV; (iii) decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/; and (iv) recognizing that new words are created when syllables are changed, added, or deleted	(xx) apply phonetic knowledge by using letter-sound relationships to decode two-syllable words including CCVCV	Student/Teacher	Narrative	9780328992188	Unit 3, Week 1, p. 21	Instrucciones
			Student/Teacher	Activity	9780328992188	Unit 3, Week 1, p. 21	Instrucciones
			Student/Teacher	Narrative	9780328992188	Unit 3, Week 1, p. 26	Instrucciones
			Student/Teacher	Narrative	9780328992188	Unit 3, Week 1, p. 27	Instrucciones
			Student/Teacher	Activity	9780328992188	Unit 3, Week 1, p. 27	Instrucciones, Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply phonetic knowledge by: (i) identifying and matching the common sounds that letters represent; (ii) using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV; (iii) decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/; and (iv) recognizing that new words are created when syllables are changed, added, or deleted	(xxi) apply phonetic knowledge by using letter-sound relationships to decode two-syllable words including CVCCV	Student/Teacher	Narrative	9780328992171	Unit 2, Week 1, p. 18	Instrucciones
			Student/Teacher	Activity	9780328992171	Unit 2, Week 1, p. 18	Instrucciones, Mi turno
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 1, p. 26	Instrucciones
			Student/Teacher	Narrative	9780328992195	Unit 4, Week 2, p. 59	Mis palabras
			Student/Teacher	Activity	9780328992188	Unit 3, Week 3, p. 102	Instrucciones, 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>(B) demonstrate and apply phonetic knowledge by:                      (i) identifying and matching the common sounds that letters represent;                      (ii) using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;                      (iii) decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/; and                      (iv) recognizing that new words are created when syllables are changed, added, or deleted</p>	<p>(xxii) apply phonetic knowledge by using letter-sound relationships to decode multisyllabic words including VCV</p>	Student/Teacher	Narrative	9780328992164	Unit 1, Week 3, p. 103	Instrucciones
			Student/Teacher	Activity	9780328992164	Unit 1, Week 3, p. 103	Instrucciones, Mi turno
			Student/Teacher	Narrative	9780328992164	Unit 1, Week 4, p. 141	Instrucciones
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 4, p. 136	Instrucciones
			Student/Teacher	Activity	9780328992171	Unit 2, Week 4, p. 136	Instrucciones, 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 phonetic knowledge by:                      (i) identifying and matching the common sounds that letters represent;                      (ii) using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;                      (iii) decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/; and                      (iv) recognizing that new words are created when syllables are changed, added, or deleted</p>	<p>(xxiii) apply phonetic knowledge by using letter-sound relationships to decode multisyllabic words including CVCV</p>	Student/Teacher	Narrative	9780328992171	Unit 2, Week 1, p. 18	Instrucciones
			Student/Teacher	Activity	9780328992171	Unit 2, Week 1, p. 18	Instrucciones, Mi turno
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 1, p. 27	Instrucciones
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 2, p. 64	Instrucciones
			Student/Teacher	Activity	9780328992171	Unit 2, Week 2, p. 65	Instrucciones, 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 phonetic knowledge by:                      (i) identifying and matching the common sounds that letters represent;                      (ii) using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;                      (iii) decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/; and                      (iv) recognizing that new words are created when syllables are changed, added, or deleted</p>	<p>(xxiv) apply phonetic knowledge by using letter-sound relationships to decode multisyllabic words including CCVCV</p>	Student/Teacher	Narrative	9780328992188	Unit 3, Week 1, p. 21	Instrucciones
			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	9780328992188	Unit 3, Week 1, p. 21	Instrucciones, Mi turno
			Student/Teacher	Narrative	9780328992188	Unit 3, Week 1, p. 26	Instrucciones
			Student/Teacher	Narrative	9780328992188	Unit 3, Week 1, p. 27	Instrucciones
			Student/Teacher	Activity	9780328992188	Unit 3, Week 1, p. 27	Instrucciones, Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply phonetic knowledge by: (i) identifying and matching the common sounds that letters represent; (ii) using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV; (iii) decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/; and (iv) recognizing that new words are created when syllables are changed, added, or deleted	(xxv) apply phonetic knowledge by using letter-sound relationships to decode multisyllabic words including CVCCV	Student/Teacher	Narrative	9780328992171	Unit 2, Week 1, p. 18	Instrucciones
			Student/Teacher	Activity	9780328992171	Unit 2, Week 1, p. 18	Instrucciones, Mi turno
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 1, p. 26	Instrucciones
			Student/Teacher	Narrative	9780328992195	Unit 4, Week 2, p. 59	Instrucciones
			Student/Teacher	Activity	9780328992188	Unit 3, Week 3, p. 102	Instrucciones, Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply phonetic knowledge by: (i) identifying and matching the common sounds that letters represent; (ii) using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV; (iii) decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/; and (iv) recognizing that new words are created when syllables are changed, added, or deleted	(xxvi) apply phonetic knowledge by decoding words with silent h	Student/Teacher	Narrative	9780328992195	Unit 4, Week 2, p. 56	Instrucciones
			Student/Teacher	Activity	9780328992195	Unit 4, Week 2, p. 55	Instrucciones, Mi turno
			Student/Teacher	Narrative	9780328992195	Unit 4, Week 2, p. 59	Instrucciones
			Student/Teacher	Narrative	9780328992195	Unit 4, Week 2, p. 55	Instrucciones
			Student/Teacher	Activity	9780328992201	Unit 5, Week 4, p. 125	Instrucciones, Repaso y refuerzo, Las palabras con Hh
			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 phonetic knowledge by:                      (i) identifying and matching the common sounds that letters represent;                      (ii) using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;                      (iii) decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/; and                      (iv) recognizing that new words are created when syllables are changed, added, or deleted</p>	<p>(xxvii) apply phonetic knowledge by decoding words with consonant digraphs</p>	Student/Teacher	Narrative	9780328992171	Unit 2, Week 1, p. 18	Instrucciones
			Student/Teacher	Activity	9780328992171	Unit 2, Week 1, p. 18	Instrucciones, Mi turno
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 4, p. 132	Instrucciones
			Student/Teacher	Narrative	9780328992188	Unit 3, Week 1, p. 26	Instrucciones
			Student/Teacher	Activity	9780328992188	Unit 3, Week 1, p. 27	Instrucciones, 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 phonetic knowledge by:                      (i) identifying and matching the common sounds that letters represent;                      (ii) using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;                      (iii) decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/; and                      (iv) recognizing that new words are created when syllables are changed, added, or deleted</p>	<p>(xxviii) apply phonetic knowledge by recognizing that new words are created when syllables are changed, added, or deleted</p>	Student/Teacher	Narrative	9780328992201	Unit 5, Week 3, p. 89	Instrucciones
			Student/Teacher	Activity	9780328992195	Unit 4, Week 6, p. 210	Instrucciones, Mi turno
			Student/Teacher	Narrative	9780328992201	Unit 5, Week 4, p. 124	Instrucciones
			Student/Teacher	Narrative	9780328992201	Unit 5, Week 4, p. 126	Instrucciones
			Student/Teacher	Activity	9780328992201	Unit 5, Week 3, p. 89	Instrucciones, Intercambiar ideas
			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) demonstrate and apply spelling knowledge by:                      (i) spelling common letter and sound correlations; and                      (ii) spelling words with common syllabic patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV</p>	<p>(i) demonstrate spelling knowledge by spelling common letter and sound correlations</p>	Student/Teacher	Narrative	9780328992195	Unit 4, Week 2, p. 84	Instrucciones
			Student/Teacher	Activity	9780328992195	Unit 4, Week 1, p. 46	Instrucciones, Mi turno
			Student/Teacher	Activity	9780328992195	Unit 4, Week 2, p. 84	Instrucciones, Mi turno
			Student/Teacher	Activity	9780328992195	Unit 4, Week 3, p. 122	Instrucciones, Mi turno
			Student/Teacher	Activity	9780328992195		

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	9780328992195	Unit 4, Week 4, p. 158	Instrucciones, Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(C) demonstrate and apply spelling knowledge by: (i) spelling common letter and sound correlations; and (ii) spelling words with common syllabic patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV	(ii) demonstrate spelling knowledge by spelling words with common syllabic patterns	Student/Teacher	Narrative	9780328992195	Unit 4, Week 2, p. 84	Instrucciones
			Student/Teacher	Activity	9780328992195	Unit 4, Week 2, p. 84	Instrucciones, Mi turno
			Student/Teacher	Narrative	9780328992201	Unit 5, Week 2, p. 80	Instrucciones
			Student/Teacher	Activity	9780328992195	Unit 4, Week 3, p. 122	Instrucciones, Mi turno
			Student/Teacher	Activity	9780328992195	Unit 4, Week 5, p. 194	Instrucciones, Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(C) demonstrate and apply spelling knowledge by: (i) spelling common letter and sound correlations; and (ii) spelling words with common syllabic patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV	(iii) apply spelling knowledge by spelling common letter and sound correlations	Student/Teacher	Narrative	9780328992195	Unit 4, Week 2, p. 84	Instrucciones
			Student/Teacher	Activity	9780328992195	Unit 4, Week 1, p. 46	Instrucciones, Mi turno
			Student/Teacher	Activity	9780328992195	Unit 4, Week 2, p. 84	Instrucciones, Mi turno
			Student/Teacher	Activity	9780328992195	Unit 4, Week 3, p. 122	Instrucciones, Mi turno
			Student/Teacher	Activity	9780328992195	Unit 4, Week 4, p. 158	Instrucciones, Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(C) demonstrate and apply spelling knowledge by: (i) spelling common letter and sound correlations; and (ii) spelling words with common syllabic patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV	(iv) apply spelling knowledge by spelling words with common syllabic patterns	Student/Teacher	Narrative	9780328992195	Unit 4, Week 2, p. 84	Instrucciones
			Student/Teacher	Activity	9780328992195	Unit 4, Week 2, p. 84	Instrucciones, Mi turno
			Student/Teacher	Narrative	9780328992201	Unit 5, Week 2, p. 80	Instrucciones
			Student/Teacher	Activity	9780328992195	Unit 4, Week 3, p. 122	Instrucciones, Mi turno
			Student/Teacher	Activity	9780328992195	Unit 4, Week 5, p. 194	Instrucciones, 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
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(D) demonstrate print awareness by: (i) identifying the front cover, back cover, and title page of a book; (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; (iv) recognizing the difference between a letter and a printed word; and (v) identifying all uppercase and lowercase letters	(i) demonstrate print awareness by identifying the front cover of a book	Student/Teacher	Narrative	9780328992164	Unit 1, Unit Opener, p. 10	Lectura independiente
			Student/Teacher	Activity	9780328992164	Unit 1, Week 2, p. 87	Instrucciones, Mi turno
			Student/Teacher	Narrative	9780328992164	Unit 1, Week 2, p. 87	Instrucciones, Las partes de un libro
			Student/Teacher	Narrative	9780328992164	Unit 1, Week 5, p. 201	Instrucciones, Corregir las partes de un libro
			Student/Teacher	Activity	9780328992164	Unit 1 Week 5 p. 201	Instrucciones, Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(D) demonstrate print awareness by: (i) identifying the front cover, back cover, and title page of a book; (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; (iv) recognizing the difference between a letter and a printed word; and (v) identifying all uppercase and lowercase letters	(ii) demonstrate print awareness by identifying the back cover of a book	Student/Teacher	Narrative	9780328992164	Unit 1, Week 2, p. 87	Instrucciones, Las partes de un libro
			Student/Teacher	Activity	9780328992164	Unit 1, Week 2, p. 87	Instrucciones, Mi turno
			Student/Teacher	Narrative	9780328992164	Unit 1, Week 5, p. 201	Instrucciones, Corregir las partes de un libro
			Student/Teacher	Activity	9780328992164	Unit 1, Week 5, p. 201	Instrucciones, Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			



Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(D) demonstrate print awareness by: (i) identifying the front cover, back cover, and title page of a book; (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; (iv) recognizing the difference between a letter and a printed word; and (v) identifying all uppercase and lowercase letters	(iii) demonstrate print awareness by identifying the title page of a book	Student/Teacher	Narrative	9780328992164	Unit 1, Week 2, p. 87	Instrucciones, Las partes de un libro
			Student/Teacher	Activity	9780328992164	Unit 1, Week 2, p. 87	Instrucciones, Mi turno
			Student/Teacher	Narrative	9780328992164	Unit 1, Week 5, p. 201	Instrucciones, Corregir las partes de un libro
			Student/Teacher	Activity	9780328992164	Unit 1, Week 5, p. 201	Instrucciones, Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(D) demonstrate print awareness by: (i) identifying the front cover, back cover, and title page of a book; (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; (iv) recognizing the difference between a letter and a printed word; and (v) identifying all uppercase and lowercase letters	(iv) demonstrate print awareness by holding a book right side up	Student/Teacher	Narrative	9780328992164	Unit 1, Week 1, p. 10	Instrucciones, Lectura independiente
			Student/Teacher	Activity	9780328992164	Unit 1, Week 1, p. 10	Instrucciones, Lectura independiente
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 1, p. 10	Instrucciones, Lectura independiente
			Student/Teacher	Activity	9780328992171	Unit 2, Week 1, p. 10	Instrucciones, Lectura independiente
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(D) demonstrate print awareness by: (i) identifying the front cover, back cover, and title page of a book; (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; (iv) recognizing the difference between a letter and a printed word; and (v) identifying all uppercase and lowercase letters	(v) demonstrate print awareness by turning pages correctly	Student/Teacher	Narrative	9780328992164	Unit 1, Week 1, p. 10	Instrucciones, Lectura independiente
			Student/Teacher	Activity	9780328992164	Unit 1, Week 1, p. 10	Instrucciones, Lectura independiente

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 1, p. 10	Instrucciones, Lectura independiente
			Student/Teacher	Activity	9780328992171	Unit 2, Week 1, p. 10	Instrucciones, Lectura independiente
			Student/Teacher	(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:	(D) demonstrate print awareness by: (i) identifying the front cover, back cover, and title page of a book; (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; (iv) recognizing the difference between a letter and a printed word; and (v) identifying all uppercase and lowercase letters	(vi) demonstrate print awareness by knowing that reading moves from top to bottom	Student/Teacher	Narrative	9780328992164	Unit 1, Unit Opener, p. 10	Instrucciones, Lectura independiente
			Student/Teacher	Activity	9780328992195	Unit 4, Week 1, p. 49	Instrucciones
			Student/Teacher	Narrative	9780328992188	Unit 3, Week 1, p. 51	Instrucciones
			Student/Teacher	Activity	9780328992188	Unit 3, Week 1, p. 51	Instrucciones
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(D) demonstrate print awareness by: (i) identifying the front cover, back cover, and title page of a book; (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; (iv) recognizing the difference between a letter and a printed word; and (v) identifying all uppercase and lowercase letters	(vii) demonstrate print awareness by knowing that reading moves left to right with return sweep	Student/Teacher	Narrative	9780328992164	Unit 1, Unit Opener, p. 10	Instrucciones, Lectura independiente
			Student/Teacher	Activity	9780328992195	Unit 4, Week 1, p. 49	Instrucciones
			Student/Teacher	Narrative	9780328992188	Unit 3, Week 1, p. 51	Instrucciones
			Student/Teacher	Activity	9780328992188	Unit 3, Week 1, p. 51	Instrucciones
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(D) demonstrate print awareness by: (i) identifying the front cover, back cover, and title page of a book; (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; (iv) recognizing the difference between a letter and a printed word; and (v) identifying all uppercase and lowercase letters	(viii) demonstrate print awareness by recognizing that sentences are comprised of words separated by spaces	Student/Teacher	Narrative	9780328992164	Unit 1, Week 3, p. 126	Espacios entre las palabras
			Student/Teacher	Activity	9780328992164	Unit 1, Week 3, p. 126	Mi turno 1, 2, Instrucciones
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 3, p. 126	Las palabras y las oraciones
			Student/Teacher	Narrative	9780328992188	Unit 3, Week 4, p. 172	Corregir las oraciones incompletas
			Student/Teacher	Activity	9780328992171	Unit 2, Week 3, p. 126	Mi turno 1, 2, Instrucciones
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(D) demonstrate print awareness by: (i) identifying the front cover, back cover, and title page of a book; (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; (iv) recognizing the difference between a letter and a printed word; and (v) identifying all uppercase and lowercase letters	(ix) demonstrate print awareness by recognizing word boundaries	Student/Teacher	Narrative	9780328992164	Unit 1, Week 3, p. 126	Espacios entre las palabras
			Student/Teacher	Activity	9780328992164	Unit 1, Week 3, p. 126	Mi turno 1, 2, Instrucciones
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 3, p. 126	Las palabras y las oraciones
			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:	(D) demonstrate print awareness by: (i) identifying the front cover, back cover, and title page of a book; (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; (iv) recognizing the difference between a letter and a printed word; and (v) identifying all uppercase and lowercase letters	(x) demonstrate print awareness by recognizing the difference between a letter and a printed word	Student/Teacher	Narrative	9780328992164	Unit 1, Week 3, p. 126	Instrucciones

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	9780328992164	Unit 1, Week 3, p. 126	Instrucciones
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 3, p. 126	Las palabras y las oraciones
			Student/Teacher	Activity	9780328992171	Unit 2, Week 3, p. 126	Mi turno 1, 2, Instrucciones
			Student/Teacher	(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:	(D) demonstrate print awareness by: (i) identifying the front cover, back cover, and title page of a book; (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; (iv) recognizing the difference between a letter and a printed word; and (v) identifying all uppercase and lowercase letters	(xi) demonstrate print awareness by identifying all uppercase letters	Student/Teacher	Narrative	9780328992188	Unit 3, Week 1, p. 48	Instrucciones
			Student/Teacher	Activity	9780328992188	Unit 3, Week 1, p. 48	Instrucciones
			Student/Teacher	Narrative	9780328992188	Unit 3, Week 2, p. 92	Instrucciones
			Student/Teacher	Activity	9780328992188	Unit 3, Week 2, p. 92	Instrucciones
			Student/Teacher	Activity	9780328992188	Unit 3, Week 3, p. 130	Instrucciones
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(D) demonstrate print awareness by: (i) identifying the front cover, back cover, and title page of a book; (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; (iv) recognizing the difference between a letter and a printed word; and (v) identifying all uppercase and lowercase letters	(xii) demonstrate print awareness by identifying all lowercase letters	Student/Teacher	Narrative	9780328992188	Unit 3, Week 1, p. 48	Instrucciones
			Student/Teacher	Activity	9780328992188	Unit 3, Week 1, p. 48	Instrucciones
			Student/Teacher	Narrative	9780328992188	Unit 3, Week 2, p. 92	Instrucciones
			Student/Teacher	Activity	9780328992188	Unit 3, Week 2, p. 92	Instrucciones
			Student/Teacher	Activity	9780328992188	Unit 3, Week 3, p. 130	Instrucciones
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality	(i) develop handwriting by accurately forming all uppercase letters using appropriate directionality	Student/Teacher	Narrative	9780328992171	Unit 2, Week 1, p. 17	Instrucciones, La vocal Aa with arrows
			Student/Teacher	Activity	9780328992171	Unit 2, Week 1, p. 17	Instrucciones, Mi turno
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 1, p. 20	Instrucciones, La consonante Cc with arrows
			Student/Teacher	Narrative	9780328992188	Unit 3, Week 1, p. 17	Instrucciones, El digrafo Ll ll with arrows
			Student/Teacher	Activity	9780328992188	Unit 3, Week 1, p. 17	Instrucciones, Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality	(ii) develop handwriting by accurately forming all lowercase letters using appropriate directionality	Student/Teacher	Narrative	9780328992164	Unit 1, Week 1, p. 17	Instrucciones, Mi turno
			Student/Teacher	Activity	9780328992171	Unit 2, Week 1, p. 17	Instrucciones, Mi turno
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 1, p. 20	Instrucciones, La consonante Cc with arrows
			Student/Teacher	Narrative	9780328992188	Unit 3, Week 1, p. 17	Instrucciones, El dí grafo Ll ll with arrows
			Student/Teacher	Activity	9780328992188	Unit 3, Week 1, p. 17	Instrucciones, Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(A) use a resource such as a picture dictionary or digital resource to find words	(i) use a resource to find words	Student/Teacher	Narrative	9780328992164	Unit 1, p. 220	Instrucciones, top of page
			Student/Teacher	Activity	9780328992164	Unit 1, p. 220	Instrucciones, Mi turno
			Student/Teacher	Narrative	9780328992171	Unit 2, p. 222	Instrucciones, top of page
			Student/Teacher	Activity	9780328992171	Unit 2, p. 222	Instrucciones, 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:	(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings	(j) use illustrations to learn or clarify word meanings	Student/Teacher	Narrative	9780328992164	Unit 1, Week 3, p. 116	Vocabulario
			Student/Teacher	Activity	9780328992164	Unit 1, Week 3, p. 116	Vocabulario
			Student/Teacher	Narrative	9780328992164	Unit 1, Week 4, p. 154	Vocabulario

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	9780328992164	Unit 1, Week 4, p. 154	Vocabulario
			Student/Teacher	Activity	9780328992201	Unit 5, Week 4, p. 151	Vocabulario en contexto
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings	(ii) use texts the student is able to read or hear to learn or clarify word meanings	Student/Teacher	Narrative	9780328992164	Unit 1, Week 3, p. 116	Vocabulario
			Student/Teacher	Activity	9780328992195	Unit 4, Week 1, p. 39	Vocabulario en contexto
			Student/Teacher	Narrative	9780328992164	Unit 1, Week 4, p. 154	Vocabulario
			Student/Teacher	Activity	9780328992195	Unit 4, Week 2, p. 75	Vocabulario en contexto
			Student/Teacher	(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 and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations	(i) identify words that name actions	Student/Teacher	Narrative	9780328992188	Unit 3, p. 228	Instrucciones
			Student/Teacher	Activity	9780328992188	Unit 3, p. 228	Glosario ilustrado
			Student/Teacher	Activity	9780328992188	Unit 3, p. 229	Glosario ilustrado
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations	(ii) identify words that name directions	Student/Teacher	Narrative	9780328992171	Unit 2, p. 220	Instrucciones
			Student/Teacher	Activity	9780328992171	Unit 2, p. 220	Glosario ilustrado
			Student/Teacher	Activity	9780328992171	Unit 2, p. 221	Glosario ilustrado
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations	(iii) identify words that name positions	Student/Teacher	Narrative	9780328992171	Unit 2, p. 220	Instrucciones
			Student/Teacher	Activity	9780328992171	Unit 2, p. 220	Instrucción para el glosario ilustrado
			Student/Teacher	Activity	9780328992171	Unit 2, p. 221	Glosario ilustrado
			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 and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations	(iv) identify words that name sequences	Student/Teacher	Narrative	9780328992195	Unit 4, p. 220	Instrucciones
			Student/Teacher	Activity	9780328992195	Unit 4, p. 220	Instrucción para el glosario ilustrado
			Student/Teacher	Activity	9780328992195	Unit 4, p. 221	Glosario ilustrado
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations	(v) identify words that name categories	Student/Teacher	Narrative	9780328992164	Unit 1, Week 3, p. 122	Instrucciones
			Student/Teacher	Activity	9780328992164	Unit 1, Week 2, p. 84	Preortografía
			Student/Teacher	Narrative	9780328992164	Unit 1, Week 4, p. 160	Instrucciones
			Student/Teacher	Narrative	9780328992201	Unit 5, p. 220	Instrucciones
			Student/Teacher	Activity	9780328992201	Unit 5, p. 220	Instrucción para el glosario ilustrado
			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 and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations	(vi) identify words that name locations	Student/Teacher	Narrative	9780328992164	Unit 1, p. 220	Instrucciones
			Student/Teacher	Activity	9780328992164	Unit 1, p. 220	Instrucciones
			Student/Teacher	Activity	9780328992164	Unit 1, p. 221	Instrucciones
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations	(vii) use words that name actions	Student/Teacher	Narrative	9780328992188	Unit 3, p. 228	Instrucciones
			Student/Teacher	Activity	9780328992188	Unit 3, p. 228	Instrucciones
			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)			

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)			
(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 and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations	(viii) use words that name directions	Student/Teacher	Narrative	9780328992171	Unit 2, p. 220	Instrucciones
			Student/Teacher	Activity	9780328992171	Unit 2, p. 220	Instrucciones
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations	(ix) use words that name positions	Student/Teacher	Narrative	9780328992171	Unit 2, p. 220	Instrucciones
			Student/Teacher	Activity	9780328992171	Unit 2, p. 220	Instrucciones
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations	(x) use words that name sequences	Student/Teacher	Narrative	9780328992195	Unit 4, p. 220	Instrucciones
			Student/Teacher	Activity	9780328992195	Unit 4, p. 220	Instrucciones
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations	(xi) use words that name categories	Student/Teacher	Narrative	9780328992164	Unit 1, Week 3, p. 122	Instrucciones
			Student/Teacher	Activity	9780328992164	Unit 1, Week 3, p. 122	Instrucciones
			Student/Teacher	Narrative	9780328992201	Unit 5, p. 220	Instrucciones
			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
(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 and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations	(xii) use words that name locations	Student/Teacher	Narrative	9780328992164	Unit 1, p. 220	Instrucción para el glosario ilustrado
			Student/Teacher	Activity	9780328992164	Unit 1, p. 220	Instrucciones
			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)			
(4) 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 interact independently with text for increasing periods of time.	[A] self-select text and interact independently with text for increasing periods of time	(i) self-select text	Student/Teacher	Narrative	9780328992164	Unit 1, Unit Opener, p. 10	Lectura independiente
			Student/Teacher	Activity	9780328992164	Unit 1, Unit Opener, p. 11	Mi registro de lectura independiente
			Student/Teacher	Narrative	9780328992171	Unit 2, Unit Opener, p. 10	Lectura independiente
			Student/Teacher	Activity	9780328992171	Unit 2, Unit Opener, p. 10	Lectura independiente
			Student/Teacher	Activity	9780328992188	Unit 3, Unit Opener, p. 11	Mi registro de lectura independiente
			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--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.	[A] self-select text and interact independently with text for increasing periods of time	(ii) interact independently with text for increasing periods of time	Student/Teacher	Narrative	9780328992195	Unit 4, Unit Opener, p. 11	Lectura independiente
			Student/Teacher	Activity	9780328992195	Unit 4, Unit Opener, p. 11	Mi registro de lectura independiente
			Student/Teacher	Narrative	9780328992201	Unit 5, Unit Opener, p. 11	Lectura independiente
			Student/Teacher	Activity	9780328992201	Unit 5, Unit Opener, p. 11	Mi registro de lectura independiente
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(5) 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 with adult assistance	(i) establish purpose for reading assigned texts with adult assistance	Student/Teacher	Narrative	N/A	N/A	N/A
			Student/Teacher	Activity	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Teacher Only	Narrative	9781418268527	Unit 1, Week 1, p. T42	Lectura compartida, Presentar el texto, Leer, first three sentences

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	9781418268527	Unit 1, Week 1, p. T42	Lectura compartida, Presentar el texto, Leer, fourth sentence
			Teacher Only	Narrative	9781418268534	Unit 2, Week 1, p. T42	Lectura compartida, Presentar el texto, Leer, first three sentences
			Teacher Only	Activity	9781418268534	Unit 2, Week 1, p. T42	Lectura compartida, Presentar el texto, Leer, fourth sentence
			Teacher Only	(Drop-down selection)			
(5) 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 with adult assistance	(ii) establish purpose for reading self-selected texts with adult assistance	Student/Teacher	Narrative	N/A	N/A	N/A
			Student/Teacher	Activity	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Teacher Only	Narrative	9781418268541	Unit 3, Unit Opener, p. T13	Presentar la unidad, Cuéntame un cuento, Lectura independiente, Establecer un propósito, first two sentences
			Teacher Only	Activity	9781418268541	Unit 3, Unit Opener, p. T13	Presentar la unidad, Cuéntame un cuento, Lectura independiente, Establecer un propósito, third sentence: first bullet
			Teacher Only	Narrative	9781418268558	Unit 4, Unit Opener, p. T13	Presentar la unidad, Antes y ahora, Lectura independiente, Hacer conexiones, first three sentence
			Teacher Only	Activity	9781418268558	Unit 4, Unit Opener, p. T13	Presentar la unidad, Antes y ahora, Lectura independiente, Hacer conexiones, fourth sentence: first two bullets
			Teacher Only	(Drop-down selection)			
(5) 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 with adult assistance	(i) generate questions about text before reading to deepen understanding with adult assistance	Student/Teacher	Narrative	9780328992164	Unit 1, Week 1, p. 68	Instrucciones
			Student/Teacher	Activity	9780328992164	Unit 1, Week 1, p. 68	Leer, Instrucciones
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 2, p. 68	Leer, Instrucciones
			Student/Teacher	Narrative	9780328992188	Unit 3, Week 3, p. 114	Leer, Instrucciones
			Student/Teacher	Activity	9780328992171	Unit 2, Week 2, p. 68	Leer, Instrucciones
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(5) 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 with adult assistance	(ii) generate questions about text during reading to deepen understanding with adult assistance	Student/Teacher	Narrative	9780328992164	Unit 1, Week 1, p. 68	Leer, Instrucciones
			Student/Teacher	Activity	9780328992164	Unit 1, Week 1, p. 68	Leer, Instrucciones
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 2, p. 68	Leer, Instrucciones
			Student/Teacher	Activity	9780328992171	Unit 2, Week 2, p. 68	Leer, Instrucciones
			Student/Teacher	(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
(5) 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 with adult assistance	(iii) generate questions about text after reading to deepen understanding with adult assistance	Student/Teacher	Narrative	9780328992164	Unit 1, Week 2, p. 68	Leer, Instrucciones
			Student/Teacher	Activity	9780328992164	Unit 1, Week 2, p. 75	Lectura atenta
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 2, p. 68	Leer, Instrucciones
			Student/Teacher	Activity	9780328992171	Unit 2, Week 2, p. 75	Lectura atenta
			Student/Teacher	Activity	9780328992188	Unit 3, Week 3, p. 119	Lectura atenta
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(5) 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 with adult assistance	(iv) generate questions about text before reading to gain information with adult assistance	Student/Teacher	Narrative	9780328992164	Unit 1, Week 2, p. 68	Leer, Instrucciones
			Student/Teacher	Activity	9780328992164	Unit 1, Week 2, p. 75	Lectura atenta
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 2, p. 68	Leer, Instrucciones
			Student/Teacher	Activity	9780328992171	Unit 2, Week 2, p. 75	Lectura atenta
			Student/Teacher	Activity	9780328992188	Unit 3, Week 3, p. 119	Lectura atenta
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(5) 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 with adult assistance	(v) generate questions about text during reading to gain information with adult assistance	Student/Teacher	Narrative	9780328992164	Unit 1, Week 2, p. 68	Instrucciones
			Student/Teacher	Activity	9780328992164	Unit 1, Week 2, p. 81	Instrucciones
			Student/Teacher	Narrative	9780328992164	Unit 1, Week 2, p. 81	Instrucciones
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 2, p. 81	Taller de lectura
			Student/Teacher	Activity	9780328992171	Unit 2, Week 2, p. 81	Lectura atenta
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(5) 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 with adult assistance	(vi) generate questions about text after reading to gain information with adult assistance	Student/Teacher	Narrative	9780328992164	Unit 1, Week 2, p. 68	Instrucciones
			Student/Teacher	Activity	9780328992164	Unit 1, Week 2, p. 81	Instrucciones

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	9780328992164	Unit 1, Week 2, p. 81	Taller de lectura
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 2, p. 81	Instrucciones
			Student/Teacher	Activity	9780328992171	Unit 2, Week 2, p. 81	Instrucciones
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(5) 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 confirm predictions using text features and structures with adult assistance	(i) make predictions using text features with adult assistance	Student/Teacher	Narrative	9780328992171	Unit 2, Week 4, p. 144	Instrucciones
			Student/Teacher	Activity	9780328992171	Unit 2, Week 4, p. 144	Vocabulario: Leer
			Student/Teacher	Narrative	9780328992188	Unit 3, Week 4, p. 152	Leer, Instrucciones
			Student/Teacher	Activity	9780328992188	Unit 3, Week 4, p. 152	Vocabulario: Leer
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(5) 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 confirm predictions using text features and structures with adult assistance	(ii) make predictions using text structures with adult assistance	Student/Teacher	Narrative	9780328992171	Unit 2, Week 4, p. 144	Instrucciones
			Student/Teacher	Activity	9780328992171	Unit 2, Week 4, p. 144	Vocabulario: Leer
			Student/Teacher	Narrative	9780328992188	Unit 3, Week 4, p. 152	Leer, Instrucciones
			Student/Teacher	Activity	9780328992188	Unit 3, Week 4, p. 152	Vocabulario: Leer
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(5) 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 confirm predictions using text features and structures with adult assistance	(iii) confirm predictions using text features with adult assistance	Student/Teacher	Narrative	9780328992171	Unit 2, Week 4, p. 157	Instrucciones
			Student/Teacher	Activity	9780328992171	Unit 2, Week 4, p. 153	Lectura atenta
			Student/Teacher	Narrative	9780328992188	Unit 3, Week 4, p. 165	Instrucciones
			Student/Teacher	Activity	9780328992171	Unit 2, Week 4, p. 157	Hacer y confirmar predicciones: Mi turno, Instrucciones
			Student/Teacher	Activity	9780328992188	Unit 3, Week 4, p. 165	Hacer y confirmar predicciones: Mi turno, Instrucciones
			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
(5) 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 confirm predictions using text features and structures with adult assistance	(iv) confirm predictions using text structures with adult assistance	Student/Teacher	Narrative	9780328992171	Unit 2, Week 4, p. 157	Instrucciones
			Student/Teacher	Activity	9780328992171	Unit 2, Week 4, p. 157	Hacer y confirmar predicciones: Mi turno, Instrucciones
			Student/Teacher	Narrative	9780328992188	Unit 3, Week 4, p. 165	Instrucciones
			Student/Teacher	Activity	9780328992188	Unit 3, Week 4, p. 165	Hacer y confirmar predicciones: Mi turno, Instrucciones
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(5) 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 with adult assistance	(i) create mental images to deepen understanding with adult assistance	Student/Teacher	Narrative	N/A	N/A	N/A
			Student/Teacher	Activity	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Teacher Only	Narrative	9781418268541	Unit 3, Week 1, p. T60	Taller de lectura, Lectura atenta, Visualizar los detalles, Minilección
			Teacher Only	Activity	9781418268541	Unit 3, Week 1, pp. T60–T61	Taller de lectura, Lectura atenta, Visualizar los detalles, Minilección; Aplicar, Mi turno
			Teacher Only	Narrative	9781418268558	Unit 4, Week 3, p. T198	Taller de lectura, Lectura atenta, Visualizar los detalles, Minilección
			Teacher Only	Activity	9781418268558	Unit 4, Week 3, pp. T198–T199	Taller de lectura, Lectura atenta, Visualizar los detalles, Minilección; Aplicar, Mi turno
			Teacher Only	(Drop-down selection)			
(5) 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 with adult assistance	(i) make connections to personal experiences with adult assistance	Student/Teacher	Narrative	9780328992171	Unit 2, Week 3, p. 119	Taller de lectura
			Student/Teacher	Activity	9780328992171	Unit 2, Week 3, p. 115	Lectura atenta
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 4, p. 158	Responder al texto: Reflexionar y comentar
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 5, p. 196	Responder al texto: Reflexionar y comentar
			Student/Teacher	Activity	9780328992171	Unit 2, Week 3, p. 119	Hacer conexiones
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(5) 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 with adult assistance	(ii) make connections to ideas in other texts with adult assistance	Student/Teacher	Narrative	9780328992188	Unit 3, Week 5, p. 203	Instrucciones
			Student/Teacher	Activity	9780328992164	Unit 1, Week 1, p. 44	Mi turno, Instrucciones
			Student/Teacher	Narrative	9780328992195	Unit 4, Unit Opener, p. 10	Instrucciones

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	9780328992164	Unit 1, Week 2, p. 82	Intercambiar ideas, Instrucciones
			Student/Teacher	Activity	9780328992188	Unit 3, Week 5, p. 203	Mi turno, Instrucciones
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(5) 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 with adult assistance	(iii) make connections to society with adult assistance	Student/Teacher	Narrative	9780328992164	Unit 1, Week 5, p. 195	Instrucciones
			Student/Teacher	Activity	9780328992164	Unit 1, Week 5, p. 195	Hacer conexiones
			Student/Teacher	Narrative	9780328992195	Unit 4, Unit Opener, p. 10	Instrucciones
			Student/Teacher	Activity	9780328992195	Unit 4, Unit Opener, p. 10	Lectura independiente
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(5) 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 with adult assistance	(i) make inferences to support understanding with adult assistance	Student/Teacher	Narrative	9780328992171	Unit 2, Week 1, p. 43	Instrucciones, Hacer inferencias
			Student/Teacher	Activity	9780328992171	Unit 2, Week 1, p. 43	Mi turno, Instrucciones
			Student/Teacher	Narrative	9780328992188	Unit 3, Week 2, p. 89	Instrucciones, Hacer inferencias
			Student/Teacher	Narrative	9780328992195	Unit 4, Week 2, p. 81	Lectura atenta
			Student/Teacher	Activity	9780328992188	Unit 3, Week 2, p. 89	Mi turno, Instrucciones
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(5) 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 with adult assistance	(ii) use evidence to support understanding with adult assistance	Student/Teacher	Narrative	9780328992171	Unit 2, Week 1, p. 43	Instrucciones, Hacer inferencias
			Student/Teacher	Activity	9780328992171	Unit 2, Week 1, p. 43	Mi turno, Instrucciones
			Student/Teacher	Narrative	9780328992188	Unit 3, Week 2, p. 89	Instrucciones, Hacer inferencias
			Student/Teacher	Narrative	9780328992195	Unit 4, Week 2, p. 81	Lectura atenta
			Student/Teacher	Activity	9780328992188	Unit 3, Week 2, p. 89	Mi turno, Instrucciones
			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
(5) 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 to determine what is most important with adult assistance	(i) evaluate details to determine what is most important with adult assistance	Student/Teacher	Narrative	9780328992171	Unit 2, Week 5, p. 195	Instrucciones
			Student/Teacher	Activity	9780328992171	Unit 2, Week 5, p. 195	Mi turno, Instrucciones
			Student/Teacher	Narrative	9780328992195	Unit 4, Week 1, p. 43	Instrucciones, Buscar detalles importantes
			Student/Teacher	Narrative	9780328992201	Unit 5, Week 2, p. 77	Instrucciones, Buscar detalles importantes
			Student/Teacher	Activity	9780328992195	Unit 4, Week 1, p. 43	Mi turno, Instrucciones
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(5) 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 with adult assistance	(i) synthesize information to create new understanding with adult assistance	Student/Teacher	Narrative	9780328992164	Unit 1, Week 4, p. 157	Instrucciones, Comprender nuevos conceptos
			Student/Teacher	Activity	9780328992164	Unit 1, Week 4, p. 157	Mi turno, Instrucciones
			Student/Teacher	Narrative	9780328992195	Unit 4, Week 4, p. 155	Instrucciones, Comprender nuevos conceptos
			Student/Teacher	Narrative	9780328992201	Unit 5, Week 5, p. 191	Instrucciones, Comprender nuevos conceptos
			Student/Teacher	Activity	9780328992195	Unit 4, Week 4, p. 155	Mi turno, Instrucciones
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance	(i) monitor comprehension with adult assistance	Student/Teacher	Narrative	N/A	N/A	N/A
			Student/Teacher	Activity	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Teacher Only	Narrative	9781418268534	Unit 2, Week 2, p. T112	Taller de lectura, Lectura compartida, Presentar el Texto, Leer
			Teacher Only	Activity	9781418268534	Unit 2, Week 2, p. T112	Leer, Estrategias para la primera lectura, chart and last paragraph
			Teacher Only	Narrative	9781418268541	Unit 3, Week 3, p. T190	Taller de lectura, Lectura compartida, Presentar el Texto, Leer
			Teacher Only	Activity	9781418268541	Unit 3, Week 3, p. T190	Leer, Estrategias para la primera lectura, chart and last paragraph
			Teacher Only	(Drop-down selection)			
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance	(ii) make adjustments when understanding breaks down with adult assistance	Student/Teacher	Narrative	N/A	N/A	N/A
			Student/Teacher	Activity	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A

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)	N/A	N/A	N/A
			Teacher Only	Narrative	9781418268534	Unit 2, Week 2, p. T112	Taller de lectura, Lectura compartida, Presentar el Texto, Leer
			Teacher Only	Activity	9781418268534	Unit 2, Week 2, p. T112	Leer, Estrategias para la primera lectura, chart and last paragraph
			Teacher Only	Narrative	9781418268541	Unit 3, Week 3, p. T190	Taller de lectura, Lectura compartida, Presentar el Texto, Leer
			Teacher Only	Activity	9781418268541	Unit 3, Week 3, p. T190	Leer, Estrategias para la primera lectura, chart and last paragraph
			Teacher Only	(Drop-down selection)			
(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(A) describe personal connections to a variety of sources	(i) describe personal connections to a variety of sources	Student/Teacher	Narrative	9780328992171	Unit 2, Week 4, p. 158	Responder al texto: Reflexionar y comentar
			Student/Teacher	Activity	9780328992171	Unit 2, Week 4, p. 158	Intercambiar ideas
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 5, p. 196	Responder al texto: Reflexionar y comentar
			Student/Teacher	Activity	9780328992171	Unit 2, Week 5, p. 196	Mi turno
			Student/Teacher	Activity	9780328992195	Unit 4, Week 2, p. 53	Presentación de la semana, Pregunta de la semana
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(6) 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) provide an oral, pictorial, or written response to a text	(i) provide an oral, pictorial, or written response to a text	Student/Teacher	Narrative	9780328992171	Unit 2, Week 4, p. 158	Responder al texto: Reflexionar y comentar
			Student/Teacher	Activity	9780328992171	Unit 2, Week 4, p. 158	Intercambiar ideas
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 5, p. 196	Instrucciones, Reflexionar y comentar
			Student/Teacher	Activity	9780328992171	Unit 2, Week 5, p. 196	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)			
(6) 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	9780328992164	Unit 1, Week 1, p. 43	Instrucciones
			Student/Teacher	Activity	9780328992164	Unit 1, Week 1, p. 43	Mi turno
			Student/Teacher	Narrative	9780328992164	Unit 1, Week 3, p. 119	Instrucciones
			Student/Teacher	Activity	9780328992164	Unit 1, Week 3, p. 119	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
(6) 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 texts in ways that maintain meaning	(i) retell texts in ways that maintain meaning	Student/Teacher	Narrative	9780328992164	Unit 1, Week 2, p. 82	Responder al texto: Reflexionar y comentar
			Student/Teacher	Activity	9780328992164	Unit 1, Week 2, p. 82	Intercambiar ideas
			Student/Teacher	Narrative	9780328992195	Unit 4, Week 1, p. 44	Instrucciones
			Student/Teacher	Activity	9780328992195	Unit 4, Week 1, p. 44	Intercambiar ideas
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(E) interact with sources in meaningful ways such as illustrating or writing	(i) interact with sources in meaningful ways	Student/Teacher	Narrative	9780328992171	Unit 2, Week 5, p. 167	Presentación de la semana
			Student/Teacher	Activity	9780328992164	Unit 1, Week 4, p. 129	Presentación de la semana, Pregunta de la semana
			Student/Teacher	Narrative	9780328992188	Unit 3, Week 3, p. 99	Presentación de la semana
			Student/Teacher	Activity	9780328992171	Unit 2, Week 5, p. 167	Presentación de la semana, Pregunta de la semana
			Student/Teacher	Activity	9780328992188	Unit 3, Week 3, p. 99	Presentación de la semana, Pregunta de la semana
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(6) 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	9780328992171	Unit 2, Unit Opener, p. 13	Vocabulario académico, Instrucciones
			Student/Teacher	Activity	9780328992164	Unit 1, Unit Opener, p. 13	Vocabulario académico
			Student/Teacher	Narrative	9780328992188	Unit 3, Week 3, p. 129	Vocabulario académico, Instrucciones
			Student/Teacher	Activity	9780328992188	Unit 3, Week 3 p. 129	Vocabulario académico
			Student/Teacher	Activity	9780328992188	Unit 3, Week 4 p. 162	Desarrollar el vocabulario
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(A) discuss topics and determine the basic theme using text evidence with adult assistance	(i) discuss topics with adult assistance	Student/Teacher	Narrative	9780328992188	Unit 3, Week 1, p. 44	Instrucciones
			Student/Teacher	Activity	9780328992188	Unit 3, Week 1, p. 44	Instrucciones, 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	9780328992195	Unit 4, Week 5, p. 190	Instrucciones
			Student/Teacher	Activity	9780328992195	Unit 4, Week 5, p. 176	Instrucciones
			Student/Teacher	Activity	9780328992195	Unit 4, Week 5, p. 190	Instrucciones, Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(A) discuss topics and determine the basic theme using text evidence with adult assistance	(ii) determine the basic theme using text evidence with adult assistance	Student/Teacher	Narrative	9780328992188	Unit 3, Week 1, p. 28	Género: Cuento folclórico
			Student/Teacher	Activity	9780328992188	Unit 3, Week 1, p. 28	Instrucciones, Enfoque en el género
			Student/Teacher	Narrative	9780328992188	Unit 3, Week 1, p. 44	Instrucciones
			Student/Teacher	Narrative	9780328992195	Unit 4, Week 5, p. 190	Instrucciones, Determinar el tema
			Student/Teacher	Activity	9780328992188	Unit 3, Week 1, p. 44	Instrucciones, Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(7) 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) identify and describe the main character(s)	(i) identify the main character(s)	Student/Teacher	Narrative	9780328992164	Unit 1, Week 1, p. 28	Instrucciones
			Student/Teacher	Activity	9780328992164	Unit 1, Week 1, p. 33	Lectura atenta
			Student/Teacher	Activity	9780328992164	Unit 1, Week 1, p. 42	Lectura atenta
			Student/Teacher	Activity	9780328992164	Unit 1, Week 1, p. 35	Lectura atenta
			Student/Teacher	Activity	9780328992164	Unit 1, Week 1, p. 28	Intercambiar ideas
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(7) 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) identify and describe the main character(s)	(ii) describe the main character(s)	Student/Teacher	Narrative	9780328992164	Unit 1, Week 1, p. 43	Usar la evidencia del texto
			Student/Teacher	Activity	9780328992164	Unit 1, Week 1, p. 28	Género: Ficción realista
			Student/Teacher	Activity	9780328992164	Unit 1, Week 1, p. 43	Usar la evidencia del texto
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(C) describe the elements of plot development, including the main events, the problem, and the resolution, for texts read aloud with adult assistance	(i) describe the elements of plot development, including the main events, for texts read aloud with adult assistance	Student/Teacher	Narrative	9780328992188	Unit 3, Week 5, pp. 188–189	Género: Mito, Instrucciones, Cartel de referencia
			Student/Teacher	Activity	9780328992171	Unit 2, Week 3, pp. 104–105	Instrucciones, Cartel de referencia
			Student/Teacher	Activity	9780328992188	Unit 3, Week 5, p. 188	Instrucciones
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(C) describe the elements of plot development, including the main events, the problem, and the resolution, for texts read aloud with adult assistance	(ii) describe the elements of plot development, including the problem, for texts read aloud with adult assistance	Student/Teacher	Narrative	9780328992164	Unit 1, Week 2, pp. 66–67	Género: Ficción realista, Instrucciones, Cartel de referencia
			Student/Teacher	Activity	9780328992164	Unit 1, Week 2, p. 66	Género: Ficción realista, Instrucciones
			Student/Teacher	Narrative	9780328992164	Unit 1, Week 2, p. 80	Instrucciones
			Student/Teacher	Activity	9780328992164	Unit 1, Week 2, p. 71	Lectura atenta
			Student/Teacher	Activity	9780328992164	Unit 1, Week 2, p. 80	Mi turno, Instrucciones
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(C) describe the elements of plot development, including the main events, the problem, and the resolution, for texts read aloud with adult assistance	(iii) describe the elements of plot development, including the resolution, for texts read aloud with adult assistance	Student/Teacher	Narrative	9780328992164	Unit 1, Week 2, pp. 66–67	Género: Ficción realista, Instrucciones, Cartel de referencia
			Student/Teacher	Activity	9780328992164	Unit 1, Week 2, p. 66	Género: Ficción realista
			Student/Teacher	Narrative	9780328992164	Unit 1, Week 2, p. 80	Describir el argumento
			Student/Teacher	Activity	9780328992164	Unit 1, Week 2, p. 77	Lectura atenta
			Student/Teacher	Activity	9780328992164	Unit 1, Week 2, p. 80	Mi turno, Instrucciones
			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) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(D) describe the setting	(i) describe the setting	Student/Teacher	Narrative	9780328992164	Unit 1, Week 4, p. 142	Género: Ficción realista
			Student/Teacher	Activity	9780328992164	Unit 1, Week 4, p. 142	Género: Ficción realista
			Student/Teacher	Narrative	9780328992164	Unit 1, Week 4, p. 156	Describir el ambiente
			Student/Teacher	Activity	9780328992164	Unit 1, Week 4, p. 156	Describir el ambiente, Instrucciones
			Student/Teacher	Activity	9780328992195	Unit 4, Week 3, p. 118	Describir el ambiente, Instrucciones
			Teacher Only	Narrative			
			Teacher Only	Activity			
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes	(i) demonstrate knowledge of distinguishing characteristics of well-known children's literature	Student/Teacher	Narrative	9780328992188	Unit 3, Week 1, p. 15	Presentación de la semana
			Student/Teacher	Activity	9780328992188	Unit 3, Week 1, p. 15	Pregunta de la semana
			Student/Teacher	Narrative	9780328992188	Unit 3, Week 1, p. 28	Género: Cuento folclórico
			Student/Teacher	Narrative	9780328992188	Unit 3, Week 2, p. 68	Género: Cuento de hadas
			Student/Teacher	Activity	9780328992188	Unit 3, Week 1, p. 28	Género: Cuento folclórico
			Teacher Only	Narrative			
			Teacher Only	Activity			
(8) 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) discuss rhyme and rhythm in nursery rhymes and a variety of poems	(i) discuss rhyme in nursery rhymes	Student/Teacher	Narrative	9780328992188	Unit 3, Week 3, p. 126	Comentar la rima y el ritmo
			Student/Teacher	Activity	9780328992188	Unit 3, Week 3, p. 112	Género: Poesía
			Student/Teacher	Narrative	9780328992201	Unit 5, Week 3, p. 98	Género: Poesía
			Student/Teacher	Activity	9780328992188	Unit 3, Week 3, p. 126	Comentar la rima y el ritmo
			Student/Teacher	Activity	9780328992201	Unit 5, Week 3, p. 98	Género: Poesía
			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--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) discuss rhyme and rhythm in nursery rhymes and a variety of poems	(ii) discuss rhyme in a variety of poems	Student/Teacher	Narrative	9780328992188	Unit 3, Week 3, p. 126	Comentar la rima y el ritmo
			Student/Teacher	Activity	9780328992188	Unit 3, Week 3, p. 117	Lectura atenta
			Student/Teacher	Activity	9780328992188	Unit 3, Week 3, p. 126	Comentar la rima y el ritmo
			Student/Teacher	Activity	9780328992201	Unit 5, Week 3, p. 107	Lectura atenta
			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--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) discuss rhyme and rhythm in nursery rhymes and a variety of poems	(iii) discuss rhythm in nursery rhymes	Student/Teacher	Narrative	9780328992188	Unit 3, Week 3, p. 112	Género: Poesía
			Student/Teacher	Activity	9780328992188	Unit 3, Week 3, p. 112	Género: Poesía
			Student/Teacher	Narrative	9780328992201	Unit 5, Week 3, p. 98	Género: Poesía
			Student/Teacher	Activity	9780328992188	Unit 3, Week 3, p. 123	Lectura atenta
			Student/Teacher	Activity	9780328992201	Unit 5, Week 3, p. 98	Lectura atenta
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(8) 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) discuss rhyme and rhythm in nursery rhymes and a variety of poems	(iv) discuss rhythm in a variety of poems	Student/Teacher	Narrative	9780328992188	Unit 3, Week 3, p. 126	Comentar la rima y el ritmo
			Student/Teacher	Activity	9780328992188	Unit 3, Week 3, p. 126	Comentar la rima y el ritmo
			Student/Teacher	Activity	9780328992201	Unit 5, Week 3, p. 112	Comentar la rima y el ritmo
			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
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(C) discuss main characters in drama	(i) discuss main characters in drama	Student/Teacher	Narrative	9780328992201	Unit 5, Week 5, p. 176	Género: Obra de teatro
			Student/Teacher	Activity	9780328992201	Unit 5, Week 5, p. 176	Género: Obra de teatro
			Student/Teacher	Activity	9780328992201	Unit 5, Week 5, p. 190	Comentar los personajes de una obra de teatro
			Student/Teacher	Activity	9780328992201	Unit 5, Week 5, p. 190	Comentar los personajes de una obra de teatro
			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--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance; (ii) titles and simple graphics to gain information; and (iii) the steps in a sequence with adult assistance	(i) recognize characteristics of informational text, including the central idea with adult assistance	Student/Teacher	Narrative	9780328992164	Unit 1, Week 3, p. 104	Género: Texto informativo, Instrucciones
			Student/Teacher	Activity	9780328992164	Unit 1, Week 3, p. 118	Instrucciones, Mi turno
			Student/Teacher	Narrative	9780328992164	Unit 1, Week 3, p. 118	Lectura atenta, Identificar la idea principal
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 1, p. 28	Instrucciones, Texto informativo
			Student/Teacher	Activity	9780328992171	Unit 2, Week 1, p. 28	Instrucciones
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance; (ii) titles and simple graphics to gain information; and (iii) the steps in a sequence with adult assistance	(ii) recognize characteristics of informational text, including supporting evidence with adult assistance	Student/Teacher	Narrative	9780328992164	Unit 1, Week 3, p. 104	Género: Texto informativo
			Student/Teacher	Activity	9780328992164	Unit 1, Week 3, p. 118	Identificar la idea principal
			Student/Teacher	Narrative	9780328992164	Unit 1, Week 3, p. 118	Lectura atenta, Identificar la idea principal
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 1, p. 28	Género: Texto informativo
			Student/Teacher	Activity	9780328992171	Unit 2, Week 1, p. 28	Género: Texto informativo
			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
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance; (ii) titles and simple graphics to gain information; and (iii) the steps in a sequence with adult assistance	(iii) recognize characteristics of informational text, including titles to gain information	Student/Teacher	Narrative	9780328992171	Unit 2, Week 1, p. 28	Género: Texto informativo
			Student/Teacher	Activity	9780328992171	Unit 2, Week 1, p. 28	Género: Texto informativo
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 1, p. 42	Lectura atenta. Identificar la idea principal y los detalles de apoyo
			Student/Teacher	Activity	9780328992171	Unit 2, Week 1, p. 42	Identificar la idea principal y los detalles de apoyo
			Student/Teacher	(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--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance; (ii) titles and simple graphics to gain information; and (iii) the steps in a sequence with adult assistance	(iv) recognize characteristics of informational text, including simple graphics to gain information	Student/Teacher	Narrative	9780328992171	Unit 2, Week 1, p. 28	Género: Texto informativo
			Student/Teacher	Activity	9780328992171	Unit 2, Week 1, p. 28	Género: Texto informativo
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 1, p. 42	Lectura atenta. Identificar la idea principal y los detalles de apoyo
			Student/Teacher	Activity	9780328992171	Unit 2, Week 1, p. 42	Identificar la idea principal y los detalles de apoyo
			Student/Teacher	(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--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance; (ii) titles and simple graphics to gain information; and (iii) the steps in a sequence with adult assistance	(v) recognize characteristics of informational text, including the steps in a sequence with adult assistance	Student/Teacher	Narrative	9780328992171	Unit 2, Week 4, p. 142	Género: Texto informativo
			Student/Teacher	Activity	9780328992171	Unit 2, Week 4, p. 156	Identificar los elementos del texto
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 4, p. 156	Identificar los elementos del texto
			Student/Teacher	Activity	9780328992171	Unit 2, Week 6, p. 214	Explorar la investigación
			Student/Teacher	Activity	9780328992195	Unit 4, Week 6, p. 214	Explorar la investigación
			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--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance; (ii) titles and simple graphics to gain information; and (iii) the steps in a sequence with adult assistance	(vi) recognize structures of informational text, including the central idea with adult assistance	Student/Teacher	Narrative	9780328992171	Unit 2, Week 4, p. 142	Género: Texto informativo
			Student/Teacher	Activity	9780328992171	Unit 2, Week 4, p. 156	Identificar los elementos del texto
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 4, p. 156	Identificar los elementos del texto
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance; (ii) titles and simple graphics to gain information; and (iii) the steps in a sequence with adult assistance	(vii) recognize structures of informational text, including supporting evidence with adult assistance	Student/Teacher	Narrative	9780328992171	Unit 2, Week 4, p. 142	Género: Texto informativo
			Student/Teacher	Activity	9780328992171	Unit 2, Week 4, p. 156	Identificar los elementos del texto
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 4, p. 156	Identificar los elementos del texto
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance; (ii) titles and simple graphics to gain information; and (iii) the steps in a sequence with adult assistance	(viii) recognize structures of informational text, including titles to gain information	Student/Teacher	Narrative	9780328992171	Unit 2, Week 4, p. 142	Género: Texto informativo
			Student/Teacher	Activity	9780328992171	Unit 2, Week 4, p. 156	Identificar los elementos del texto
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 4, p. 156	Identificar los elementos del texto
			Student/Teacher	Activity	9780328992195	Unit 4, Week 4, p. 140	Género: No ficción narrativa
			Student/Teacher	Activity	9780328992195	Unit 4, Week 6, p. 214	Explorar la investigación
			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
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance; (ii) titles and simple graphics to gain information; and (iii) the steps in a sequence with adult assistance	(ix) recognize structures of informational text, including simple graphics to gain information	Student/Teacher	Narrative	9780328992171	Unit 2, Week 2, p. 66	Género: Texto informativo
			Student/Teacher	Activity	9780328992171	Unit 2, Week 2, p. 66	Género: Texto informativo
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 2, p. 80	Lectura atenta, Identificar la estructura del texto
			Student/Teacher	Activity	9780328992171	Unit 2, Week 2, p. 80	Lectura atenta, Identificar la estructura del texto
			Student/Teacher	Activity	9780328992201	Unit 5, Week 2, p. 76	Mi turno, Instrucciones
			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--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance; (ii) titles and simple graphics to gain information; and (iii) the steps in a sequence with adult assistance	(x) recognize structures of informational text, including the steps in a sequence with adult assistance	Student/Teacher	Narrative	9780328992171	Unit 2, Week 2, p. 66	Género: Texto informativo
			Student/Teacher	Activity	9780328992171	Unit 2, Week 2, p. 66	Género: Texto informativo
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 2, p. 80	Lectura atenta, Identificar la estructura del texto
			Student/Teacher	Activity	9780328992171	Unit 2, Week 2, p. 80	Lectura atenta, Identificar la estructura del texto
			Student/Teacher	Activity	9780328992201	Unit 5, Week 2, p. 76	Mi turno, Instrucciones
			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--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do	(i) recognize characteristics of persuasive text with adult assistance	Student/Teacher	Narrative	9780328992171	Unit 2, Week 5, p. 180	Género: Texto persuasivo
			Student/Teacher	Activity	9780328992171	Unit 2, Week 5, p. 180	Género: Texto persuasivo
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 5, p. 194	Identificar la estructura del texto
			Student/Teacher	Activity	9780328992171	Unit 2, Week 5, p. 194	Identificar la estructura del texto
			Student/Teacher	Activity	9780328992188	Unit 3, Week 6, p. 222	Explorar la investigación
			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--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do	(ii) state what the author is trying to persuade the reader to think or do	Student/Teacher	Narrative	9780328992171	Unit 2, Week 5, p. 180	Género: Texto persuasivo
			Student/Teacher	Activity	9780328992171	Unit 2, Week 5, p. 180	Género: Texto persuasivo
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 5, p. 194	Identificar la estructura del texto
			Student/Teacher	Activity	9780328992171	Unit 2, Week 5, p. 194	Instrucciones, Mi turno
			Student/Teacher	Activity	9780328992188	Unit 3, Week 6, p. 222	Explorar la investigación
			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--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	9780328992188	Unit 3 Week 6 p. 223	Instrucciones
			Student/Teacher	Activity	9780328992188	Unit 3, Week 6, p. 223	Hacer una investigación
			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--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	9780328992195	Unit 4, Week 1, p. 15	Presentación de la semana
			Student/Teacher	Activity	9780328992195	Unit 4, Week 1, p. 15	Pregunta de la semana
			Student/Teacher	Activity	9780328992201	Unit 5, Week 1, p. 15	Pregunta de la semana
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(9) 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) discuss with adult assistance the author's purpose for writing texts	(i) discuss with adult assistance the author's purpose for writing texts	Student/Teacher	Narrative	9780328992164	Unit 1, Week 5, p. 194	Lectura atenta: Comentar el propósito del autor
			Student/Teacher	Activity	9780328992164	Unit 1, Week 5, p. 194	Lectura atenta: Comentar el propósito del autor
			Student/Teacher	Narrative	9780328992188	Unit 3, Week 4, p. 150	Género: Ficción
			Student/Teacher	Activity	9780328992188	Unit 3, Week 4, p. 150	Género: Ficción
			Student/Teacher	Activity	9780328992188	Unit 3, Week 4, p. 164	Comentar el propósito del autor
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(9) 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) discuss with adult assistance how the use of text structure contributes to the author's purpose	(i) discuss with adult assistance how the use of text structure contributes to the author's purpose	Student/Teacher	Narrative	9780328992171	Unit 2, Week 5, p. 194	Instrucciones
			Student/Teacher	Activity	9780328992171	Unit 2, Week 5, p. 194	Instrucciones
			Student/Teacher	Narrative	9780328992188	Unit 3, Week 5, p. 207	Instrucciones
			Student/Teacher	Activity	9780328992188	Unit 3, Week 5, p. 207	Instrucciones
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes	(i) discuss with adult assistance the author's use of print features to achieve specific purposes	Student/Teacher	Narrative	9780328992164	Unit 1, Week 2, p. 88	Presentar el taller de escritura
			Student/Teacher	Activity	9780328992195	Unit 4, Week 4, p. 154	Lectura atenta, Identificar los elementos del texto
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 4, p. 156	Lectura atenta, Identificar los elementos del texto
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes	(ii) discuss with adult assistance the author's use of graphic features to achieve specific purposes	Student/Teacher	Narrative	9780328992164	Unit 1, Week 2, p. 88	Presentar el taller de escritura
			Student/Teacher	Activity	9780328992171	Unit 2, Week 4, p. 156	Lectura atenta, Identificar los elementos del texto
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 4, p. 156	Lectura atenta, Identificar los elementos del texto
			Student/Teacher	Activity	9780328992195	Unit 4, Week 5, p. 195	Leer como un escritor, escribir para un lector
			Student/Teacher	Activity	9780328992201	Unit 5, Week 1, p. 45	Leer como un escritor, escribir para un lector
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(D) discuss with adult assistance how the author uses words that help the reader visualize	(i) discuss with adult assistance how the author uses words that help the reader visualize	Student/Teacher	Narrative	9780328992164	Unit 1, Week 1, p. 47	Leer como un escritor, escribir para un lector
			Student/Teacher	Activity	9780328992164	Unit 1, Week 1, p. 47	Leer como un escritor, escribir para un lector
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 4, p. 161	Leer como un escritor, escribir para un lector
			Student/Teacher	Activity	9780328992164	Unit 1, Week 4, p. 161	Leer como un escritor, escribir para un lector
			Student/Teacher	Activity	9780328992171	Unit 2, Week 2, p. 85	Leer como un escritor, escribir para un lector
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(9) 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) listen to and experience first- and third-person texts	(i) listen to first-person texts	Student/Teacher	Narrative	9780328992164	Unit 1, Week 2, p. 85	Leer como un escritor, escribir para un lector
			Student/Teacher	Activity	9780328992164	Unit 1, Week 2, p. 85	Leer como un escritor, escribir para un lector
			Student/Teacher	Narrative	9780328992195	Unit 4, Week 1, p. 47	Leer como un escritor, escribir para un lector
			Student/Teacher	Activity	9780328992195	Unit 4, Week 1, p. 47	Leer como un escritor, escribir para un lector
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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) 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) listen to and experience first- and third-person texts	(ii) listen to third-person texts	Student/Teacher	Narrative	9780328992171	Unit 2 Week 3 p. 123	Instrucciones
			Student/Teacher	Activity	9780328992171	Unit 2 Week 3 p. 123	Instrucciones, Mi turno
			Student/Teacher	Narrative	9780328992195	Unit 4 Week 3 p. 123	Instrucciones
			Student/Teacher	Activity	9780328992188	Unit 3 Week 4 p. 169	Instrucciones, Mi turno
			Student/Teacher	Activity	9780328992195	Unit 4 Week 3 p. 123	Instrucciones, Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(9) 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) listen to and experience first- and third-person texts	(iii) experience first-person texts	Student/Teacher	Narrative	9780328992164	Unit 1, Week 2, p. 85	Instrucciones
			Student/Teacher	Activity	9780328992164	Unit 1, Week 2, p. 85	Instrucciones, Mi turno
			Student/Teacher	Narrative	9780328992195	Unit 4, Week 1, p. 47	Instrucciones
			Student/Teacher	Activity	9780328992164	Unit 1, Week 2, p. 85	Instrucciones, 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)			
(9) 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) listen to and experience first- and third-person texts	(iv) experience third-person texts	Student/Teacher	Narrative	9780328992188	Unit 3, Week 4, p. 169	Instrucciones
			Student/Teacher	Activity	9780328992188	Unit 3, Week 4, p. 169	Instrucciones, Mi turno
			Student/Teacher	Activity	9780328992188	Unit 4, Week 3, p. 123	Instrucciones, Mi turno
			Student/Teacher	Narrative	9780328992195	Unit 4, Week 3, p. 123	Instrucciones
			Student/Teacher	(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) 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 by generating ideas for writing through class discussions and drawings	(i) plan by generating ideas for writing through class discussions	Student/Teacher	Narrative	9780328992171	Unit 2, Week 1, p. 50	Libro de listas, Generar ideas
			Student/Teacher	Activity	9780328992171	Unit 2, Week 1, p. 50	Libro de listas, Generar ideas
			Student/Teacher	Narrative	9780328992188	Unit 3, Week 1, p. 52	Ficción, Generar ideas
			Student/Teacher	Activity	9780328992188	Unit 3, Week 1, p. 52	Ficción, Generar ideas
			Student/Teacher	Activity	9780328992201	Unit 5, Week 1, p. 48	No ficción literaria, Generar ideas
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(10) 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 by generating ideas for writing through class discussions and drawings	(ii) plan by generating ideas for writing through drawings	Student/Teacher	Narrative	9780328992171	Unit 2, Week 1, p. 51	Libro de listas, Planificar tu libro de listas
			Student/Teacher	Activity	9780328992171	Unit 2, Week 1, p. 51	Libro de listas, Planificar tu libro de listas
			Student/Teacher	Narrative	9780328992188	Unit 3, Week 1, p. 53	Ficción, Planificar tu cuento de ficción
			Student/Teacher	Narrative	9780328992188	Unit 3, Week 1, p. 53	Ficción, Planificar tu cuento de ficción
			Student/Teacher	Activity	9780328992195	Unit 4, Week 1, p. 50	Narración personal, Generar Ideas
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(10) 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 in oral, pictorial, or written form by organizing ideas	(i) develop drafts in oral, pictorial, or written form by organizing ideas	Student/Teacher	Narrative	9780328992188	Unit 3, Week 3, p. 133	Ficción, Organizar ideas
			Student/Teacher	Activity	9780328992188	Unit 3, Week 3, p. 133	Ficción, Organizar ideas
			Student/Teacher	Narrative	9780328992195	Unit 4, Week 3, p. 125	Narración personal, Qué sucede primero
			Student/Teacher	Narrative	9780328992201	Unit 5, Week 3, p. 119	No ficción literaria, Organizar las ideas
			Student/Teacher	Activity	9780328992195	Unit 4, Week 3, p. 125	Narración personal, Qué sucede primero
			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) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(C) revise drafts by adding details in pictures or words	(i) revise drafts by adding details in pictures or words	Student/Teacher	Narrative	9780328992195	Unit 4 Week 6 p. 217	Instrucciones, Corregir y editar	
			Student/Teacher	Activity	9780328992171	Unit 2 Week 3 p. 125	Instrucciones, Mi turno	
			Student/Teacher	Narrative	9780328992201	Unit 5 Week 5 p. 198	Instrucciones, Añadir detalles a las palabras e imágenes	
			Student/Teacher	Activity	9780328992195	Unit 4 Week 6 p. 217	Instrucciones, Mi turno	
			Student/Teacher	Activity	9780328992201	Unit 5 Week 5 p. 198	Instrucciones, Mi turno	
			Teacher Only	Narrative				
			Teacher Only	Activity				
(10) 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 with adult assistance using standard Spanish conventions, including: (i) complete sentences; (ii) verbs, including the difference between ser and estar; (iii) singular and plural nouns, including gender-specific articles; (iv) adjectives, including articles; (v) prepositions; (vi) pronouns, including personal, and the difference in the use of formal pronoun usted and informal pronoun tú; (vii) capitalization of the first letter in a sentence and names; (viii) punctuation marks at the end of declarative sentences; and (ix) correct spelling of words with grade-appropriate orthographic patterns and rules	(i) edit drafts with adult assistance using standard Spanish conventions, including complete sentences	Student/Teacher	Narrative	9780328992188	Unit 3, Week 4, p. 172	Ficción, Corregir las oraciones incompletas	
			Student/Teacher	Activity	9780328992188	Unit 3, Week 4, p. 172	Ficción, Corregir las oraciones incompletas, Mi turno	
			Student/Teacher	Narrative	9780328992195	Unit 4, Week 1, p. 48	Lenguaje y normas, Las oraciones completas	
			Student/Teacher	Narrative	9780328992201	Unit 5, Week 3, p. 118	Lenguaje y normas, Las oraciones completas	
			Student/Teacher	Activity	9780328992195	Unit 4, Week 1, p. 48	Lenguaje y normas, Las oraciones completas	
			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) 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 with adult assistance using standard Spanish conventions, including: (i) complete sentences; (ii) verbs, including the difference between ser and estar; (iii) singular and plural nouns, including gender-specific articles; (iv) adjectives, including articles; (v) prepositions; (vi) pronouns, including personal, and the difference in the use of formal pronoun usted and informal pronoun tú; (vii) capitalization of the first letter in a sentence and names; (viii) punctuation marks at the end of declarative sentences; and (ix) correct spelling of words with grade-appropriate orthographic patterns and rules	(ii) edit drafts with adult assistance using standard Spanish conventions, including verbs, including the difference between ser and estar	Student/Teacher	Narrative	9780328992171	Unit 2, Week 3, p. 124	Instrucciones
			Student/Teacher	Activity	9780328992171	Unit 2, Week 3, p. 124	Instrucciones
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 4, p. 162	Instrucciones
			Student/Teacher	Narrative	9780328992195	Unit 4, Week 4, p. 162	Instrucciones
			Student/Teacher	Activity	9780328992195	Unit 4, Week 4, p. 162	Instrucciones
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(10) 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 with adult assistance using standard Spanish conventions, including: (i) complete sentences; (ii) verbs, including the difference between ser and estar; (iii) singular and plural nouns, including gender-specific articles; (iv) adjectives, including articles; (v) prepositions; (vi) pronouns, including personal, and the difference in the use of formal pronoun usted and informal pronoun tú; (vii) capitalization of the first letter in a sentence and names; (viii) punctuation marks at the end of declarative sentences; and (ix) correct spelling of words with grade-appropriate orthographic patterns and rules	(iii) edit drafts with adult assistance using standard Spanish conventions, including singular nouns, including gender-specific articles	Student/Teacher	Narrative	9780328992164	Unit 1, Week 2, p. 86	Lenguaje y normas, Los sustantivos en singular, Instrucciones
			Student/Teacher	Activity	9780328992164	Unit 1, Week 1, p. 48	Lenguaje y normas, Los sustantivos, Instrucciones
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 1, p. 48	Lenguaje y normas, Los adjetivos y los artículos, Instrucciones
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 4, p. 163	Instrucciones
			Student/Teacher	Activity	9780328992171	Unit 2, Week 4, p. 163	Corregir los sustantivos en singular y plural, Instrucciones
			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) 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 with adult assistance using standard Spanish conventions, including: (i) complete sentences; (ii) verbs, including the difference between ser and estar; (iii) singular and plural nouns, including gender-specific articles; (iv) adjectives, including articles; (v) prepositions; (vi) pronouns, including personal, and the difference in the use of formal pronoun usted and informal pronoun tú; (vii) capitalization of the first letter in a sentence and names; (viii) punctuation marks at the end of declarative sentences; and (ix) correct spelling of words with grade-appropriate orthographic patterns and rules	(iv) edit drafts with adult assistance using standard Spanish conventions, including plural nouns, including gender-specific articles	Student/Teacher	Narrative	9780328992164	Unit 1, Week 3, p. 124	Lenguaje y normas, Los sustantivos en plural
			Student/Teacher	Activity	9780328992164	Unit 1, Week 3, p. 124	Lenguaje y normas, Los sustantivos en plural, Instrucciones
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 2, p. 86	Lenguaje y normas, Los adjetivos y los artículos, Instrucciones
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 4, p. 163	Corregir los sustantivos en singular y plural, Instrucciones
			Student/Teacher	Activity	9780328992171	Unit 2, Week 4, p. 163	Corregir los sustantivos en singular y plural, Instrucciones
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(10) 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 with adult assistance using standard Spanish conventions, including: (i) complete sentences; (ii) verbs, including the difference between ser and estar; (iii) singular and plural nouns, including gender-specific articles; (iv) adjectives, including articles; (v) prepositions; (vi) pronouns, including personal, and the difference in the use of formal pronoun usted and informal pronoun tú; (vii) capitalization of the first letter in a sentence and names; (viii) punctuation marks at the end of declarative sentences; and (ix) correct spelling of words with grade-appropriate orthographic patterns and rules	(v) edit drafts with adult assistance using standard Spanish conventions, including adjectives, including articles	Student/Teacher	Narrative	9780328992171	Unit 2, Week 1, p. 48	Lenguaje y normas, Los adjetivos y los artículos, Instrucciones
			Student/Teacher	Activity	9780328992171	Unit 2, Week 1, p. 48	Lenguaje y normas, Los adjetivos y los artículos
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 2, p. 86	Lenguaje y normas, Los adjetivos y los artículos, Instrucciones
			Student/Teacher	Narrative	9780328992188	Unit 3, Week 4, p. 173	Corregir los adjetivos y los artículos, Instrucciones
			Student/Teacher	Activity	9780328992188	Unit 3, Week 4, p. 173	Corregir los adjetivos y los artículos, Instrucciones
			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) 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 with adult assistance using standard Spanish conventions, including: (i) complete sentences; (ii) verbs, including the difference between ser and estar; (iii) singular and plural nouns, including gender-specific articles; (iv) adjectives, including articles; (v) prepositions; (vi) pronouns, including personal, and the difference in the use of formal pronoun usted and informal pronoun tú; (vii) capitalization of the first letter in a sentence and names; (viii) punctuation marks at the end of declarative sentences; and (ix) correct spelling of words with grade-appropriate orthographic patterns and rules	(vi) edit drafts with adult assistance using standard Spanish conventions, including prepositions	Student/Teacher	Narrative	9780328992171	Unit 2, Week 5, p. 201	Instrucciones, Corregir las preposiciones
			Student/Teacher	Activity	9780328992188	Unit 3, Week 5, p. 208	Instrucciones, Mi turno
			Student/Teacher	Narrative	9780328992188	Unit 3, Week 4, p. 170	Instrucciones, Las preposiciones
			Student/Teacher	Activity	9780328992171	Unit 2, Week 5, p. 201	Instrucciones, Mi turno
			Student/Teacher	Activity	9780328992188	Unit 3, Week 4, p. 170	Instrucciones, Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(10) 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 with adult assistance using standard Spanish conventions, including: (i) complete sentences; (ii) verbs, including the difference between ser and estar; (iii) singular and plural nouns, including gender-specific articles; (iv) adjectives, including articles; (v) prepositions; (vi) pronouns, including personal, and the difference in the use of formal pronoun usted and informal pronoun tú; (vii) capitalization of the first letter in a sentence and names; (viii) punctuation marks at the end of declarative sentences; and (ix) correct spelling of words with grade-appropriate orthographic patterns and rules	(vii) edit drafts with adult assistance using standard Spanish conventions, including pronouns, including personal	Student/Teacher	Narrative	9780328992188	Unit 3, Week 1, p. 50	Instrucciones
			Student/Teacher	Activity	9780328992188	Unit 3, Week 1, p. 50	Mi turno, Instrucciones
			Student/Teacher	Narrative	9780328992188	Unit 3, Week 2, p. 94	Instrucciones
			Student/Teacher	Narrative	9780328992195	Unit 4, Week 4, p. 163	Instrucciones
			Student/Teacher	Activity	9780328992195	Unit 4, Week 4, p. 163	Mi turno, Instrucciones
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(10) 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 with adult assistance using standard Spanish conventions, including:                      (i) complete sentences;                      (ii) verbs, including the difference between ser and estar;                      (iii) singular and plural nouns, including gender-specific articles;                      (iv) adjectives, including articles;                      (v) prepositions;                      (vi) pronouns, including personal, and the difference in the use of formal pronoun usted and informal pronoun tú;                      (vii) capitalization of the first letter in a sentence and names;                      (viii) punctuation marks at the end of declarative sentences; and                      (ix) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(viii) edit drafts with adult assistance using standard Spanish conventions, including the difference in the use of formal pronoun usted and informal pronoun tú</p>	Student/Teacher	Narrative	9780328992188	Unit 3, Week 1, p. 50	Lenguaje y normas, Los pronombres personales
			Student/Teacher	Activity	9780328992188	Unit 3, Week 1, p. 50	Mi turno, Instrucciones
			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>(10) 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 with adult assistance using standard Spanish conventions, including:                      (i) complete sentences;                      (ii) verbs, including the difference between ser and estar;                      (iii) singular and plural nouns, including gender-specific articles;                      (iv) adjectives, including articles;                      (v) prepositions;                      (vi) pronouns, including personal, and the difference in the use of formal pronoun usted and informal pronoun tú;                      (vii) capitalization of the first letter in a sentence and names;                      (viii) punctuation marks at the end of declarative sentences; and                      (ix) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(ix) edit drafts with adult assistance using standard Spanish conventions, including capitalization of the first letter in a sentence</p>	Student/Teacher	Narrative	9780328992171	Unit 2, Week 4, p. 164	Instrucciones, Corregir las mayúsculas
			Student/Teacher	Activity	9780328992171	Unit 2, Week 4, p. 164	Instrucciones, Mi turno
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 5, p. 202	Instrucciones, Corregir las mayúsculas
			Student/Teacher	Narrative	9780328992195	Unit 4, Week 1, p. 48	Instrucciones, Las oraciones completas
			Student/Teacher	Activity	9780328992195	Unit 4, Week 1, p. 48	Instrucciones, 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
(10) 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 with adult assistance using standard Spanish conventions, including: (i) complete sentences; (ii) verbs, including the difference between ser and estar; (iii) singular and plural nouns, including gender-specific articles; (iv) adjectives, including articles; (v) prepositions; (vi) pronouns, including personal, and the difference in the use of formal pronoun usted and informal pronoun tú; (vii) capitalization of the first letter in a sentence and names; (viii) punctuation marks at the end of declarative sentences; and (ix) correct spelling of words with grade-appropriate orthographic patterns and rules	(x) edit drafts with adult assistance using standard Spanish conventions, including capitalization of the first letter in names	Student/Teacher	Narrative	9780328992188	Unit 3, Week 5, p. 210	Ficción, Corregir el uso de las mayúsculas
			Student/Teacher	Activity	9780328992188	Unit 3, Week 5, p. 210	Instrucciones, Mi turno
			Student/Teacher	Narrative	9780328992195	Unit 4, Week 5, p. 197	Corregir las mayúsculas
			Student/Teacher	Activity	9780328992195	Unit 4, Week 5, p. 197	Instrucciones, 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) 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 with adult assistance using standard Spanish conventions, including: (i) complete sentences; (ii) verbs, including the difference between ser and estar; (iii) singular and plural nouns, including gender-specific articles; (iv) adjectives, including articles; (v) prepositions; (vi) pronouns, including personal, and the difference in the use of formal pronoun usted and informal pronoun tú; (vii) capitalization of the first letter in a sentence and names; (viii) punctuation marks at the end of declarative sentences; and (ix) correct spelling of words with grade-appropriate orthographic patterns and rules	(xi) edit drafts with adult assistance using standard Spanish conventions, including punctuation marks at the end of declarative sentences	Student/Teacher	Narrative	9780328992188	Unit 3, Week 5, p. 209	Instrucciones, Corregir los signos de puntuación
			Student/Teacher	Activity	9780328992195	Unit 4, Week 4, p. 161	Instrucciones, Mi turno
			Student/Teacher	Narrative	9780328992195	Unit 4, Week 3, p. 124	Instrucciones, La puntuación
			Student/Teacher	Activity	9780328992188	Unit 3, Week 5, p. 209	Instrucciones, Mi turno
			Student/Teacher	Activity	9780328992195	Unit 4, Week 3, p. 124	Instrucciones, 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
(10) 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 with adult assistance using standard Spanish conventions, including: (i) complete sentences; (ii) verbs, including the difference between ser and estar; (iii) singular and plural nouns, including gender-specific articles; (iv) adjectives, including articles; (v) prepositions; (vi) pronouns, including personal, and the difference in the use of formal pronoun usted and informal pronoun tú; (vii) capitalization of the first letter in a sentence and names; (viii) punctuation marks at the end of declarative sentences; and (ix) correct spelling of words with grade-appropriate orthographic patterns and rules	(xii) edit drafts with adult assistance using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns	Student/Teacher	Narrative	9780328992201	Unit 5, Week 5, p. 197	Instrucciones, Corregir la ortografía
			Student/Teacher	Activity	9780328992201	Unit 5, Week 5, p. 197	Instrucciones, Mi turno [2]
			Student/Teacher	Narrative	9780328992195	Unit 4, Week 5, p. 198	Instrucciones, Corregir la ortografía
			Student/Teacher	Activity	9780328992201	Unit 5, Week 5, p. 198	Instrucciones, Mi turno [1]
			Student/Teacher	(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) 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 with adult assistance using standard Spanish conventions, including: (i) complete sentences; (ii) verbs, including the difference between ser and estar; (iii) singular and plural nouns, including gender-specific articles; (iv) adjectives, including articles; (v) prepositions; (vi) pronouns, including personal, and the difference in the use of formal pronoun usted and informal pronoun tú; (vii) capitalization of the first letter in a sentence and names; (viii) punctuation marks at the end of declarative sentences; and (ix) correct spelling of words with grade-appropriate orthographic patterns and rules	(xiii) edit drafts with adult assistance using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic rules	Student/Teacher	Narrative	9780328992201	Unit 5, Week 5, p. 197	Instrucciones, Corregir la ortografía
			Student/Teacher	Activity	9780328992201	Unit 5, Week 5, p. 197	Instrucciones, Mi turno [2]
			Student/Teacher	Activity	9780328992201	Unit 5, Week 5, p. 198	Instrucciones, Mi turno [1]
			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) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(E) share writing	(i) share writing	Student/Teacher	Narrative	N/A	N/A	N/A
			Student/Teacher	Activity	N/A	N/A	N/A

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)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Teacher Only	Narrative	9781418268527	Unit 1, Week 5, p. T363	Presentar el taller de escritura, Cómo celebrar, Minilección
			Teacher Only	Activity	9781418268527	Unit 1, Week 5, p. T363	Presentar el taller de escritura, Cómo celebrar, Escritura independiente
			Teacher Only	Narrative	9781418268527	Unit 1, Week 6, p. T396	Proyecto de indagación, Celebrar y reflexionar, Presentar
			Teacher Only	Activity	9781418268527	Unit 1, Week 6, p. T396	Proyecto de indagación, Celebrar y reflexionar, Colaborar
			Teacher Only	(Drop-down selection)			
(11) 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) dictate or compose literary texts, including personal narratives	(i) dictate or compose literary texts, including personal narratives	Student/Teacher	Narrative	9780328992195	Unit 4 Week 3 p. 125	Instrucciones, Qué sucede primero
			Student/Teacher	Activity	9780328992195	Unit 4 Week 2 p. 87	Instrucciones
			Student/Teacher	Narrative	9780328992195	Unit 4 Week 1 p. 50	Instrucciones, Generar ideas
			Student/Teacher	Activity	9780328992195	Unit 4 Week 1 p. 50	Mi turno, Generar ideas
			Student/Teacher	Activity	9780328992195	Unit 4 Week 3 p. 125	Instrucciones, 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--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	(B) dictate or compose informational texts	(i) dictate or compose informational texts	Student/Teacher	Narrative	9780328992171	Unit 2, Week 1, p. 51	Instrucciones, Planificar tu libro de listas
			Student/Teacher	Activity	9780328992171	Unit 2, Week 1, p. 51	Mi turno, Planificar tu libro de listas
			Student/Teacher	Narrative	9780328992201	Unit 5, Week 2, p. 85	Instrucciones, Escribir respuestas
			Student/Teacher	Activity	9780328992201	Unit 5, Week 2, p. 85	Mi turno, Escribir respuestas
			Student/Teacher	(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) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(A) generate questions for formal and informal inquiry with adult assistance	(i) generate questions for formal inquiry with adult assistance	Student/Teacher	Narrative	9780328992164	Unit 1, Week 6, p. 215	Instrucciones, Preguntar a una bibliotecaria
			Student/Teacher	Activity	9780328992164	Unit 1, Week 6, p. 213	Instrucciones, Colaborar
			Student/Teacher	Narrative	9780328992195	Unit 4, Week 6, p. 215	Instrucciones, Hacer una entrevista
			Student/Teacher	Activity	9780328992164	Unit 1, Week 6, p. 215	Instrucciones, Colaborar
			Student/Teacher	Activity	9780328992195	Unit 4, Week 6, p. 215	Instrucciones, 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
(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(A) generate questions for formal and informal inquiry with adult assistance	(ii) generate questions for informal inquiry with adult assistance	Student/Teacher	Narrative	9780328992195	Unit 4 Week 3 p. 91	Instrucciones
			Student/Teacher	Activity	9780328992195	Unit 4 Week 3 p. 91	Instrucciones, 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)			
(12) 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	9780328992195	Unit 4, Week 6, p. 213	Instrucciones, Mi plan de investigación
			Student/Teacher	Activity	9780328992188	Unit 3, Week 6, p. 221	Instrucciones
			Student/Teacher	Activity	9780328992195	Unit 4, Week 6, p. 213	Instrucciones
			Student/Teacher	Activity	9780328992201	Unit 5, Week 6, p. 213	Instrucciones; Mi plan de investigación sobre el tiempo
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(12) 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	9780328992164	Unit 1 Week 6 p. 213	Instrucciones
			Student/Teacher	Activity	9780328992164	Unit 1 Week 6 p. 213	Instrucciones, Plan de investigación de museos
			Student/Teacher	Narrative	9780328992195	Unit 4 Week 6 p. 213	Instrucciones, Mi plan de investigación
			Student/Teacher	Activity	9780328992171	Unit 2 Week 6 p. 213	Instrucciones, Plan de investigación sobre mascotas
			Student/Teacher	Activity	9780328992195	Unit 4 Week 6 p. 213	Instrucciones, Mi plan de investigación
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(12) 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) gather information from a variety of sources with adult assistance	(i) gather information from a variety of sources with adult assistance	Student/Teacher	Narrative	9780328992171	Unit 2, Week 6, p. 215	Instrucciones
			Student/Teacher	Activity	9780328992164	Unit 1, Week 6, p. 216	Instrucciones, Colaborar
			Student/Teacher	Narrative	9780328992171	Unit 2, Week 6, p. 216	Instrucciones
			Student/Teacher	Activity	9780328992171	Unit 2, Week 6, p. 215	Instrucciones, Colaborar
			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	(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) 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) demonstrate understanding of information gathered with adult assistance	(i) demonstrate understanding of information gathered with adult assistance	Student/Teacher	Narrative	N/A	N/A	N/A
			Student/Teacher	Activity	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Teacher Only	Narrative	9781418268527	Unit 1, Week 6, p. T394	Proyecto de indagación, Colaborar y comentar, Dar tu opinión
			Teacher Only	Activity	9781418268527	Unit 1, Week 6, p. T394	Proyecto de indagación, Colaborar y comentar, Colaborar
			Teacher Only	Narrative	9781418268534	Unit 2, Week 6, p. T392	Proyecto de indagación, Afinar la investigación, Tomar notas
			Teacher Only	Narrative	9781418268534	Unit 2, Week 6, pp. T392–T393	Proyecto de indagación, Afinar la investigación, Colaborar, Pasos siguientes
			Teacher Only	(Drop-down selection)			
(12) 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) 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	9780328992164	Unit 1, Week 6, p. 218	Instrucciones
			Student/Teacher	Activity	9780328992164	Unit 1, Week 6, p. 218	Instrucciones
			Student/Teacher	Narrative	9780328992188	Unit 3, Week 6, p. 226	Instrucciones
			Student/Teacher	Activity	9780328992171	Unit 2, Week 6, p. 218	Instrucciones
			Student/Teacher	Activity	9780328992188	Unit 3, Week 6, p. 226	Instrucciones
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			