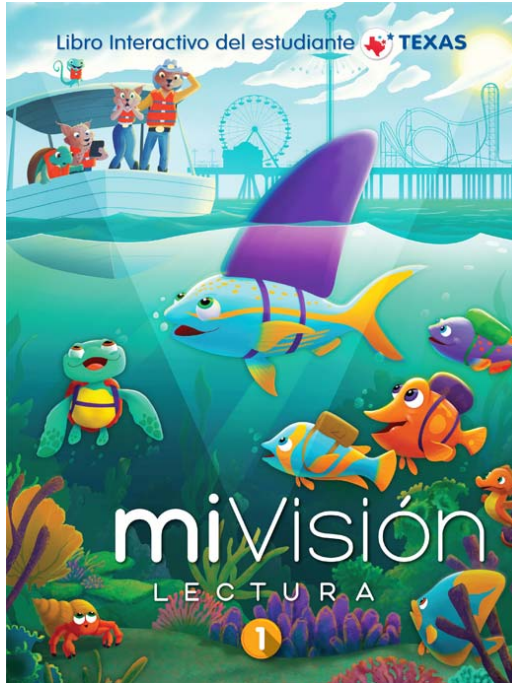


**A Correlation of**  
**Texas miVisión Lectura**  
**Grade 1, ©2020**  
**Print + Online**



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

<i>Proclamation 2019</i> Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material	
<b>Subject</b>	<b>Chapter 128. Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language</b>
<b>Subchapter</b>	<b>Subchapter A. Elementary</b>
<b>Course</b>	<b>128.3. Spanish Language Arts and Reading, Grade 1</b>
<b>Publisher</b>	<b>Pearson Education, Inc., publishing as Scott Foresman</b>
<b>Program Title</b>	<b>Texas myVisión Lectura - Print + Online, Grade 1</b>
<b>Program ISBN</b>	<b>9780134920528</b>
<b>TEKS %</b>	<b>100.00</b>
<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, STAAR Performance Level Descriptors, 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.</p> <p>(5) Research consistently shows that language and literacy development in the student's native language not only facilitates learning English and English literacy, but is foundational to cognitive development and learning (Cummins, 2001; Thomas &amp; Collier, 2002; Coelho, 2001). Emergent bilinguals (Sparrow et al., 2014; Slavin &amp; Cheving, 2013) are students who are in the process of acquiring two or more linguistic codes, becoming bilingual, biliterate, and bicultural. Emergent bilinguals are often defined by their perceived deficits (semilinguals) (Escamilla, 2012). However, research has shown that bilinguals develop a unique interdependent system (Escamilla et al. 2007; Grosjean, 1989; Valdes and Figueroa, 1994) in which languages interconnect to increase linguistic functionality. This linguistic interdependence of language acquisition facilitates a transfer of literacy skills from the primary language (L1) to the second language (L2) (August &amp; Shanahan, 2006; Bialystok, 2007; Miramontes, et al., 1997). The strength of learning through formal instruction in Spanish determines the extent of transfer to English (August, Calderon, &amp; Carlo, 2002; Slavin &amp; Calderon, 2001; Garcia, 2001). For transfer to be maximized, cross-linguistic connections between the two languages must be explicitly taught while students engage in a contrastive analysis of the Spanish and English languages (Cummins, 2007). Continued strong literacy development in Spanish provides the foundation and scaffold for literacy development given that a Common Underlying Proficiency (CUP) exists between the two languages (Cummins, 1991). Consequently, direct and systematic instruction (Genesee et al., 2005) in the appropriate sequence of Spanish skills with early English as a second language-based literacy instruction is critical to student success. As a result of working within two language systems, students' metalinguistic and metacognitive skills are enhanced when they learn about the similarities and differences between languages (Escamilla et al., 2014). The extent to which English and Spanish are used is reliant on the type of bilingual program model being used (see Texas Education Code, §29.066).</p>	
<p>(6) English language learners (ELLs) are expected to meet standards in a second language, and their proficiency in English directly impacts their ability to meet these standards. The comprehension of text throughout the stages of English language acquisition requires scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected oral and written discourse so that it is meaningful.</p> <p>(7) Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).</p> <p>(8) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, &amp; Rothenberg, 2008).</p> <p>(9) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	
<b>(b) Knowledge and Skills.</b>	

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	(i) listen actively	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	9781418268572	Unit 1, Week 2, p. T106	Lectura en voz alta
			Teacher Only	Activity	9781418268589	Unit 2, Week 4, p. T280	Demostrar y practicar
			Teacher Only	Narrative	9781418268589	Unit 2, Week 4, p. T280	Minilección
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	(ii) ask relevant questions to clarify information	Student/Teacher	Narrative	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	9781418268602	Unit 4, Week 6, p. T418	Comentar
			Teacher Only	Activity	9781418268572	Unit 1, Week 6, p. T402	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:	(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	(iii) answer questions using multi-word responses	Student/Teacher	Narrative	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	9781418268619	Unit 5, Week 6, p. T410	Reflexionar
			Teacher Only	Activity	9781418268619	Unit 5, Week 6, p. T411	Reflexionar sobre a unidad / Mi turno
			Teacher Only	(Drop-down selection)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(B) follow, restate, and give oral instructions that involve a short, related sequence of actions	(i) follow oral instructions that involve a short, related sequence of actions	Student/Teacher	Narrative	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	9781418268619	Unit 5, Week 1, p. T85	Lección de inmersión
			Teacher Only	Activity	9781418268619	Unit 5, Week 1, p. T85	Mostrar y practicar
			Teacher Only	Narrative	9781418268619	Unit 5, Week 2, p. T158	Minilección
			Teacher Only	Activity	9781418268619	Unit 5, Week 2, p. T158	Mostrar 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:	(B) follow, restate, and give oral instructions that involve a short, related sequence of actions	(ii) restate oral instructions that involve a short, related sequence of actions	Student/Teacher	Narrative	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	9781418268619	Unit 5, Week 1, p. T85	Lección de inmersión
			Teacher Only	Activity	9781418268619	Unit 5, Week 1, p. T85	Mostrar y practicar
			Teacher Only	Narrative	9781418268619	Unit 5, Week 2, p. T158	Minilección
			Teacher Only	Activity	9781418268619	Unit 5, Week 2, p. T158	Mostrar 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:	(B) follow, restate, and give oral instructions that involve a short, related sequence of actions	(iii) give oral instructions that involve a short, related sequence of actions	Student/Teacher	Narrative	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	9781418268619	Unit 5, Week 1, p. T85	Lección de inmersión
			Teacher Only	Activity	9781418268619	Unit 5, Week 1, p. T85	Mostrar y practicar
			Teacher Only	Narrative	9781418268619	Unit 5, Week 2, p. T158	Minilección
			Teacher Only	(Drop-down selection)	9781418268619	Unit 5, Week 2, p. T158	Mostrar 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:	(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language	(i) share information about the topic under discussion, speaking clearly at an appropriate pace	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	9781418268572	Unit 1, Week 6, p. T412	Celebrar y reflexionar: Presentar
			Teacher Only	Activity	9781418268589	Unit 2, Week 6, p. T402	Celebrar y reflexionar: Presentar
			Teacher Only	Narrative	9781418268589	Unit 2, Week 6, p. T404	Celebrar y reflexionar: Colaborar
			Teacher Only	Activity	9781418268572	Unit 1, Week 6, p. T402	Lectoescritura crítica: Desarrollar el contexto
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language	(ii) share information about the topic under discussion 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	9781418268572	Unit 1, Week 6, p. T412	Celebrar y reflexionar: Presentar
			Teacher Only	Activity	9781418268602	Unit 4, Week 6, p. T418	Celebrar y reflexionar: Colaborar
			Teacher Only	Narrative	9781418268596	Unit 3, Week 6, p. T410	Celebrar y reflexionar: Comentar
(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 about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language	(iii) share ideas about the topic under discussion, speaking clearly at an appropriate pace	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	9781418268596	Unit 3, Week 6, p. T410	Celebrar y reflexionar: Comentar
			Teacher Only	Activity	9781418268596	Unit 3, Week 6, p. T410	Celebrar y reflexionar: Comentar
			Teacher Only	Narrative	9781418268589	Unit 2, Week 6, p. T404	Celebrar y reflexionar: Colaborar
(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 about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language	(iv) share ideas about the topic under discussion 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	9781418268596	Unit 3, Week 6, p. T410	Celebrar y reflexionar: Comentar
			Teacher Only	Activity	9781418268596	Unit 3, Week 6, p. T410	Celebrar y reflexionar: Comentar
			Teacher Only	Narrative	9781418268602	Unit 4, Week 6, p. T418	Celebrar y reflexionar: Comentar
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions	(i) work collaboratively with others by following agreed-upon rules for discussion, including listening to others	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	Activity	9781418268602	Unit 4, Week 6, p. T418	Celebrar y reflexionar: Comentar
			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)	N/A	N/A	N/A
			Teacher Only	Narrative	9781418268572	Unit 1, Week 6, p. T412	Celebrar y reflexionar: Presentar
			Teacher Only	Activity	9781418268596	Unit 3, Week 6, p. T400	Presentar el proyecto: Colaborar
			Teacher Only	Narrative	9781418268589	Unit 2, Week 4, p. T280	En tus palabras: Minilección
			Teacher Only	Activity	9781418268619	Unit 5, Week 6, p. T404	Buscar en línea: 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 listening to others, speaking when recognized, and making appropriate contributions	(ii) work collaboratively with others by following agreed-upon rules for discussion, including speaking when recognized	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	9781418268572	Unit 1, Week 6, p. T412	Celebrar y reflexionar: Presentar
			Teacher Only	Activity	9781418268596	Unit 3, Week 6, p. T400	Presentar el proyecto: Colaborar
			Teacher Only	Narrative	9781418268589	Unit 2, Week 4, p. T280	En tus palabras: Minilección
			Teacher Only	Activity	9781418268619	Unit 5, Week 6, p. T404	Buscar en línea: 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 listening to others, speaking when recognized, and making appropriate contributions	(iii) work collaboratively with others by following agreed-upon rules for discussion, including making appropriate contributions	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	9781418268572	Unit 1, Week 6, p. T412	Celebrar y reflexionar: Presentar
			Teacher Only	Activity	9781418268596	Unit 3, Week 6, p. T400	Presentar el proyecto: Colaborar
			Teacher Only	Narrative	9781418268589	Unit 2, Week 4, p. T280	En tus palabras: Minilección
			Teacher Only	Activity	9781418268619	Unit 5, Week 6, p. T404	Buscar en línea: 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 and others, relating experiences to a classmate, and expressing needs and feelings	(i) develop social communication	Student/Teacher	Narrative	9780328992218	Unit 1, Week 1, p. 49	Club de escritura; Expectativas del Club de escritura
			Student/Teacher	Activity	9780328992218	Unit 1, Week 1, p. 49	Mi Turno
			Student/Teacher	Narrative	9780328992218	Unit 1, Week 5, p. 208	Cómo celebrar
			Student/Teacher	Narrative	9780328992232	Unit 3, Week 5, p. 211	Publicar y celebrar
			Student/Teacher	Activity	9780328992232	Unit 3, Week 5, p. 211	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) producing a series of rhyming words; (ii) recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sound; (iii) recognizing the change in spoken word when a specified syllable is added, changed, or removed; (iv) segmenting spoken words into individual syllables; (v) blending spoken complex syllables, including silabas trabadas, to form multisyllabic words; (vi) segmenting spoken words into syllables, including words with silabas trabadas; and (vii) manipulating syllables within words	(i) demonstrate phonological awareness by producing a series of rhyming words	Student/Teacher	Narrative	9780328992218	Unit 1, Week 5, p. 179	Las palabras que riman: Ver y decir
			Student/Teacher	Activity	9780328992218	Unit 1, Week 5, p. 179	Ver y decir
			Student/Teacher	Narrative	9780328992225	Unit 2, Week 2, p. 55	Las palabras que riman: Ver y decir
			Student/Teacher	Narrative	9780328992225	Unit 2, Week 4, p. 124	Las palabras que riman: Ver y decir
			Student/Teacher	Activity	9780328992218	Unit 1, Week 6, p. 216	Ver y decir
			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) producing a series of rhyming words; (ii) recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sound; (iii) recognizing the change in spoken word when a specified syllable is added, changed, or removed; (iv) segmenting spoken words into individual syllables; (v) blending spoken complex syllables, including silabas trabadas, to form multisyllabic words; (vi) segmenting spoken words into syllables, including words with silabas trabadas; and (vii) manipulating syllables within words	(ii) demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sound	Student/Teacher	Narrative	9780328992218	Unit 1, Week 1, p. 17	La alteración: Ver y decir
			Student/Teacher	Activity	9780328992218	Unit 1, Week 1, p. 17	La alteración: Ver y decir
			Student/Teacher	Narrative	9780328992218	Unit 1, Week 3, p. 101	La alteración: Ver y decir
			Student/Teacher	Narrative	9780328992218	Unit 1, Week 5, p. 176	La alteración: Ver y decir
			Student/Teacher	Activity	9780328992218	Unit 1, Week 3, p. 101	La alteración: 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
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. 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) producing a series of rhyming words; (ii) recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sound; (iii) recognizing the change in spoken word when a specified syllable is added, changed, or removed; (iv) segmenting spoken words into individual syllables; (v) blending spoken complex syllables, including sílabas trabadas, to form multisyllabic words; (vi) segmenting spoken words into syllables, including words with sílabas trabadas; and (vii) manipulating syllables within words	(iii) demonstrate phonological awareness by recognizing the change in spoken word when a specified syllable is added, changed, or removed	Student/Teacher	Narrative	9780328992249	Unit 4, Week 1, p. 17	Las sílabas con la combinación de consonantes gr
			Student/Teacher	Activity	9780328992249	Unit 4, Week 1, p. 17	Ver y decir
			Student/Teacher	Narrative	9780328992249	Unit 4, Week 5, p. 191	Cambiar sílabas finales
			Student/Teacher	Narrative	9780328992256	Unit 5, Week 6, p. 216	Las sílabas con los prefijos des-, re-: Ver y decir
			Student/Teacher	Activity	9780328992256	Unit 5, Week 6, p. 216	Ver y decir
			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) producing a series of rhyming words; (ii) recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sound; (iii) recognizing the change in spoken word when a specified syllable is added, changed, or removed; (iv) segmenting spoken words into individual syllables; (v) blending spoken complex syllables, including sílabas trabadas, to form multisyllabic words; (vi) segmenting spoken words into syllables, including words with sílabas trabadas; and (vii) manipulating syllables within words	(iv) demonstrate phonological awareness by segmenting spoken words into individual syllables	Student/Teacher	Narrative	9780328992218	Unit 1, Week 2, p. 52	Las sílabas abiertas con l
			Student/Teacher	Activity	9780328992218	Unit 1, Week 2, p. 52	Ver y decir
			Student/Teacher	Narrative	9780328992218	Unit 1, Week 2, p. 55	Las sílabas cerradas con l
			Student/Teacher	Narrative	9780328992218	Unit 1, Week 3, p. 98	Las sílabas abiertas con s
			Student/Teacher	Activity	9780328992218	Unit 1, Week 2, p. 55	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
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. 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) producing a series of rhyming words; (ii) recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sound; (iii) recognizing the change in spoken word when a specified syllable is added, changed, or removed; (iv) segmenting spoken words into individual syllables; (v) blending spoken complex syllables, including silabas trabadas, to form multisyllabic words; (vi) segmenting spoken words into syllables, including words with silabas trabadas; and (vii) manipulating syllables within words	(v) demonstrate phonological awareness by blending spoken complex syllables, including silabas trabadas, to form multisyllabic words	Student/Teacher	Narrative	9780328992232	Unit 3, Week 4, p. 142	Las silabas con br
			Student/Teacher	Activity	9780328992232	Unit 3, Week 4, p. 142	Ver y decir
			Student/Teacher	Narrative	9780328992232	Unit 3, Week 6, p. 214	Separar y combinar silabas
			Student/Teacher	Narrative	9780328992249	Unit 4, Week 1, p. 14	Las silabas con dr. Ver y decir
			Student/Teacher	Activity	9780328992249	Unit 4, Week 1, p. 14	Ver y decir
			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) producing a series of rhyming words; (ii) recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sound; (iii) recognizing the change in spoken word when a specified syllable is added, changed, or removed; (iv) segmenting spoken words into individual syllables; (v) blending spoken complex syllables, including silabas trabadas, to form multisyllabic words; (vi) segmenting spoken words into syllables, including words with silabas trabadas; and (vii) manipulating syllables within words	(vi) demonstrate phonological awareness by segmenting spoken words into syllables, including words with silabas trabadas	Student/Teacher	Narrative	9780328992232	Unit 3, Week 4, p. 142	Las silabas con br
			Student/Teacher	Activity	9780328992232	Unit 3, Week 4, p. 142	Ver y decir
			Student/Teacher	Narrative	9780328992232	Unit 3, Week 6, p. 214	Separar y combinar silabas
			Student/Teacher	Narrative	9780328992249	Unit 4, Week 1, p. 14	Las silabas con dr
			Student/Teacher	Activity	9780328992249	Unit 4, Week 1, p. 14	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
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. 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) producing a series of rhyming words; (ii) recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sound; (iii) recognizing the change in spoken word when a specified syllable is added, changed, or removed; (iv) segmenting spoken words into individual syllables; (v) blending spoken complex syllables, including sílabas trabadas, to form multisyllabic words; (vi) segmenting spoken words into syllables, including words with sílabas trabadas; and (vii) manipulating syllables within words	(vii) demonstrate phonological awareness by manipulating syllables within words	Student/Teacher	Narrative	9780328992249	Unit 4, Week 4, p. 148	Las sílabas con los diptongos iu, io, ie, ia
			Student/Teacher	Activity	9780328992249	Unit 4, Week 4, p. 148	Ver y decir
			Student/Teacher	Narrative	9780328992249	Unit 4, Week 6, p. 230	Las palabras con los sufijos -ito -ita
			Student/Teacher	Narrative	9780328992232	Unit 3, Week 6, p. 218	Las sílabas güe, güi
			Student/Teacher	Activity	9780328992249	Unit 4, Week 6, p. 230	Ver y decir
			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 sounds to individual letters; (ii) decoding words with sílabas trabadas such as /bla/, /bra/, and /gla/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x; (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-; (iv) decoding words with diphthongs such as /ai/, /au/, and /ei/; (v) decoding contractions such as al and del; (vi) decoding three- to four-syllable words; (vii) using knowledge of base words to decode common compound words; and (viii) decoding words with common prefixes and suffixes	(i) demonstrate phonetic knowledge by identifying individual letters	Student/Teacher	Narrative	9780328992218	Unit 1, Week 1, p. 17	Las consonantes m, p
			Student/Teacher	Activity	9780328992218	Unit 1, Week 1, p. 17	Mi turno
			Student/Teacher	Narrative	9780328992218	Unit 1, Week 2, p. 52	La consonante l inicial: Mi turno
			Student/Teacher	Narrative	9780328992218	Unit 1, Week 2, p. 55	La consonante l final: Mi turno
			Student/Teacher	Activity	9780328992218	Unit 1, Week 1, p. 21	Cuento de fonética
			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 sounds to individual letters; (ii) decoding words with sílabas trabadas such as /bla/, /bra/, and /glá/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x; (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-; (iv) decoding words with diphthongs such as /ai/, /au/, and /ei/; (v) decoding contractions such as al and del; (vi) decoding three- to four-syllable words; (vii) using knowledge of base words to decode common compound words; and (viii) decoding words with common prefixes and suffixes	(ii) demonstrate phonetic knowledge by matching sounds to individual letters	Student/Teacher	Narrative	9780328992218	Unit 1, Week 1, p. 14	Las vocales a, e, o: Mi turno
			Student/Teacher	Activity	9780328992218	Unit 1, Week 1, p. 14	Las vocales a, e, o: Mi turno
			Student/Teacher	Narrative	9780328992218	Unit 1, Week 2, p. 52	La consonante l inicial: Mi turno
			Student/Teacher	Narrative	9780328992218	Unit 1, Week 2, p. 55	La consonante l final: Mi turno
			Student/Teacher	Activity	9780328992218	Unit 1, Week 1, p. 16	Las vocales i, u: 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 sounds to individual letters; (ii) decoding words with sílabas trabadas such as /bla/, /bra/, and /glá/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x; (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-; (iv) decoding words with diphthongs such as /ai/, /au/, and /ei/; (v) decoding contractions such as al and del; (vi) decoding three- to four-syllable words; (vii) using knowledge of base words to decode common compound words; and (viii) decoding words with common prefixes and suffixes	(iii) demonstrate phonetic knowledge by decoding words with sílabas trabadas	Student/Teacher	Narrative	9780328992232	Unit 3, Week 4, p. 142	La combinación de consonantes br
			Student/Teacher	Activity	9780328992232	Unit 3, Week 4, p. 142	Mi turno
			Student/Teacher	Narrative	9780328992249	Unit 4, Week 3, p. 112	La combinación de consonantes bl
			Student/Teacher	Narrative	9780328992256	Unit 5, Week 1, p. 14	La combinación de consonantes gl
			Student/Teacher	Activity	9780328992232	Unit 3, Week 4, p. 143	La combinación de consonantes br: 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:	(B) demonstrate and apply phonetic knowledge by: (i) identifying and matching sounds to individual letters; (ii) decoding words with sílabas trabadas such as /bla/, /bra/, and /glá/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x; (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-; (iv) decoding words with diphthongs such as /ai/, /au/, and /ei/; (v) decoding contractions such as al and del; (vi) decoding three- to four-syllable words; (vii) using knowledge of base words to decode common compound words; and (viii) decoding words with common prefixes and suffixes	(iv) demonstrate phonetic knowledge by decoding words with digraphs	Student/Teacher	Narrative	9780328992225	Unit 2, Week 2, p. 55	El dígrafo ch
			Student/Teacher	Activity	9780328992225	Unit 2, Week 2, p. 55	Mi turno
			Student/Teacher	Narrative	9780328992225	Unit 2, Week 4, p. 127	El dígrafo rr
			Student/Teacher	Narrative	9780328992232	Unit 3, Week 3, p. 108	El dígrafo ll: Mi turno
			Student/Teacher	Activity	9780328992225	Unit 2, Week 2, p. 57	Intercambiar ideas
			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 sounds to individual letters; (ii) decoding words with sílabas trabadas such as /bla/, /bra/, and /glá/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x; (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-; (iv) decoding words with diphthongs such as /ai/, /au/, and /ei/; (v) decoding contractions such as al and del; (vi) decoding three- to four-syllable words; (vii) using knowledge of base words to decode common compound words; and (viii) decoding words with common prefixes and suffixes	(v) demonstrate phonetic knowledge by decoding words with multiple sound spelling patterns	Student/Teacher	Narrative	9780328992232	Unit 3, Week 1, p. 14	La consonante z
			Student/Teacher	Activity	9780328992232	Unit 3, Week 1, p. 14	Mi turno
			Student/Teacher	Narrative	9780328992218	Unit 1, Week 6, p. 212	Las palabras con ca, co, cu
			Student/Teacher	Narrative	9780328992218	Unit 1, Week 3, p. 98	La consonante s inicial
			Student/Teacher	Activity	9780328992218	Unit 1, Week 6, p. 212	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 sounds to individual letters; (ii) decoding words with sílabas trabadas such as /bla/, /bra/, and /gla/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x; (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-; (iv) decoding words with diphthongs such as /ai/, /au/, and /ei/; (v) decoding contractions such as al and del; (vi) decoding three- to four-syllable words; (vii) using knowledge of base words to decode common compound words; and (viii) decoding words with common prefixes and suffixes	(vi) demonstrate phonetic knowledge by decoding words with silent h	Student/Teacher	Narrative	9780328992232	Unit 3, Week 2, p. 59	La consonante h
			Student/Teacher	Activity	9780328992232	Unit 3, Week 2, p. 59	Mi turno
			Student/Teacher	Activity	9780328992232	Unit 3, Week 2, p. 61	Mi turno
			Student/Teacher	Activity	9780328992232	Unit 3, Week 2, p. 61	Intercambiar ideas
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. 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 sounds to individual letters; (ii) decoding words with sílabas trabadas such as /bla/, /bra/, and /gla/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x; (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-; (iv) decoding words with diphthongs such as /ai/, /au/, and /ei/; (v) decoding contractions such as al and del; (vi) decoding three- to four-syllable words; (vii) using knowledge of base words to decode common compound words; and (viii) decoding words with common prefixes and suffixes	(vii) demonstrate phonetic knowledge by decoding words that use the [syllable] que-	Student/Teacher	Narrative	9780328992225	Unit 2, Week 3, p. 90	Las palabras con que, qui
			Student/Teacher	Activity	9780328992225	Unit 2, Week 3, p. 90	Mi turno
			Student/Teacher	Activity	9780328992225	Unit 2, Week 3, p. 91	Intercambiar ideas
			Student/Teacher	Activity	9780328992225	Unit 2, Week 3, p. 91	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs					
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply phonetic knowledge by:                      (i) identifying and matching sounds to individual letters;                      (ii) decoding words with sílabas trabadas such as /bla/, /bra/, and /gla/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x;                      (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-;                      (iv) decoding words with diphthongs such as /ai/, /au/, and /ei/;                      (v) decoding contractions such as al and del;                      (vi) decoding three- to four-syllable words;                      (vii) using knowledge of base words to decode common compound words; and                      (viii) decoding words with common prefixes and suffixes</p>	<p>(viii) demonstrate phonetic knowledge by decoding words that use the [syllable] qui-</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992225</p>	<p>Unit 2, Week 3, p. 90</p>	<p>Las palabras con que, qui</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992225</p>	<p>Unit 2, Week 3, p. 90</p>	<p>Mi turno</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992225</p>	<p>Unit 2, Week 3, p. 91</p>	<p>Intercambiar ideas</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992225</p>	<p>Unit 2, Week 3, p. 91</p>	<p>Mi turno</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. 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 sounds to individual letters;                      (ii) decoding words with sílabas trabadas such as /bla/, /bra/, and /gla/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x;                      (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-;                      (iv) decoding words with diphthongs such as /ai/, /au/, and /ei/;                      (v) decoding contractions such as al and del;                      (vi) decoding three- to four-syllable words;                      (vii) using knowledge of base words to decode common compound words; and                      (viii) decoding words with common prefixes and suffixes</p>	<p>(ix) demonstrate phonetic knowledge by decoding words that use the [syllable] que-</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992225</p>	<p>Unit 2, Week 4, p. 124</p>	<p>Las palabras con que, gui</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992225</p>	<p>Unit 2, Week 4, p. 124</p>	<p>Mi turno</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992225</p>	<p>Unit 2, Week 4, p. 125</p>	<p>Intercambiar ideas, first</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992225</p>	<p>Unit 2, Week 4, p. 126</p>	<p>Mi turno, first</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs					
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply phonetic knowledge by:                      (i) identifying and matching sounds to individual letters;                      (ii) decoding words with sílabas trabadas such as /bla/, /bra/, and /gla/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x;                      (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-;                      (iv) decoding words with diphthongs such as /ai/, /au/, and /ei/;                      (v) decoding contractions such as al and del;                      (vi) decoding three- to four-syllable words;                      (vii) using knowledge of base words to decode common compound words; and                      (viii) decoding words with common prefixes and suffixes</p>	<p>(x) demonstrate phonetic knowledge by decoding words that use the [syllable] gui-</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992225</p>	<p>Unit 2, Week 4, p. 124</p>	<p>Las palabras con que, gui</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992225</p>	<p>Unit 2, Week 4, p. 124</p>	<p>Mi turno</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992225</p>	<p>Unit 2, Week 4, p. 125</p>	<p>Intercambiar ideas</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992225</p>	<p>Unit 2, Week 4, p. 126</p>	<p>Mi turno</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. 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 sounds to individual letters;                      (ii) decoding words with sílabas trabadas such as /bla/, /bra/, and /gla/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x;                      (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-;                      (iv) decoding words with diphthongs such as /ai/, /au/, and /ei/;                      (v) decoding contractions such as al and del;                      (vi) decoding three- to four-syllable words;                      (vii) using knowledge of base words to decode common compound words; and                      (viii) decoding words with common prefixes and suffixes</p>	<p>(xi) demonstrate phonetic knowledge by decoding words that use the [syllable] güe-</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992232</p>	<p>Unit 3, Week 6, p. 218</p>	<p>La diéresis</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992232</p>	<p>Unit 3, Week 6, p. 218</p>	<p>Mi turno</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992232</p>	<p>Unit 3, Week 6, p. 220</p>	<p>Intercambiar ideas</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992232</p>	<p>Unit 3, Week 6, p. 220</p>	<p>Mi turno</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			

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 sounds to individual letters; (ii) decoding words with sílabas trabadas such as /bla/, /bra/, and /gla/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x; (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-; (iv) decoding words with diphthongs such as /ai/, /au/, and /ei/; (v) decoding contractions such as al and del; (vi) decoding three- to four-syllable words; (vii) using knowledge of base words to decode common compound words; and (viii) decoding words with common prefixes and suffixes	(xii) demonstrate phonetic knowledge by decoding words that use the [syllable] güi-	Student/Teacher	Narrative	9780328992232	Unit 3, Week 6, p. 218	La diéresis
			Student/Teacher	Activity	9780328992232	Unit 3, Week 6, p. 218	Mi turno
			Student/Teacher	Activity	9780328992232	Unit 3, Week 6, p. 220	Intercambiar ideas
			Student/Teacher	Activity	9780328992232	Unit 3, Week 6, p. 220	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply phonetic knowledge by: (i) identifying and matching sounds to individual letters; (ii) decoding words with sílabas trabadas such as /bla/, /bra/, and /gla/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x; (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-; (iv) decoding words with diphthongs such as /ai/, /au/, and /ei/; (v) decoding contractions such as al and del; (vi) decoding three- to four-syllable words; (vii) using knowledge of base words to decode common compound words; and (viii) decoding words with common prefixes and suffixes	(xiii) demonstrate phonetic knowledge by decoding words with diphthongs	Student/Teacher	Narrative	9780328992249	Unit 4, Week 4, p. 148	Los diptongos iu, io, ie, ia
			Student/Teacher	Activity	9780328992249	Unit 4, Week 4, p. 148	Mi turno
			Student/Teacher	Narrative	9780328992256	Unit 5, Week 4, p. 135	Los diptongos ua, ue, ui, eu, au: Ver y decir
			Student/Teacher	Narrative	9780328992256	Unit 5, Week 5, p. 174	Los diptongos ai, ay, oi, oy, ei, ey
			Student/Teacher	Activity	9780328992256	Unit 5, Week 4, p. 135	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 sounds to individual letters; (ii) decoding words with sílabas trabadas such as /bla/, /bra/, and /glá/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x; (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-; (iv) decoding words with diphthongs such as /ai/, /au/, and /ei/; (v) decoding contractions such as al and del; (vi) decoding three- to four-syllable words; (vii) using knowledge of base words to decode common compound words; and (viii) decoding words with common prefixes and suffixes	(xiv) demonstrate phonetic knowledge by decoding contractions	Student/Teacher	Narrative	9780328992256	Unit 5, Week 4, p. 168	Las preposiciones, las frases preposiciones y las contracciones gramaticales
			Student/Teacher	Activity	9780328992218	Unit 1, Week 5, p. 183	Cuento de fonética
			Student/Teacher	Narrative	9780328992218	Unit 1, Week 2, p. 57	La consonante l final
			Student/Teacher	Activity	9780328992218	Unit 1, Week 5, p. 184	Cuento de fonética
			Student/Teacher	Activity	9780328992256	Unit 5, Week 5, p. 178	Palabras de uso frecuente
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply phonetic knowledge by: (i) identifying and matching sounds to individual letters; (ii) decoding words with sílabas trabadas such as /bla/, /bra/, and /glá/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x; (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-; (iv) decoding words with diphthongs such as /ai/, /au/, and /ei/; (v) decoding contractions such as al and del; (vi) decoding three- to four-syllable words; (vii) using knowledge of base words to decode common compound words; and (viii) decoding words with common prefixes and suffixes	(xv) demonstrate phonetic knowledge by decoding three- to four-syllable words	Student/Teacher	Narrative	9780328992249	Unit 4, Week 2, p. 71	La combinación de consonantes fr
			Student/Teacher	Activity	9780328992218	Unit 1, Week 5, p. 181	Intercambiar ideas
			Student/Teacher	Activity	9780328992225	Unit 2, Week 5, p. 163	Intercambiar ideas
			Student/Teacher	Activity	9780328992225	Unit 2, Week 5, p. 164	Mi turno
			Student/Teacher	Activity	9780328992225	Unit 2, Week 6, p. 199	Intercambiar ideas
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply phonetic knowledge by: (i) identifying and matching sounds to individual letters; (ii) decoding words with sílabas trabadas such as /bla/, /bra/, and /glá/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x; (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-; (iv) decoding words with diphthongs such as /ai/, /au/, and /ei/; (v) decoding contractions such as al and del; (vi) decoding three- to four-syllable words; (vii) using knowledge of base words to decode common compound words; and (viii) decoding words with common prefixes and suffixes	(xvi) demonstrate phonetic knowledge by using knowledge of base words to decode common compound words	Student/Teacher	Narrative	9780328992249	Unit 4, Week 5, p. 188	Las palabras compuestas
			Student/Teacher	Activity	9780328992249	Unit 4, Week 5, p. 188	Mi turno
			Student/Teacher	Activity	9780328992249	Unit 4, Week 5, p. 189	Intercambiar ideas
			Student/Teacher	Activity	9780328992249	Unit 4, Week 5, p. 190	Mi turno, first
			Student/Teacher	(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 sounds to individual letters; (ii) decoding words with sílabas trabadas such as /bla/, /bra/, and /glá/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x; (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-; (iv) decoding words with diphthongs such as /ai/, /au/, and /ei/; (v) decoding contractions such as al and del; (vi) decoding three- to four-syllable words; (vii) using knowledge of base words to decode common compound words; and (viii) decoding words with common prefixes and suffixes	(xvii) demonstrate phonetic knowledge by decoding words with common prefixes	Student/Teacher	Narrative	9780328992256	Unit 5, Week 5, p. 212	Los prefijos in-, im-
			Student/Teacher	Activity	9780328992256	Unit 5, Week 5, p. 212	Mi turno
			Student/Teacher	Narrative	9780328992256	Unit 5, Week 5, p. 216	Los prefijos des-, re-
			Student/Teacher	Activity	9780328992256	Unit 5, Week 5, p. 213	Intercambiar ideas
			Student/Teacher	Activity	9780328992256	Unit 5, Week 5, p. 216	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 sounds to individual letters; (ii) decoding words with sílabas trabadas such as /bla/, /bra/, and /glá/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x; (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-; (iv) decoding words with diphthongs such as /ai/, /au/, and /ei/; (v) decoding contractions such as al and del; (vi) decoding three- to four-syllable words; (vii) using knowledge of base words to decode common compound words; and (viii) decoding words with common prefixes and suffixes	(xviii) demonstrate phonetic knowledge by decoding words with common suffixes	Student/Teacher	Narrative	9780328992249	Unit 4, Week 4, p. 151	El sufijo -mente: Ver y decir
			Student/Teacher	Activity	9780328992249	Unit 4, Week 4, p. 151	Mi turno
			Student/Teacher	Narrative	9780328992249	Unit 4, Week 5, p. 191	Los sufijos -oso, -osa
			Student/Teacher	Narrative	9780328992249	Unit 4, Week 6, p. 230	Los sufijos -ito, -ita
			Student/Teacher	Activity	9780328992249	Unit 4, Week 4, p. 154	Mi turno, first
			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 sounds to individual letters; (ii) decoding words with sílabas trabadas such as /bla/, /bra/, and /glá/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x; (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-; (iv) decoding words with diphthongs such as /ai/, /au/, and /ei/; (v) decoding contractions such as al and del; (vi) decoding three- to four-syllable words; (vii) using knowledge of base words to decode common compound words; and (viii) decoding words with common prefixes and suffixes	(xix) apply phonetic knowledge by identifying individual letters	Student/Teacher	Narrative	9780328992218	Unit 1, Week 1, p. 17	Las consonantes m, p
			Student/Teacher	Activity	9780328992218	Unit 1, Week 1, p. 17	Mi turno
			Student/Teacher	Narrative	9780328992218	Unit 1, Week 2, p. 52	La consonante l inicial
			Student/Teacher	Narrative	9780328992218	Unit 1, Week 2, p. 55	La consonante l final
			Student/Teacher	Activity	9780328992218	Unit 1, Week 1, p. 21	Cuento de fonética
			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 sounds to individual letters; (ii) decoding words with silabas trabadas such as /bla/, /bra/, and /glá/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x; (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-; (iv) decoding words with diphthongs such as /ai/, /au/, and /ei/; (v) decoding contractions such as al and del; (vi) decoding three- to four-syllable words; (vii) using knowledge of base words to decode common compound words; and (viii) decoding words with common prefixes and suffixes	(xx) apply phonetic knowledge by matching sounds to individual letters	Student/Teacher	Narrative	9780328992218	Unit 1, Week 1, p. 14	Las vocales a, e, o
			Student/Teacher	Activity	9780328992218	Unit 1, Week 1, p. 14	Mi turno
			Student/Teacher	Activity	9780328992218	Unit 1, Week 1, p. 16	Mi turno (1)
			Student/Teacher	Activity	9780328992218	Unit 1, Week 1, p. 19	Mi turno
			Student/Teacher	Activity	9780328992218	Unit 1, Week 1, p. 20	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 sounds to individual letters; (ii) decoding words with silabas trabadas such as /bla/, /bra/, and /glá/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x; (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-; (iv) decoding words with diphthongs such as /ai/, /au/, and /ei/; (v) decoding contractions such as al and del; (vi) decoding three- to four-syllable words; (vii) using knowledge of base words to decode common compound words; and (viii) decoding words with common prefixes and suffixes	(xxi) apply phonetic knowledge by decoding words with silabas trabadas	Student/Teacher	Narrative	9780328992232	Unit 3, Week 4, p. 142	Fonética
			Student/Teacher	Activity	9780328992232	Unit 3, Week 4, p. 142	Mi turno
			Student/Teacher	Narrative	9780328992249	Unit 4, Week 3, p. 112	Fonética
			Student/Teacher	Narrative	9780328992256	Unit 5, Week 1, p. 14	Fonética
			Student/Teacher	Activity	9780328992249	Unit 4, Week 3, p. 112	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 sounds to individual letters;                      (ii) decoding words with sílabas trabadas such as /bla/, /bra/, and /glá/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x;                      (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-;                      (iv) decoding words with diphthongs such as /ai/, /au/, and /ei/;                      (v) decoding contractions such as al and del;                      (vi) decoding three- to four-syllable words;                      (vii) using knowledge of base words to decode common compound words; and                      (viii) decoding words with common prefixes and suffixes</p>	<p>(xxii) apply phonetic knowledge by decoding words with digraphs</p>	Student/Teacher	Narrative	9780328992225	Unit 2, Week 2, p. 55	Fonética
			Student/Teacher	Activity	9780328992225	Unit 2, Week 2, p. 55	Mi turno
			Student/Teacher	Narrative	9780328992225	Unit 2, Week 4, p. 127	Fonética
			Student/Teacher	Narrative	9780328992232	Unit 3, Week 3, p. 108	Fonética
			Student/Teacher	Activity	9780328992225	Unit 2, Week 2, p. 57	Intercambiar ideas
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply phonetic knowledge by:                      (i) identifying and matching sounds to individual letters;                      (ii) decoding words with sílabas trabadas such as /bla/, /bra/, and /glá/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x;                      (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-;                      (iv) decoding words with diphthongs such as /ai/, /au/, and /ei/;                      (v) decoding contractions such as al and del;                      (vi) decoding three- to four-syllable words;                      (vii) using knowledge of base words to decode common compound words; and                      (viii) decoding words with common prefixes and suffixes</p>	<p>(xxiii) apply phonetic knowledge by decoding words with multiple sound spelling patterns</p>	Student/Teacher	Narrative	9780328992232	Unit 3, Week 1, p. 14	Fonética
			Student/Teacher	Activity	9780328992232	Unit 3, Week 1, p. 14	Mi turno
			Student/Teacher	Narrative	9780328992218	Unit 1, Week 6, p. 212	Fonética
			Student/Teacher	Narrative	9780328992218	Unit 1, Week 3, p. 98	Fonética
			Student/Teacher	Activity	9780328992218	Unit 1, Week 6, p. 212	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply phonetic knowledge by: (i) identifying and matching sounds to individual letters; (ii) decoding words with sílabas trabadas such as /bla/, /bra/, and /gla/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x; (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-; (iv) decoding words with diphthongs such as /ai/, /au/, and /ei/; (v) decoding contractions such as al and del; (vi) decoding three- to four-syllable words; (vii) using knowledge of base words to decode common compound words; and (viii) decoding words with common prefixes and suffixes	(xxiv) apply phonetic knowledge by decoding words with silent h	Student/Teacher	Narrative	9780328992232	Unit 3, Week 2, p. 59	Fonética
			Student/Teacher	Activity	9780328992232	Unit 3, Week 2, p. 59	Mi turno
			Student/Teacher	Activity	9780328992232	Unit 3, Week 2, p. 61	Mi turno
			Student/Teacher	Activity	9780328992232	Unit 3, Week 2, p. 61	Intercambiar ideas
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. 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 sounds to individual letters; (ii) decoding words with sílabas trabadas such as /bla/, /bra/, and /gla/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x; (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-; (iv) decoding words with diphthongs such as /ai/, /au/, and /ei/; (v) decoding contractions such as al and del; (vi) decoding three- to four-syllable words; (vii) using knowledge of base words to decode common compound words; and (viii) decoding words with common prefixes and suffixes	(xxv) apply phonetic knowledge by decoding words that use the [syllable] que-	Student/Teacher	Narrative	9780328992225	Unit 2, Week 3, p. 90	Fonética
			Student/Teacher	Activity	9780328992225	Unit 2, Week 3, p. 90	Mi turno
			Student/Teacher	Activity	9780328992225	Unit 2, Week 3, p. 91	Intercambiar ideas
			Student/Teacher	Activity	9780328992225	Unit 2, Week 3, p. 91	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:	(B) demonstrate and apply phonetic knowledge by: (i) identifying and matching sounds to individual letters; (ii) decoding words with sílabas trabadas such as /bla/, /bra/, and /gla/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x; (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-; (iv) decoding words with diphthongs such as /ai/, /au/, and /ei/; (v) decoding contractions such as al and del; (vi) decoding three- to four-syllable words; (vii) using knowledge of base words to decode common compound words; and (viii) decoding words with common prefixes and suffixes	(xxvi) apply phonetic knowledge by decoding words that use the [syllable] qui-	Student/Teacher	Narrative	9780328992225	Unit 2, Week 3, p. 90	Fonética
			Student/Teacher	Activity	9780328992225	Unit 2, Week 3, p. 90	Mi turno
			Student/Teacher	Activity	9780328992225	Unit 2, Week 3, p. 91	Intercambiar ideas
			Student/Teacher	Activity	9780328992225	Unit 2, Week 3, p. 91	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply phonetic knowledge by: (i) identifying and matching sounds to individual letters; (ii) decoding words with sílabas trabadas such as /bla/, /bra/, and /gla/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x; (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-; (iv) decoding words with diphthongs such as /ai/, /au/, and /ei/; (v) decoding contractions such as al and del; (vi) decoding three- to four-syllable words; (vii) using knowledge of base words to decode common compound words; and (viii) decoding words with common prefixes and suffixes	(xxvii) apply phonetic knowledge by decoding words that use the [syllable] gue-	Student/Teacher	Narrative	9780328992225	Unit 2, Week 4, p. 124	Fonética
			Student/Teacher	Activity	9780328992225	Unit 2, Week 4, p. 124	Mi turno
			Student/Teacher	Activity	9780328992225	Unit 2, Week 4, p. 125	Intercambiar ideas
			Student/Teacher	Activity	9780328992225	Unit 2, Week 4, p. 126	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:	(B) demonstrate and apply phonetic knowledge by: (i) identifying and matching sounds to individual letters; (ii) decoding words with sílabas trabadas such as /bla/, /bra/, and /gla/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x; (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-; (iv) decoding words with diphthongs such as /ai/, /au/, and /ei/; (v) decoding contractions such as al and del; (vi) decoding three- to four-syllable words; (vii) using knowledge of base words to decode common compound words; and (viii) decoding words with common prefixes and suffixes	(xxviii) apply phonetic knowledge by decoding words that use the [syllable] gui-	Student/Teacher	Narrative	9780328992225	Unit 2, Week 4, p. 124	Fonética
			Student/Teacher	Activity	9780328992225	Unit 2, Week 4, p. 124	Mi turno
			Student/Teacher	Activity	9780328992225	Unit 2, Week 4, p. 125	Intercambiar ideas
			Student/Teacher	Activity	9780328992225	Unit 2, Week 4, p. 126	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply phonetic knowledge by: (i) identifying and matching sounds to individual letters; (ii) decoding words with sílabas trabadas such as /bla/, /bra/, and /gla/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x; (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-; (iv) decoding words with diphthongs such as /ai/, /au/, and /ei/; (v) decoding contractions such as al and del; (vi) decoding three- to four-syllable words; (vii) using knowledge of base words to decode common compound words; and (viii) decoding words with common prefixes and suffixes	(xxix) apply phonetic knowledge by decoding words that use the [syllable] güe-	Student/Teacher	Narrative	9780328992232	Unit 3, Week 6, p. 218	Fonética
			Student/Teacher	Activity	9780328992232	Unit 3, Week 6, p. 218	Mi turno
			Student/Teacher	Activity	9780328992232	Unit 3, Week 6, p. 220	Intercambiar ideas
			Student/Teacher	Activity	9780328992232	Unit 3, Week 6, p. 220	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:	(B) demonstrate and apply phonetic knowledge by: (i) identifying and matching sounds to individual letters; (ii) decoding words with sílabas trabadas such as /bla/, /bra/, and /gla/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x; (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-; (iv) decoding words with diphthongs such as /ai/, /au/, and /ei/; (v) decoding contractions such as al and del; (vi) decoding three- to four-syllable words; (vii) using knowledge of base words to decode common compound words; and (viii) decoding words with common prefixes and suffixes	(xxx) apply phonetic knowledge by decoding words that use the [syllable] güi-	Student/Teacher	Narrative	9780328992232	Unit 3, Week 6, p. 218	Fonética
			Student/Teacher	Activity	9780328992232	Unit 3, Week 6, p. 218	Mi turno
			Student/Teacher	Activity	9780328992232	Unit 3, Week 6, p. 220	Intercambiar ideas
			Student/Teacher	Activity	9780328992232	Unit 3, Week 6, p. 220	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply phonetic knowledge by: (i) identifying and matching sounds to individual letters; (ii) decoding words with sílabas trabadas such as /bla/, /bra/, and /gla/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x; (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-; (iv) decoding words with diphthongs such as /ai/, /au/, and /ei/; (v) decoding contractions such as al and del; (vi) decoding three- to four-syllable words; (vii) using knowledge of base words to decode common compound words; and (viii) decoding words with common prefixes and suffixes	(xxx) apply phonetic knowledge by decoding words with diphthongs	Student/Teacher	Narrative	9780328992249	Unit 4, Week 4, p. 148	Fonética
			Student/Teacher	Activity	9780328992249	Unit 4, Week 4, p. 148	Mi turno
			Student/Teacher	Narrative	9780328992256	Unit 5, Week 4, p. 135	Fonética
			Student/Teacher	Narrative	9780328992256	Unit 5, Week 5, p. 174	Fonética
			Student/Teacher	Activity	9780328992249	Unit 4, Week 4, p. 149	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:	(B) demonstrate and apply phonetic knowledge by: (i) identifying and matching sounds to individual letters; (ii) decoding words with sílabas trabadas such as /bla/, /bra/, and /glá/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x; (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-; (iv) decoding words with diphthongs such as /ai/, /au/, and /ei/; (v) decoding contractions such as al and del; (vi) decoding three- to four-syllable words; (vii) using knowledge of base words to decode common compound words; and (viii) decoding words with common prefixes and suffixes	(xxxii) apply phonetic knowledge by decoding contractions	Student/Teacher	Narrative	9780328992256	Unit 5, Week 4, p. 168	Las preposiciones, las frases preposicionales y las contracciones gramaticales
			Student/Teacher	Activity	9780328992218	Unit 1, Week 5, p. 183	Cuento de fonética
			Student/Teacher	Activity	9780328992218	Unit 1, Week 5, p. 184	Cuento de fonética
			Student/Teacher	Activity	9780328992256	Unit 5, Week 5, p. 178	Palabras de uso frecuente
			Student/Teacher	Activity	9780328992256	Unit 5, Week 5, p. 181	Cuento de fonética
			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 sounds to individual letters; (ii) decoding words with sílabas trabadas such as /bla/, /bra/, and /glá/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x; (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-; (iv) decoding words with diphthongs such as /ai/, /au/, and /ei/; (v) decoding contractions such as al and del; (vi) decoding three- to four-syllable words; (vii) using knowledge of base words to decode common compound words; and (viii) decoding words with common prefixes and suffixes	(xxxiii) apply phonetic knowledge by decoding three- to four-syllable words	Student/Teacher	Narrative	9780328992249	Unit 4, Week 2, p. 71	La combinación de consonantes fr
			Student/Teacher	Activity	9780328992218	Unit 1, Week 5, p. 181	Intercambiar ideas
			Student/Teacher	Activity	9780328992225	Unit 2, Week 5, p. 163	Intercambiar ideas
			Student/Teacher	Activity	9780328992225	Unit 2, Week 5, p. 164	Mi turno
			Student/Teacher	Activity	9780328992225	Unit 2, Week 6, p. 199	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:	(B) demonstrate and apply phonetic knowledge by: (i) identifying and matching sounds to individual letters; (ii) decoding words with sílabas trabadas such as /bla/, /bra/, and /glá/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x; (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-; (iv) decoding words with diphthongs such as /ai/, /au/, and /ei/; (v) decoding contractions such as al and del; (vi) decoding three- to four-syllable words; (vii) using knowledge of base words to decode common compound words; and (viii) decoding words with common prefixes and suffixes	(xxxiv) apply phonetic knowledge by using knowledge of base words to decode common compound words	Student/Teacher	Narrative	9780328992249	Unit 4, Week 5, p. 188	Las palabras compuestas
			Student/Teacher	Activity	9780328992249	Unit 4, Week 5, p. 188	Mi turno
			Student/Teacher	Activity	9780328992249	Unit 4, Week 5, p. 189	Intercambiar ideas
			Student/Teacher	Activity	9780328992249	Unit 4, Week 5, p. 190	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply phonetic knowledge by: (i) identifying and matching sounds to individual letters; (ii) decoding words with sílabas trabadas such as /bla/, /bra/, and /glá/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x; (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-; (iv) decoding words with diphthongs such as /ai/, /au/, and /ei/; (v) decoding contractions such as al and del; (vi) decoding three- to four-syllable words; (vii) using knowledge of base words to decode common compound words; and (viii) decoding words with common prefixes and suffixes	(xxxv) apply phonetic knowledge by decoding words with common prefixes	Student/Teacher	Narrative	9780328992256	Unit 5, Week 5, p. 212	Los prefijos in-, im-
			Student/Teacher	Activity	9780328992256	Unit 5, Week 5, p. 212	Mi turno
			Student/Teacher	Narrative	9780328992256	Unit 5, Week 5, p. 216	Los prefijos des-, re-
			Student/Teacher	Activity	9780328992256	Unit 5, Week 5, p. 213	Intercambiar ideas
			Student/Teacher	Activity	9780328992256	Unit 5, Week 5, p. 216	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 sounds to individual letters; (ii) decoding words with sílabas trabadas such as /bla/, /bra/, and /gla/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x; (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-; (iv) decoding words with diphthongs such as /ai/, /au/, and /ei/; (v) decoding contractions such as al and del; (vi) decoding three- to four-syllable words; (vii) using knowledge of base words to decode common compound words; and (viii) decoding words with common prefixes and suffixes	(xxxvi) apply phonetic knowledge by decoding words with common suffixes	Student/Teacher	Narrative	9780328992249	Unit 4, Week 4, p. 151	El sufijo -mente
			Student/Teacher	Activity	9780328992249	Unit 4, Week 4, p. 151	Mi turno
			Student/Teacher	Narrative	9780328992249	Unit 4, Week 5, p. 191	Los sufijos -oso, -osa
			Student/Teacher	Narrative	9780328992249	Unit 4, Week 6, p. 230	Los sufijos -ito, -ita
			Student/Teacher	Activity	9780328992249	Unit 4, Week 4, p. 154	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; (ii) spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV; (iii) spelling words with silent h; consonant digraphs such as /ch/, /tr/, and /ll/; and sílabas trabadas such as /bla/, /bra/, /gla/, and /gra/; (iv) spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi-; (v) spelling contractions such as al and del; (vi) spelling words with diphthongs such as /ai/, /au/, and /ei/ as in quie-ro, na-die, and ra-dio and hiatus such as le-er and rí-o; and (vii) spelling words with common prefixes and suffixes	(i) demonstrate spelling knowledge by spelling common letter and sound correlations	Student/Teacher	Narrative	9780328992218	Unit 1, Week 2, p. 91	Escribir palabras con l
			Student/Teacher	Activity	9780328992218	Unit 1, Week 2, p. 91	Ortografía
			Student/Teacher	Narrative	9780328992218	Unit 1, Week 3, p. 127	Escribir palabras con s
			Student/Teacher	Activity	9780328992218	Unit 1, Week 3, p. 127	Ortografía
			Student/Teacher	(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>(C) demonstrate and apply spelling knowledge by:                      (i) spelling common letter and sound correlations;                      (ii) spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;                      (iii) spelling words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/; and sílabas trabadas such as /bla/, /bra/, /gla/, and /gra/;                      (iv) spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi-                      (v) spelling contractions such as al and del;                      (vi) spelling words with diphthongs such as /ai/, /au/, and /ie/ as in quie-ro, na-die, and ra-dio and hiatus such as le-er and rí-o; and                      (vii) spelling words with common prefixes and suffixes</p>	<p>(ii) demonstrate spelling knowledge by spelling words with common patterns</p>	Student/Teacher	Narrative	9780328992218	Unit 1, Week 5, p. 205	Escribir palabras con d y t
			Student/Teacher	Activity	9780328992218	Unit 1, Week 5, p. 205	Ortografía
			Student/Teacher	Narrative	9780328992218	Unit 1, Week 6, p. 215	Escribir palabras con ca, co, cu y con f
			Student/Teacher	Activity	9780328992218	Unit 1, Week 6, p. 215	Ortografía
			Teacher Only	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(C) demonstrate and apply spelling knowledge by:                      (i) spelling common letter and sound correlations;                      (ii) spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;                      (iii) spelling words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/; and sílabas trabadas such as /bla/, /bra/, /gla/, and /gra/;                      (iv) spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi-                      (v) spelling contractions such as al and del;                      (vi) spelling words with diphthongs such as /ai/, /au/, and /ie/ as in quie-ro, na-die, and ra-dio and hiatus such as le-er and rí-o; and                      (vii) spelling words with common prefixes and suffixes</p>	<p>(iii) demonstrate spelling knowledge by spelling words with silent h</p>	Student/Teacher	Narrative	9780328992232	Unit 3, Week 2, p. 101	Escribir palabras con y y h
			Student/Teacher	Activity	9780328992232	Unit 3, Week 2, p. 101	Ortografía
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
Teacher Only	(Drop-down selection)						
Teacher Only	(Drop-down selection)						
Teacher Only	(Drop-down selection)						

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(C) demonstrate and apply spelling knowledge by:                      (i) spelling common letter and sound correlations;                      (ii) spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;                      (iii) spelling words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/; and silabas trabadas such as /bla/, /bra/, /gla/, and /gra/;                      (iv) spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi-                      (v) spelling contractions such as al and del;                      (vi) spelling words with diphthongs such as /ai/, /au/, and /ie/ as in quie-ro, na-die, and ra-dio and hiatus such as le-er and ri-o; and                      (vii) spelling words with common prefixes and suffixes</p>	<p>(iv) demonstrate spelling knowledge by spelling words with consonant digraphs</p>	Student/Teacher	Narrative	9780328992225	Unit 2, Week 2, p. 83	Escribir palabras con ch y ga, go, gu
			Student/Teacher	Activity	9780328992225	Unit 2, Week 2, p. 83	Ortografía
			Student/Teacher	Narrative	9780328992225	Unit 2, Week 4, p. 155	Escribir palabras con gue, gui y el digrafo rr
			Student/Teacher	Activity	9780328992225	Unit 2, Week 4, p. 155	Ortografía
			Teacher Only	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(C) demonstrate and apply spelling knowledge by:                      (i) spelling common letter and sound correlations;                      (ii) spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;                      (iii) spelling words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/; and silabas trabadas such as /bla/, /bra/, /gla/, and /gra/;                      (iv) spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi-                      (v) spelling contractions such as al and del;                      (vi) spelling words with diphthongs such as /ai/, /au/, and /ie/ as in quie-ro, na-die, and ra-dio and hiatus such as le-er and ri-o; and                      (vii) spelling words with common prefixes and suffixes</p>	<p>(v) demonstrate spelling knowledge by spelling words with silabas trabadas</p>	Student/Teacher	Narrative	9780328992249	Unit 4, Week 1, p. 59	Ortografía
			Student/Teacher	Activity	9780328992249	Unit 4, Week 1, p. 59	Ortografía
			Student/Teacher	Activity	9780328992249	Unit 4, Week 2, p. 105	Escribir palabras con tr y fr: Ortografía
			Student/Teacher	Activity	9780328992249	Unit 4, Week 3, p. 141	Escribir palabras con bl, pl: Ortografía
			Teacher Only	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. 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;                      (ii) spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;                      (iii) spelling words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/; and silabas trabadas such as /bla/, /bra/, /gla/, and /gra/;                      (iv) spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi-                      (v) spelling contractions such as al and del;                      (vi) spelling words with diphthongs such as /ai/, /au/, and /ie/ as in quie-ro, na-die, and ra-dio and hiatus such as le-er and ri-o; and                      (vii) spelling words with common prefixes and suffixes</p>	<p>(vi) demonstrate spelling knowledge by spelling multisyllabic words, including words with que-</p>	Student/Teacher	Narrative	9780328992225	Unit 2, Week 3, p. 117	Ortografía
			Student/Teacher	Activity	9780328992225	Unit 2, Week 3, p. 117	Ortografía
			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>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. 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;                      (ii) spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;                      (iii) spelling words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/; and silabas trabadas such as /bla/, /bra/, /gla/, and /gra/;                      (iv) spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi-                      (v) spelling contractions such as al and del;                      (vi) spelling words with diphthongs such as /ai/, /au/, and /ie/ as in quie-ro, na-die, and ra-dio and hiatus such as le-er and ri-o; and                      (vii) spelling words with common prefixes and suffixes</p>	<p>(vii) demonstrate spelling knowledge by spelling multisyllabic words, including words with qui-</p>	Student/Teacher	Narrative	9780328992225	Unit 2, Week 3, p. 117	Ortografía
			Student/Teacher	Activity	9780328992225	Unit 2, Week 3, p. 117	Ortografía
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(C) demonstrate and apply spelling knowledge by:                      (i) spelling common letter and sound correlations;                      (ii) spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;                      (iii) spelling words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/; and silabas trabadas such as /bla/, /bra/, /gla/, and /gra/;                      (iv) spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi-                      (v) spelling contractions such as al and del;                      (vi) spelling words with diphthongs such as /ai/, /au/, and /ie/ as in quie-ro, na-die, and ra-dio and hiatus such as le-er and ri-o; and                      (vii) spelling words with common prefixes and suffixes</p>	<p>(viii) demonstrate spelling knowledge by spelling multisyllabic words, including words with que-</p>	Student/Teacher	Narrative	9780328992225	Unit 2, Week 4, p. 155	Ortografia
			Student/Teacher	Activity	9780328992225	Unit 2, Week 4, p. 155	Ortografia
			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>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. 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;                      (ii) spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;                      (iii) spelling words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/; and silabas trabadas such as /bla/, /bra/, /gla/, and /gra/;                      (iv) spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi-                      (v) spelling contractions such as al and del;                      (vi) spelling words with diphthongs such as /ai/, /au/, and /ie/ as in quie-ro, na-die, and ra-dio and hiatus such as le-er and ri-o; and                      (vii) spelling words with common prefixes and suffixes</p>	<p>(ix) demonstrate spelling knowledge by spelling multisyllabic words, including words with gui-</p>	Student/Teacher	Narrative	9780328992225	Unit 2, Week 4, p. 155	Ortografia
			Student/Teacher	Activity	9780328992225	Unit 2, Week 4, p. 155	Ortografia
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			



Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(C) demonstrate and apply spelling knowledge by:                      (i) spelling common letter and sound correlations;                      (ii) spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;                      (iii) spelling words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/; and silabas trabadas such as /bla/, /bra/, /gla/, and /gra/;                      (iv) spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi-                      (v) spelling contractions such as al and del;                      (vi) spelling words with diphthongs such as /ai/, /au/, and /ie/ as in quie-ro, na-die, and ra-dio and hiatus such as le-er and ri-o; and                      (vii) spelling words with common prefixes and suffixes</p>	<p>(x) demonstrate spelling knowledge by spelling multisyllabic words, including words with güe-</p>	Student/Teacher	Narrative	9780328992232	Unit 3, Week 6, p. 217	Ortografia
			Student/Teacher	Activity	9780328992232	Unit 3, Week 6, p. 217	Ortografia
			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>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. 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;                      (ii) spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;                      (iii) spelling words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/; and silabas trabadas such as /bla/, /bra/, /gla/, and /gra/;                      (iv) spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi-                      (v) spelling contractions such as al and del;                      (vi) spelling words with diphthongs such as /ai/, /au/, and /ie/ as in quie-ro, na-die, and ra-dio and hiatus such as le-er and ri-o; and                      (vii) spelling words with common prefixes and suffixes</p>	<p>(xi) demonstrate spelling knowledge by spelling multisyllabic words, including words with güi-</p>	Student/Teacher	Narrative	9780328992232	Unit 3, Week 6, p. 217	Ortografia
			Student/Teacher	Activity	9780328992232	Unit 3, Week 6, p. 217	Ortografia
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(C) demonstrate and apply spelling knowledge by:                      (i) spelling common letter and sound correlations;                      (ii) spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;                      (iii) spelling words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/ ; and sílabas trabadas such as /bla/, /bra/, /gla/, and /gra/;                      (iv) spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi-                      (v) spelling contractions such as al and del;                      (vi) spelling words with diphthongs such as /ai/, /au/, and /ie/ as in quie-ro, na-die, and ra-dio and hiatus such as le-er and rí-o; and                      (vii) spelling words with common prefixes and suffixes</p>	<p>(xii) demonstrate spelling knowledge by spelling contractions</p>	Student/Teacher	Narrative	9780328992218	Unit 1, Week 2, p. 91	Escribir palabras con l
			Student/Teacher	Activity	9780328992218	Unit 1, Week 2, p. 91	Ortografía
			Student/Teacher	Narrative	9780328992256	Unit 5, Week 4, p. 168	Las preposiciones, las frases preposicionales y las contracciones gramaticales
			Student/Teacher	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(C) demonstrate and apply spelling knowledge by:                      (i) spelling common letter and sound correlations;                      (ii) spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;                      (iii) spelling words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/ ; and sílabas trabadas such as /bla/, /bra/, /gla/, and /gra/;                      (iv) spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi-                      (v) spelling contractions such as al and del;                      (vi) spelling words with diphthongs such as /ai/, /au/, and /ie/ as in quie-ro, na-die, and ra-dio and hiatus such as le-er and rí-o; and                      (vii) spelling words with common prefixes and suffixes</p>	<p>(xiii) demonstrate spelling knowledge by spelling words with diphthongs</p>	Student/Teacher	Narrative	9780328992249	Unit 4, Week 4, p. 181	Ortografía
			Student/Teacher	Activity	9780328992249	Unit 4, Week 4, p. 181	Ortografía
			Student/Teacher	Activity	9780328992256	Unit 5, Week 5, p. 205	Ortografía
			Student/Teacher	Activity	9780328992256	Unit 5, Week 4, p. 167	Ortografía
			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
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. 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; (ii) spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV; (iii) spelling words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/ ; and silabas trabadas such as /bla/, /bra/, /gla/, and /gra/; (iv) spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi- (v) spelling contractions such as al and del; (vi) spelling words with diphthongs such as /ai/, /au/, and /ie/ as in quie-ro, na-die, and ra-dio and hiatus such as le-er and ri-o; and (vii) spelling words with common prefixes and suffixes	(xiv) demonstrate spelling knowledge by spelling words with hiatus	Student/Teacher	Narrative	9780328992256	Unit 5, Week 4, p. 167	Escribir palabras con los hiatos ae, ao, ee, eo, oa, oe, oo, y los diptongos ua, ue, ui, eu, au
			Student/Teacher	Activity	9780328992256	Unit 5, Week 4, p. 167	Ortografía
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(C) demonstrate and apply spelling knowledge by: (i) spelling common letter and sound correlations; (ii) spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV; (iii) spelling words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/ ; and silabas trabadas such as /bla/, /bra/, /gla/, and /gra/; (iv) spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi- (v) spelling contractions such as al and del; (vi) spelling words with diphthongs such as /ai/, /au/, and /ie/ as in quie-ro, na-die, and ra-dio and hiatus such as le-er and ri-o; and (vii) spelling words with common prefixes and suffixes	(xv) demonstrate spelling knowledge by spelling words with common prefixes	Student/Teacher	Narrative	9780328992256	Unit 5, Week 6, p. 212	Los prefijos in-, im-
			Student/Teacher	Activity	9780328992256	Unit 5, Week 6, p. 215	Los prefijos in-, im-: Ortografía
			Student/Teacher	Activity	9780328992256	Unit 5, Week 6, p. 212	Mi turno
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(C) demonstrate and apply spelling knowledge by: (i) spelling common letter and sound correlations; (ii) spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV; (iii) spelling words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/ ; and silabas trabadas such as /bla/, /bra/, /gla/, and /gra/; (iv) spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi- (v) spelling contractions such as al and del; (vi) spelling words with diphthongs such as /ai/, /au/, and /ie/ as in quie-ro, na-die, and ra-dio and hiatus such as le-er and ri-o; and (vii) spelling words with common prefixes and suffixes	(xvii) demonstrate spelling knowledge by spelling words with common suffixes	Student/Teacher	Narrative	9780328992249	Unit 4, Week 4, p. 181	Ortografía
			Student/Teacher	Activity	9780328992249	Unit 4, Week 4, p. 181	Ortografía
			Student/Teacher	Activity	9780328992249	Unit 4, Week 6, p. 229	Ortografía
			Student/Teacher	Activity	9780328992256	Unit 5, Week 1, p. 51	Ortografía
			Student/Teacher	Activity	9780328992256	Unit 5, Week 2, p. 89	Ortografía
			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; (ii) spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV; (iii) spelling words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/ ; and silabas trabadas such as /bla/, /bra/, /gla/, and /gra/; (iv) spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi- (v) spelling contractions such as al and del; (vi) spelling words with diphthongs such as /ai/, /au/, and /ie/ as in quie-ro, na-die, and ra-dio and hiatus such as le-er and ri-o; and (vii) spelling words with common prefixes and suffixes	(xvii) apply spelling knowledge by spelling common letter and sound correlations	Student/Teacher	Narrative	9780328992218	Unit 1, Week 2, p. 91	Ortografía
			Student/Teacher	Activity	9780328992218	Unit 1, Week 2, p. 91	Ortografía
			Student/Teacher	Narrative	9780328992218	Unit 1, Week 3, p. 127	Ortografía
			Student/Teacher	Activity	9780328992218	Unit 1, Week 3, p. 127	Ortografía
			Student/Teacher	(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>(C) demonstrate and apply spelling knowledge by:                      (i) spelling common letter and sound correlations;                      (ii) spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;                      (iii) spelling words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/; and sílabas trabadas such as /bla/, /bra/, /gla/, and /gra/;                      (iv) spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi-                      (v) spelling contractions such as al and del;                      (vi) spelling words with diphthongs such as /ai/, /au/, and /ie/ as in quie-ro, na-die, and ra-dio and hiatus such as le-er and rí-o; and                      (vii) spelling words with common prefixes and suffixes</p>	<p>(xviii) apply spelling knowledge by spelling words with common patterns</p>	Student/Teacher	Narrative	9780328992218	Unit 1, Week 5, p. 205	Ortografía
			Student/Teacher	Activity	9780328992218	Unit 1, Week 5, p. 205	Ortografía
			Student/Teacher	Narrative	9780328992218	Unit 1, Week 6, p. 215	Ortografía
			Student/Teacher	Activity	9780328992218	Unit 1, Week 6, p. 215	Ortografía
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(C) demonstrate and apply spelling knowledge by:                      (i) spelling common letter and sound correlations;                      (ii) spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;                      (iii) spelling words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/; and sílabas trabadas such as /bla/, /bra/, /gla/, and /gra/;                      (iv) spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi-                      (v) spelling contractions such as al and del;                      (vi) spelling words with diphthongs such as /ai/, /au/, and /ie/ as in quie-ro, na-die, and ra-dio and hiatus such as le-er and rí-o; and                      (vii) spelling words with common prefixes and suffixes</p>	<p>(xix) apply spelling knowledge by spelling words with silent h</p>	Student/Teacher	Narrative	9780328992232	Unit 3, Week 2, p. 101	Ortografía
			Student/Teacher	Activity	9780328992232	Unit 3, Week 2, p. 101	Ortografía
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. 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; (ii) spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV; (iii) spelling words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/ ; and silabas trabadas such as /bla/, /bra/, /gla/, and /gra/; (iv) spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi- (v) spelling contractions such as al and del; (vi) spelling words with diphthongs such as /ai/, /au/, and /ie/ as in quie-ro, na-die, and ra-dio and hiatus such as le-er and ri-o; and (vii) spelling words with common prefixes and suffixes	(xx) apply spelling knowledge by spelling words with consonant digraphs	Student/Teacher	Narrative	9780328992225	Unit 2, Week 2, p. 83	Ortografía
			Student/Teacher	Activity	9780328992225	Unit 2, Week 2, p. 83	Mi turno
			Student/Teacher	Narrative	9780328992225	Unit 2, Week 4, p. 155	Ortografía
			Student/Teacher	Activity	9780328992225	Unit 2, Week 4, p. 155	Mi turno
			Student/Teacher	Activity	9780328992232	Unit 3, Week 3, p. 135	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; (ii) spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV; (iii) spelling words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/ ; and silabas trabadas such as /bla/, /bra/, /gla/, and /gra/; (iv) spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi- (v) spelling contractions such as al and del; (vi) spelling words with diphthongs such as /ai/, /au/, and /ie/ as in quie-ro, na-die, and ra-dio and hiatus such as le-er and ri-o; and (vii) spelling words with common prefixes and suffixes	(xxi) apply spelling knowledge by spelling words with silabas trabadas	Student/Teacher	Narrative	9780328992249	Unit 4, Week 1, p. 59	Ortografía
			Student/Teacher	Activity	9780328992249	Unit 4, Week 1, p. 68	Mi turno
			Student/Teacher	Activity	9780328992249	Unit 4, Week 2, p. 105	Mi turno
			Student/Teacher	Activity	9780328992249	Unit 4, Week 3, p. 141	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs					
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(C) demonstrate and apply spelling knowledge by:                      (i) spelling common letter and sound correlations;                      (ii) spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;                      (iii) spelling words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/; and silabas trabadas such as /bla/, /bra/, /gla/, and /gra/;                      (iv) spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi-                      (v) spelling contractions such as al and del;                      (vi) spelling words with diphthongs such as /ai/, /au/, and /ie/ as in quie-ro, na-die, and ra-dio and hiatus such as le-er and ri-o; and                      (vii) spelling words with common prefixes and suffixes</p>	<p>(xxii) apply spelling knowledge by spelling multisyllabic words, including words with que-</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992225</p>	<p>Unit 2, Week 3, p. 117</p>	<p>Ortografía</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992225</p>	<p>Unit 2, Week 3, p. 117</p>	<p>Mi turno</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. 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;                      (ii) spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;                      (iii) spelling words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/; and silabas trabadas such as /bla/, /bra/, /gla/, and /gra/;                      (iv) spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi-                      (v) spelling contractions such as al and del;                      (vi) spelling words with diphthongs such as /ai/, /au/, and /ie/ as in quie-ro, na-die, and ra-dio and hiatus such as le-er and ri-o; and                      (vii) spelling words with common prefixes and suffixes</p>	<p>(xxiii) apply spelling knowledge by spelling multisyllabic words, including words with qui-</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992225</p>	<p>Unit 2, Week 3, p. 117</p>	<p>Ortografía</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992225</p>	<p>Unit 2, Week 3, p. 117</p>	<p>Mi turno</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			

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>(C) demonstrate and apply spelling knowledge by:                      (i) spelling common letter and sound correlations;                      (ii) spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;                      (iii) spelling words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/; and silabas trabadas such as /bla/, /bra/, /gla/, and /gra/;                      (iv) spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi-                      (v) spelling contractions such as al and del;                      (vi) spelling words with diphthongs such as /ai/, /au/, and /ie/ as in quie-ro, na-die, and ra-dio and hiatus such as le-er and ri-o; and                      (vii) spelling words with common prefixes and suffixes</p>	<p>(xxiv) apply spelling knowledge by spelling multisyllabic words, including words with gue-</p>	Student/Teacher	Narrative	9780328992225	Unit 2, Week 4, p. 155	Ortografía
			Student/Teacher	Activity	9780328992225	Unit 2, Week 4, p. 155	Mi turno
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. 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;                      (ii) spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;                      (iii) spelling words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/; and silabas trabadas such as /bla/, /bra/, /gla/, and /gra/;                      (iv) spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi-                      (v) spelling contractions such as al and del;                      (vi) spelling words with diphthongs such as /ai/, /au/, and /ie/ as in quie-ro, na-die, and ra-dio and hiatus such as le-er and ri-o; and                      (vii) spelling words with common prefixes and suffixes</p>	<p>(xxv) apply spelling knowledge by spelling multisyllabic words, including words with gui-</p>	Student/Teacher	Narrative	9780328992225	Unit 2, Week 4, p. 155	Ortografía
			Student/Teacher	Activity	9780328992225	Unit 2, Week 4, p. 155	Mi turno
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			



Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. 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;                      (ii) spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;                      (iii) spelling words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/; and silabas trabadas such as /bla/, /bra/, /gla/, and /gra/;                      (iv) spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi-                      (v) spelling contractions such as al and del;                      (vi) spelling words with diphthongs such as /ai/, /au/, and /ie/ as in quie-ro, na-die, and ra-dio and hiatus such as le-er and ri-o; and                      (vii) spelling words with common prefixes and suffixes</p>	<p>(xxvi) apply spelling knowledge by spelling multisyllabic words, including words with güe-</p>	Student/Teacher	Narrative	9780328992232	Unit 3, Week 6, p. 217	Ortografía
			Student/Teacher	Activity	9780328992232	Unit 3, Week 6, p. 217	Mi turno
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. 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;                      (ii) spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;                      (iii) spelling words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/; and silabas trabadas such as /bla/, /bra/, /gla/, and /gra/;                      (iv) spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi-                      (v) spelling contractions such as al and del;                      (vi) spelling words with diphthongs such as /ai/, /au/, and /ie/ as in quie-ro, na-die, and ra-dio and hiatus such as le-er and ri-o; and                      (vii) spelling words with common prefixes and suffixes</p>	<p>(xxvii) apply spelling knowledge by spelling multisyllabic words, including words with güi-</p>	Student/Teacher	Narrative	9780328992232	Unit 3, Week 6, p. 217	Ortografía
			Student/Teacher	Activity	9780328992232	Unit 3, Week 6, p. 217	Mi turno
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. 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; (ii) spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV; (iii) spelling words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/ ; and silabas trabadas such as /bla/, /bra/, /gla/, and /gra/; (iv) spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi- (v) spelling contractions such as al and del; (vi) spelling words with diphthongs such as /ai/, /au/, and /ie/ as in quie-ro, na-die, and ra-dio and hiatus such as le-er and ri-o; and (vii) spelling words with common prefixes and suffixes	(xxviii) apply spelling knowledge by spelling contractions	Student/Teacher	Narrative	9780328992218	Unit 1, Week 2, p. 91	Ortografía
			Student/Teacher	Activity	9780328992218	Unit 1, Week 2, p. 91	Mi turno
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. 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; (ii) spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV; (iii) spelling words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/ ; and silabas trabadas such as /bla/, /bra/, /gla/, and /gra/; (iv) spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi- (v) spelling contractions such as al and del; (vi) spelling words with diphthongs such as /ai/, /au/, and /ie/ as in quie-ro, na-die, and ra-dio and hiatus such as le-er and ri-o; and (vii) spelling words with common prefixes and suffixes	(xxix) apply spelling knowledge by spelling words with diphthongs	Student/Teacher	Narrative	9780328992249	Unit 4, Week 4, p. 181	Ortografía
			Student/Teacher	Activity	9780328992249	Unit 4, Week 4, p. 181	Mi turno
			Student/Teacher	Activity	9780328992256	Unit 5, Week 5, p. 205	Mi turno
			Student/Teacher	Activity	9780328992256	Unit 5, Week 4, p. 167	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:	(C) demonstrate and apply spelling knowledge by: (i) spelling common letter and sound correlations; (ii) spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV; (iii) spelling words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/ ; and silabas trabadas such as /bla/, /bra/, /gla/, and /gra/; (iv) spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi- (v) spelling contractions such as al and del; (vi) spelling words with diphthongs such as /ai/, /au/, and /ie/ as in quie-ro, na-die, and ra-dio and hiatus such as le-er and ri-o; and (vii) spelling words with common prefixes and suffixes	(xxx) apply spelling knowledge by spelling words with hiatus	Student/Teacher	Narrative	9780328992256	Unit 5, Week 4, p. 167	Escribir palabras con hiatos
			Student/Teacher	Activity	9780328992256	Unit 5, Week 4, p. 167	Ortografía
			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:	(C) demonstrate and apply spelling knowledge by: (i) spelling common letter and sound correlations; (ii) spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV; (iii) spelling words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/ ; and silabas trabadas such as /bla/, /bra/, /gla/, and /gra/; (iv) spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi- (v) spelling contractions such as al and del; (vi) spelling words with diphthongs such as /ai/, /au/, and /ie/ as in quie-ro, na-die, and ra-dio and hiatus such as le-er and ri-o; and (vii) spelling words with common prefixes and suffixes	(xxx) apply spelling knowledge by spelling words with common prefixes	Student/Teacher	Narrative	9780328992256	Unit 5, Week 6, p. 215	Escribir palabras con los prefijos in-, im-, des-, re-
			Student/Teacher	Activity	9780328992256	Unit 5, Week 6, p. 215	Mi turno
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. 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; (ii) spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV; (iii) spelling words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/; and silabas trabadas such as /bla/, /bra/, /gla/, and /gra/; (iv) spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi- (v) spelling contractions such as al and del; (vi) spelling words with diphthongs such as /ai/, /au/, and /ie/ as in quie-ro, na-die, and ra-dio and hiatus such as le-er and ri-o; and (vii) spelling words with common prefixes and suffixes	(xxxii) apply spelling knowledge by spelling words with common suffixes	Student/Teacher	Narrative	9780328992249	Unit 4, Week 4, p. 181	Escribir palabras con los diptongos iu, io, ie, ia y el sufijo -mente
			Student/Teacher	Activity	9780328992249	Unit 4, Week 6, p. 229	Mi turno
			Student/Teacher	Activity	9780328992256	Unit 5, Week 1, p. 51	Mi turno
			Student/Teacher	Activity	9780328992256	Unit 5, Week 2, p. 89	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 identifying the information that different parts of a book provide	(i) demonstrate print awareness by identifying the information that different parts of a book provide	Student/Teacher	Narrative	9780328992218	Unit 1, Week 1, p. 129	Taller de escritura
			Student/Teacher	Activity	9780328992218	Unit 1, Week 1, p. 129	Mi turno
			Student/Teacher	Narrative	9780328992218	Unit 1, Week 1, p. 130	Taller de escritura
			Student/Teacher	Activity	9780328992218	Unit 1, Week 1, p. 130	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:	(E) alphabetize a series of words to the first or second letter and use a dictionary to find words	(i) alphabetize a series of words to the first or second letter	Student/Teacher	Narrative	9780328992218	Unit 1, Week 3, p. 127	Escribir palabras con s
			Student/Teacher	Activity	9780328992218	Unit 1, Week 3, p. 127	Mi turno
			Student/Teacher	Narrative	9780328992218	Unit 1, Week 4, p. 169	Escribir palabras con n
			Student/Teacher	Activity	9780328992218	Unit 1, Week 4, p. 169	Mi turno
			Student/Teacher	Activity	9780328992256	Unit 5, Week 1, p. 51	Escribir palabras con gl y los sufijos -ando, -iendo: Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. 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) alphabetize a series of words to the first or second letter and use a dictionary to find words	(ii) use a dictionary to find words	Student/Teacher	Narrative	9780328992256	Unit 5, Week 3, p. 125	Ortografia
			Student/Teacher	Activity	9780328992256	Unit 5, Week 3, p. 125	Mi turno
			Student/Teacher	Narrative	9780328992249	Unit 4, Week 1, p. 59	Ortografia
			Student/Teacher	Activity	9780328992249	Unit 4, Week 1, p. 59	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:	(F) develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words	(i) develop handwriting by printing words legibly leaving appropriate spaces between words	Student/Teacher	Narrative	9780328992225	Unit 2, Week 1, p. 18	Palabras de uso frecuente
			Student/Teacher	Activity	9780328992225	Unit 2, Week 1, p. 18	Second Mi turno / Caligrafia
			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:	(F) develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words	(ii) develop handwriting by printing sentences legibly leaving appropriate spaces between words	Student/Teacher	Narrative	9780328992256	Unit 5, Week 3, p. 100	Palabras de uso frecuente
			Student/Teacher	Activity	9780328992256	Unit 5, Week 3, p. 100	3rd Mi turno
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(F) develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words	(iii) develop handwriting by printing answers legibly leaving appropriate spaces between words	Student/Teacher	Narrative	9780328992232	Unit 3, Week 1, p. 18	Palabras de uso frecuente
			Student/Teacher	Activity	9780328992232	Unit 3, Week 1, p. 18	Second Mi turno
			Student/Teacher	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(A) use a resource such as a picture dictionary or digital resource to find words	(i) use a resource to find words	Student/Teacher	Narrative	9780328992218	Unit 1, p. 234	Glosario ilustrado
			Student/Teacher	Activity	9780328992225	Unit 2, p. 220	Gosario ilustrado
			Student/Teacher	Narrative	9780328992249	Unit 4, p. 248	Glosario ilustrado
			Student/Teacher	Activity	9780328992249	Unit 4, p. 250	Glosario
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings	(i) use illustrations to learn or clarify word meanings	Student/Teacher	Narrative	9780328992256	Unit 5, Week 1, p. 41	Vocabulario en contexto
			Student/Teacher	Activity	9780328992256	Unit 5, Week 1, p. 41	Vocabulario en contexto
			Student/Teacher	Narrative	9780328992256	Unit 5, Week 4, p. 151	Vocabulario en contexto
			Student/Teacher	Narrative	9780328992256	Unit 5, Week 5, p. 193	Vocabulario en contexto
			Student/Teacher	Activity	9780328992256	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	9780328992225	Unit 2, Week 3, p. 115	Vocabulario académico
			Student/Teacher	Activity	9780328992218	Unit 1, Week 1, p. 33	Vocabulario en contexto
			Student/Teacher	Narrative	9780328992249	Unit 4, Week 3, p. 139	Vocabulario académico
			Student/Teacher	Activity	9780328992225	Unit 2, Week 1, p. 31	Vocabulario en contexto
			Student/Teacher	Activity	9780328992218	Unit 1, Week 2, p. 67	Vocabulario en contexto
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of words with affixes, including -s, -es, and -or	(i) identify the meaning of words with affixes, including -s	Student/Teacher	Narrative	9780328992232	Unit 3, Week 4, p. 145	Fonética: Ver y decir
			Student/Teacher	Activity	9780328992232	Unit 3, Week 4, p. 145	Mi turno
			Student/Teacher	Activity	9780328992232	Unit 3, Week 4, p. 147	Intercambiar ideas
			Student/Teacher	Activity	9780328992232	Unit 3, Week 4, p. 148	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking–vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of words with affixes, including -s, -es, and -or	(ii) identify the meaning of words with affixes, including -es	Student/Teacher	Narrative	9780328992232	Unit 3, Week 4, p. 145	Fonética: Ver y decir
			Student/Teacher	Activity	9780328992232	Unit 3, Week 4, p. 145	Mi turno
			Student/Teacher	Activity	9780328992232	Unit 3, Week 4, p. 147	Intercambiar ideas
			Student/Teacher	Activity	9780328992232	Unit 3, Week 4, p. 148	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking–vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of words with affixes, including -s, -es, and -or	(iii) identify the meaning of words with affixes, including -or	Student/Teacher	Narrative	9780328992256	Unit 5, Week 4, p. 165	Vocabulario académico
			Student/Teacher	Activity	9780328992256	Unit 5, Week 4, p. 165	Mi turno
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking–vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify and use words that name actions, directions, positions, sequences, categories, and locations	(i) identify words that name actions	Student/Teacher	Narrative	9780328992232	Unit 3, p. 236	Glosario ilustrado
			Student/Teacher	Activity	9780328992232	Unit 3, pp. 236–237	Glosario ilustrado
			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:	(D) identify and use words that name actions, directions, positions, sequences, categories, and locations	(ii) identify words that name directions	Student/Teacher	Narrative	9780328992225	Unit 2, p. 220	Glosario ilustrado
			Student/Teacher	Activity	9780328992225	Unit 2, pp. 220–221	Glosario ilustrado
			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:	(D) identify and use words that name actions, directions, positions, sequences, categories, and locations	(iii) identify words that name positions	Student/Teacher	Narrative	9780328992225	Unit 2, p. 220	Glosario ilustrado

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	9780328992225	Unit 2, pp. 220–221	Glosario ilustrado
			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:	(D) identify and use words that name actions, directions, positions, sequences, categories, and locations	(iv) identify words that name sequences	Student/Teacher	Narrative	9780328992225	Unit 2, Week 2, p. 82	Puente entre lectura y escritura
			Student/Teacher	Activity	9780328992225	Unit 2, Week 2, p. 82	Puente entre lectura y escritura
			Student/Teacher	Narrative	9780328992249	Unit 4, p. 248	Glosario ilustrado
			Student/Teacher	Activity	9780328992249	Unit 4, pp. 248–249	Glosario ilustrado
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking–vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify and use words that name actions, directions, positions, sequences, categories, and locations	(v) identify words that name categories	Student/Teacher	Narrative	9780328992256	Unit 5, p. 234	Glosario ilustrado
			Student/Teacher	Activity	9780328992256	Unit 5, pp. 234–235	Glosario ilustrado
			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:	(D) identify and use words that name actions, directions, positions, sequences, categories, and locations	(vi) identify words that name locations	Student/Teacher	Narrative	9780328992218	Unit 1, p. 234	Glosario ilustrado
			Student/Teacher	Activity	9780328992218	Unit 1, pp. 234–235	Glosario ilustrado
			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:	(D) identify and use words that name actions, directions, positions, sequences, categories, and locations	(vii) use words that name actions	Student/Teacher	Narrative	9780328992232	Unit 3, p. 236	Glosario ilustrado
			Student/Teacher	Activity	9780328992232	Unit 3, pp. 236–237	Glosario ilustrado
			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
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify and use words that name actions, directions, positions, sequences, categories, and locations	(viii) use words that name directions	Student/Teacher	Narrative	9780328992225	Unit 2, p. 220	Glosario ilustrado
			Student/Teacher	Activity	9780328992225	Unit 2, pp. 220–221	Glosario ilustrado
			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)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify and use words that name actions, directions, positions, sequences, categories, and locations	(ix) use words that name positions	Student/Teacher	Narrative	9780328992225	Unit 2, p. 220	Glosario ilustrado
			Student/Teacher	Activity	9780328992225	Unit 2, pp. 220–221	Glosario ilustrado
			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)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify and use words that name actions, directions, positions, sequences, categories, and locations	(x) use words that name sequences	Student/Teacher	Narrative	9780328992249	Unit 4, p. 248	Glosario ilustrado
			Student/Teacher	Activity	9780328992249	Unit 4 pp. 248–249	Glosario ilustrado
			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)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify and use words that name actions, directions, positions, sequences, categories, and locations	(xi) use words that name categories	Student/Teacher	Narrative	9780328992256	Unit 5, p. 234	Glosario ilustrado
			Student/Teacher	Activity	9780328992256	Unit 5, pp. 234–235	Glosario ilustrado
			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)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify and use words that name actions, directions, positions, sequences, categories, and locations	(xii) use words that name locations	Student/Teacher	Narrative	9780328992218	Unit 1, p. 234	Glosario ilustrado
			Student/Teacher	Activity	9780328992218	Unit 1, pp. 234–235	Glosario ilustrado
			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)			
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking–fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	[A] use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	(i) use appropriate fluency (rate) when reading grade-level text	Student/Teacher	Narrative	9780328992232	Unit 3, Week 4, p. 162	Leer con fluidez
			Student/Teacher	Activity	9780328992232	Unit 3, Week 4, p. 163	Fluidez
			Student/Teacher	Narrative	9780328992249	Unit 4, Week 2, p. 76	Leer con fluidez
			Student/Teacher	Activity	9780328992249	Unit 4, Week 2, p. 97	Fluidez
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking–fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	[A] use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	(ii) use appropriate fluency (accuracy) when reading grade-level text	Student/Teacher	Narrative	9780328992225	Unit 2, Week 3, p. 100	Leer con fluidez
			Student/Teacher	Activity	9780328992256	Unit 5, Week 5, p. 197	Fluidez
			Student/Teacher	Narrative	9780328992256	Unit 5, Week 5, p. 184	Leer con fluidez
			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] use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	(iii) use appropriate fluency (prosody) when reading grade-level text	Student/Teacher	Narrative	9780328992218	Unit 1, Week 2, p. 62	Leer con fluidez
			Student/Teacher	Activity	9780328992218	Unit 1, Week 2, p. 83	Fluidez
			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)			
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking–self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and 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	9780328992218	Unit 1, Week 1, p. 8	Lectura independiente
			Student/Teacher	Activity	9780328992218	Unit 1, Week 1, p. 8	Lectura independiente
			Student/Teacher	Narrative	9780328992232	Unit 3, Week 1, p. 8	Lectura independiente
			Student/Teacher	Activity	9780328992232	Unit 3, Week 1, p. 8	Lectura independiente
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and 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	9780328992232	Unit 3, Week 1, p. 8	Lectura independiente
			Student/Teacher	Activity	9780328992232	Unit 3, Week 1, p. 8	Lectura independiente
			Student/Teacher	Narrative	9780328992256	Unit 5, Week 1, p. 8	Lectura independiente
			Student/Teacher	Activity	9780328992256	Unit 5, Week 1, p. 8	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)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(A) establish purpose for reading assigned and self-selected texts 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	9781418268589	Unit 2, Week 2, p. T108	Minilección
			Teacher Only	Activity	9781418268572	Unit 1, Week 4, p. T260	Leer
			Teacher Only	Narrative	9781418268602	Unit 4, Week 5, p. T334	Minilección
			Teacher Only	Activity	9781418268589	Unit 2, Week 2, p. T108	Demostrar y practicar
			Teacher Only	Activity	9781418268602	Unit 4, Week 5, p. T335	Intercambiar ideas y comentar
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(A) establish purpose for reading assigned and self-selected texts 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	9781418268596	Unit 3, Unit Opener p. T13	Lectura independiente
			Teacher Only	Activity	9781418268596	Unit 3, Unit Opener p. T13	Lectura independiente
			Teacher Only	Narrative	9781418268619	Unit 5, Unit Opener p. T13	Lectura independiente
			Teacher Only	Activity	9781418268619	Unit 5, Unit Opener p. T13	Lectura independiente
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance	(i) generate questions about text before reading to deepen understanding with adult assistance	Student/Teacher	Narrative	9780328992225	Unit 2, Week 3, p. 113	Taller de lectura
			Student/Teacher	Activity	9780328992249	Unit 4, Week 5, p. 200	Leer juntos

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	9780328992249	Unit 4, Week 1, p. 55	Taller de lectura
			Student/Teacher	Narrative	9780328992249	Unit 4, Week 5, p. 215	Taller de lectura
			Student/Teacher	Activity	9780328992218	Unit 1, Week 3, p. 110	Leer juntos
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance	(ii) generate questions about text during reading to deepen understanding with adult assistance	Student/Teacher	Narrative	9780328992218	Unit 1, Week 2, p. 87	Taller de lectura
			Student/Teacher	Activity	9780328992225	Unit 2, Week 3, p. 107	Lectura atenta
			Student/Teacher	Narrative	9780328992225	Unit 2, Week 3, p. 113	Taller de lectura
			Student/Teacher	Narrative	9780328992249	Unit 4, Week 1, p. 55	Taller de lectura
			Student/Teacher	Activity	9780328992225	Unit 2, Week 4, p. 136	Leer juntos
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance	(iii) generate questions about text after reading to deepen understanding with adult assistance	Student/Teacher	Narrative	9780328992225	Unit 2, Week 3, p. 113	Taller de lectura
			Student/Teacher	Activity	9780328992218	Unit 1, Week 2, p. 87	Taller de lectura
			Student/Teacher	Narrative	9780328992249	Unit 4, Week 1, p. 55	Taller de lectura
			Student/Teacher	Narrative	9780328992249	Unit 4, Week 3, p. 124	Leer juntos
			Student/Teacher	Activity	9780328992249	Unit 4, Week 2, p. 78	Leer juntos
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance	(iv) generate questions about text before reading to gain information with adult assistance	Student/Teacher	Narrative	9780328992225	Unit 2, Week 3, p. 113	Taller de lectura
			Student/Teacher	Activity	9780328992225	Unit 2, Week 1, p. 26	Leer juntos
			Student/Teacher	Narrative	9780328992249	Unit 4, Week 1, p. 55	Taller de lectura
			Student/Teacher	Narrative	9780328992249	Unit 4, Week 5, p. 215	Taller de lectura
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance	(v) generate questions about text during reading to gain information with adult assistance	Student/Teacher	Narrative	9780328992218	Unit 1, Week 2, p. 87	Taller de lectura
			Student/Teacher	Activity	9780328992218	Unit 1, Week 2, p. 79	Lectura atenta
			Student/Teacher	Narrative	9780328992249	Unit 4, Week 1, p. 55	Taller de lectura
			Student/Teacher	Narrative	9780328992249	Unit 4, Week 5, p. 215	Taller de lectura
			Student/Teacher	Activity	9780328992218	Unit 1, Week 3, p. 110	Leer juntos
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance	(vi) generate questions about text after reading to gain information with adult assistance	Student/Teacher	Narrative	9780328992218	Unit 1, Week 2, p. 87	Taller de lectura
			Student/Teacher	Activity	9780328992218	Unit 1, Week 2, p. 87	Taller de lectura
			Student/Teacher	Narrative	9780328992249	Unit 4, Week 1, p. 55	Taller de lectura
			Student/Teacher	Narrative	9780328992249	Unit 4, Week 5, p. 215	Taller de lectura
			Student/Teacher	Activity	9780328992218	Unit 1, Week 3, p. 110	Leer juntos
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance	(i) make predictions using text features with adult assistance	Student/Teacher	Narrative	9780328992218	Unit 1, Week 5, p. 201	Taller de lectura
			Student/Teacher	Activity	9780328992218	Unit 1, Week 5, p. 188	Leer juntos
			Student/Teacher	Activity	9780328992218	Unit 1, Week 5, p. 191	Lectura atenta
			Student/Teacher	Activity	9780328992225	Unit 2, Week 5, p. 174	Leer juntos
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance	(ii) make predictions using characteristics of genre with adult assistance	Student/Teacher	Narrative	9780328992218	Unit 1, Week 5, p. 188	Leer juntos
			Student/Teacher	Activity	9780328992218	Unit 1, Week 5, p. 191	Lectura atenta
			Student/Teacher	Activity	9780328992256	Unit 5, Week 4, p. 144	Leer juntos
			Student/Teacher	Activity	9780328992256	Unit 5, Week 3, p. 111	Lectura atenta
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance	(iii) make predictions using structures with adult assistance	Student/Teacher	Narrative	9780328992232	Unit 3, Week 2, p. 68	Leer juntos
			Student/Teacher	Activity	9780328992232	Unit 3, Week 2, p. 68	Leer juntos
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance	(iv) correct or confirm predictions using text features with adult assistance	Student/Teacher	Narrative	9780328992218	Unit 1, Week 5, p. 201	Taller de lectura
			Student/Teacher	Activity	9780328992218	Unit 1, Week 5, p. 191	Lectura atenta
			Student/Teacher	Narrative	9780328992232	Unit 3, Week 1, p. 45	Taller de lectura
			Student/Teacher	Narrative	9780328992256	Unit 5, Week 2, p. 84	Lectura atenta
			Student/Teacher	Activity	9780328992225	Unit 2, Week 5, p. 174	Leer juntos
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance	(v) correct or confirm predictions using characteristics of genre with adult assistance	Student/Teacher	Narrative	9780328992232	Unit 3, Week 1, p. 45	Lectura atenta
			Student/Teacher	Activity	9780328992256	Unit 5, Week 2, p. 77	Lectura atenta
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance	(vi) correct or confirm predictions using structures with adult assistance	Student/Teacher	Narrative	9780328992256	Unit 5, Week 3, p. 121	Taller de lectura
			Student/Teacher	Activity	9780328992232	Unit 3, Week 2, p. 68	Leer juntos
			Student/Teacher	Activity	9780328992256	Unit 5, Week 3, p. 121	Mi turno
			Student/Teacher	Activity	9780328992256	Unit 5, Week 2, p. 77	Lectura atenta
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(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	9781418268572	Unit 1, Week 4, p. T282	Minilección
			Teacher Only	Activity	9781418268572	Unit 1, Week 4, p. T282	Mostrar y practicar
			Teacher Only	Narrative	9781418268596	Unit 3, Week 4, p. T280	Minilección
			Teacher Only	Activity	9781418268572	Unit 1, Week 4, p. T283	Aplicar
			Teacher Only	Activity	9781418268596	Unit 3, Week 4, p. T280	Mostrar y practicar
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(E) make connections to personal experiences, ideas in other texts, and society with adult assistance	(i) make connections to personal experiences with adult assistance	Student/Teacher	Narrative	9780328992232	Unit 3, Week 5, p. 203	Taller de lectura
			Student/Teacher	Activity	9780328992232	Unit 3, Week 5, p. 203	Taller de lectura
			Student/Teacher	Narrative	9780328992249	Unit 4, Week 3, p. 137	Taller de lectura
			Student/Teacher	Activity	9780328992256	Unit 5, Week 1, p. 31	Lectura atenta
			Student/Teacher	Activity	9780328992256	Unit 5, Week 1, p. 37	Lectura atenta
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(E) make connections to personal experiences, ideas in other texts, and society with adult assistance	(ii) make connections to ideas in other texts with adult assistance	Student/Teacher	Narrative	9780328992232	Unit 3, Week 3, p. 131	Taller de lectura
			Student/Teacher	Activity	9780328992225	Unit 2, Week 6, p. 219	Reflexiona sobre la unidad
			Student/Teacher	Narrative	9780328992249	Unit 4, Week 3, p. 137	Taller de lectura
			Student/Teacher	Activity	9780328992232	Unit 3, Week 3, p. 127	Lectura atenta
			Student/Teacher	Activity	9780328992232	Unit 3, Week 3, p. 131	Taller de lectura
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(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	9780328992232	Unit 3, Week 2, p. 97	Taller de lectura
			Student/Teacher	Activity	9780328992232	Unit 3, Week 2, p. 73	Lectura atenta

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	9780328992249	Unit 4, Week 3, p. 137	Taller de lectura
			Student/Teacher	Activity	9780328992232	Unit 3, Week 2, p. 85	Lectura atenta
			Student/Teacher	Activity	9780328992232	Unit 3, Week 2, p. 97	Taller de lectura
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(F) make inferences and use evidence to support understanding with adult assistance	(i) make inferences to support understanding with adult assistance	Student/Teacher	Narrative	9780328992256	Unit 5, Week 5, p. 201	Taller de lectura
			Student/Teacher	Activity	9780328992225	Unit 2, Week 5, p. 179	Lectura atenta
			Student/Teacher	Narrative	9780328992225	Unit 2, Week 2, p. 79	Taller de lectura
			Student/Teacher	Activity	9780328992225	Unit 2, Week 5, p. 187	Taller de lectura
			Student/Teacher	Activity	9780328992256	Unit 5, Week 5, p. 195	Lectura atenta
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(F) make inferences and use evidence to support understanding with adult assistance	(ii) use evidence to support understanding with adult assistance	Student/Teacher	Narrative	9780328992225	Unit 2, Week 2, p. 79	Taller de lectura
			Student/Teacher	Activity	9780328992225	Unit 2, Week 2, p. 79	Taller de lectura
			Student/Teacher	Narrative	9780328992256	Unit 5, Week 5, p. 201	Taller de lectura
			Student/Teacher	Activity	9780328992256	Unit 5, Week 5, p. 201	Taller de lectura
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(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	9780328992225	Unit 2, Week 1, p. 41	Taller de lectura
			Student/Teacher	Activity	9780328992225	Unit 2, Week 1, p. 33	Lectura atenta
			Student/Teacher	Narrative	9780328992249	Unit 4, Week 4, p. 177	Taller de lectura
			Student/Teacher	Narrative	9780328992256	Unit 5, Week 4, p. 163	Taller de lectura
			Student/Teacher	Activity	9780328992225	Unit 2, Week 1, p. 35	Lectura atenta
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			



Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(H) synthesize information to create new understanding with adult assistance	(i) synthesize information to create new understanding with adult assistance	Student/Teacher	Narrative	9780328992218	Unit 1, Week 6, p. 211	Comparar textos
			Student/Teacher	Activity	9780328992218	Unit 1, Week 6, p. 211	Comparar textos
			Student/Teacher	Narrative	9780328992249	Unit 4, Week 2, p. 101	Taller de lectura
			Student/Teacher	Activity	9780328992249	Unit 4, Week 2, p. 101	Taller de lectura
			Student/Teacher	Activity	9780328992249	Unit 4, Week 6, p. 225	Comparar textos
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down	(i) monitor comprehension	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	9781418268572	Unit 1, Week 2, p. T114	Leer
			Teacher Only	Activity	9781418268572	Unit 1, Week 2, p. T114	Estrategias para la primera lectura, Leer
			Teacher Only	Narrative	9781418268619	Unit 5, Week 1, p. T62	Minilección
			Teacher Only	Narrative	9781418268619	Unit 5, Week 5, p. T332	Leer
			Teacher Only	Activity	9781418268619	Unit 5, Week 5, p. T332	Estrategias para la primera lectura, Leer
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down	(ii) make adjustments when understanding breaks down	Student/Teacher	Narrative	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	9781418268619	Unit 5, Week 1, p. T62	Minilección
			Teacher Only	Activity	9781418268572	Unit 1, Week 2, p. T114	Estrategias para la primera lectura, Leer
			Teacher Only	Narrative	9781418268619	Unit 5, Week 5, p. T332	Leer
			Teacher Only	Activity	9781418268619	Unit 5, Week 5, p. T332	Estrategias para la primera lectura, Leer
			Teacher Only	(Drop-down selection)			
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(A) describe personal connections to a variety of sources	(i) describe personal connections to a variety of sources	Student/Teacher	Narrative	9780328992218	Unit 1, Week 4, p. 166	Leer juntos
			Student/Teacher	Activity	9780328992218	Unit 1, Week 4, p. 166	Leer juntos
			Student/Teacher	Narrative	9780328992249	Unit 4, Week 4, p. 178	Leer juntos
			Student/Teacher	Narrative	9780328992256	Unit 5, Week 1, p. 47	Leer juntos

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	9780328992249	Unit 4, Week 4, p. 178	Leer juntos
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(B) write brief comments on literary or informational texts	(i) write brief comments on literary or informational texts	Student/Teacher	Narrative	9780328992218	Unit 1, Week 2, p. 88	Responder al texto
			Student/Teacher	Activity	9780328992218	Unit 1, Week 2, p. 88	Responder al texto
			Student/Teacher	Narrative	9780328992218	Unit 1, Week 5, p. 202	Responder al texto
			Student/Teacher	Narrative	9780328992225	Unit 2, Week 5, p. 188	Responder al texto
			Student/Teacher	Activity	9780328992218	Unit 1, Week 5, p. 202	Responder al texto
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(C) use text evidence to support an appropriate response	(i) use text evidence to support an appropriate response	Student/Teacher	Narrative	9780328992218	Unit 1, Week 1, p. 41	Taller de lectura
			Student/Teacher	Activity	9780328992218	Unit 1, Week 1, p. 39	Taller de lectura
			Student/Teacher	Narrative	9780328992218	Unit 1, Week 3, p. 123	Taller de lectura
			Student/Teacher	Narrative	9780328992256	Unit 5, Week 3, p. 122	Leer juntos
			Student/Teacher	Activity	9780328992218	Unit 1, Week 1, p. 41	Taller de lectura
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(D) retell texts in ways that maintain meaning	(i) retell texts in ways that maintain meaning	Student/Teacher	Narrative	9780328992218	Unit 1, Week 1, p. 42	Volver a contar un texto
			Student/Teacher	Activity	9780328992218	Unit 1, Week 1, p. 42	Volver a contar un texto
			Student/Teacher	Narrative	9780328992232	Unit 3, Week 5, p. 204	Responder al texto
			Student/Teacher	Narrative	9780328992256	Unit 5, Week 4, p. 164	Leer juntos
			Student/Teacher	Activity	9780328992218	Unit 1, Week 3, p. 124	Responder al texto
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(E) interact with sources in meaningful ways such as illustrating or writing	(i) interact with sources in meaningful ways	Student/Teacher	Narrative	9780328992249	Unit 4, Week 4, p. 147	Mi turno

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9780328992249	Unit 4, Week 4, p. 174	Mi turno
			Student/Teacher	Narrative	9780328992256	Unit 5, Week 3, p. 94	Mi turno
			Student/Teacher	Narrative	9780328992218	Unit 1, Week 6, p. 230	Ampliar la investigación
			Student/Teacher	Activity	9780328992218	Unit 1, Week 6, p. 229	Proyecto de indagación
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(F) respond using newly acquired vocabulary as appropriate	(i) respond using newly acquired vocabulary as appropriate	Student/Teacher	Narrative	9780328992218	Unit 1, Week 4, p. 167	Puente entre lectura y escritura
			Student/Teacher	Activity	9780328992218	Unit 1, Week 1, p. 38	Vocabulario
			Student/Teacher	Narrative	9780328992218	Unit 1, Week 5, p. 203	Puente entre lectura y escritura
			Student/Teacher	Narrative	9780328992218	Unit 1, Week 6, p. 225	Proyecto de indagación
			Student/Teacher	Activity	9780328992218	Unit 1, Week 2, p. 84	Vocabulario
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(A) discuss topics and determine theme using text evidence with adult assistance	(i) discuss topics with adult assistance	Student/Teacher	Narrative	9780328992249	Unit 4, Week 3, p. 122	Género
			Student/Teacher	Activity	9780328992249	Unit 4, Week 3, p. 136	Lectura atenta
			Student/Teacher	Narrative	9780328992256	Unit 5, Week 4, p. 162	Lectura atenta
			Student/Teacher	Narrative	9780328992256	Unit 5, Week 4, p. 163	Taller de lectura
			Student/Teacher	Activity	9780328992256	Unit 5, Week 4, p. 163	Taller de lectura
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(A) discuss topics and determine theme using text evidence with adult assistance	(ii) determine theme using text evidence with adult assistance	Student/Teacher	Narrative	9780328992249	Unit 4, Week 3, p. 136	Lectura atenta
			Student/Teacher	Activity	9780328992249	Unit 4, Week 3, p. 127	Lectura atenta
			Student/Teacher	Narrative	9780328992256	Unit 5, Week 4, p. 162	Lectura atenta
			Student/Teacher	Narrative	9780328992256	Unit 5, Week 4, p. 163	Taller de lectura
			Student/Teacher	Activity	9780328992249	Unit 4, Week 3, p. 136	Lectura atenta
			Teacher Only	Narrative			
			Teacher Only	Activity			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
<p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p>	<p>(B) describe the main character(s) and the reason(s) for their actions</p>	<p>(i) describe the main character(s)</p>	Student/Teacher	Narrative	9780328992218	Unit 1, Week 1, p. 40	Género
			Student/Teacher	Activity	9780328992218	Unit 1, Week 1, p. 24	Género
			Student/Teacher	Narrative	9780328992218	Unit 1, Week 4, p. 164	Lectura atenta
			Student/Teacher	Activity	9780328992218	Unit 1, Week 1, p. 35	Lectura atenta
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
<p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p>	<p>(B) describe the main character(s) and the reason(s) for their actions</p>	<p>(ii) describe the reason(s) for their actions</p>	Student/Teacher	Narrative	9780328992218	Unit 1, Week 1, p. 24	Género
			Student/Teacher	Activity	9780328992218	Unit 1, Week 1, p. 24	Género
			Student/Teacher	Narrative	9780328992218	Unit 1, Week 4, p. 144	Género
			Student/Teacher	Activity	9780328992218	Unit 1, Week 1, p. 40	Lectura atenta
			Student/Teacher	Activity	9780328992218	Unit 1, Week 4, p. 144	Género
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
<p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p>	<p>(C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently</p>	<p>(i) describe plot elements, including the main events, for texts read aloud</p>	Student/Teacher	Narrative	9780328992232	Unit 3, Week 1, p. 44	Lectura atenta
			Student/Teacher	Activity	9780328992232	Unit 3, Week 1, p. 37	Lectura atenta
			Student/Teacher	Narrative	9780328992232	Unit 3, Week 4, p. 166	Lectura atenta
			Student/Teacher	Activity	9780328992232	Unit 3, Week 4, p. 161	Lectura atenta
			Student/Teacher	Activity	9780328992232	Unit 3, Week 4, p. 166	Lectura atenta
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs	
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently	(ii) describe plot elements, including the problem, for texts read aloud	Student/Teacher	Narrative	9780328992232	Unit 3, Week 1, p. 44	Lectura atenta	
			Student/Teacher	Activity	9780328992232	Unit 3, Week 1, p. 37	Lectura atenta	
			Student/Teacher	(Drop-down selection)				
			Student/Teacher	(Drop-down selection)				
			Student/Teacher	(Drop-down selection)				
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	(Drop-down selection)				
			Teacher Only	(Drop-down selection)				
			Teacher Only	(Drop-down selection)				
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently	(iii) describe plot elements, including the resolution, for texts read aloud	Student/Teacher	Narrative	9780328992232	Unit 3, Week 1, p. 44	Lectura atenta	
			Student/Teacher	Activity	9780328992232	Unit 3, Week 1, p. 41	Lectura atenta	
			Student/Teacher	Activity	9780328992232	Unit 3, Week 1, p. 44	Lectura atenta	
			Student/Teacher	(Drop-down selection)				
			Student/Teacher	(Drop-down selection)				
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	(Drop-down selection)				
			Teacher Only	(Drop-down selection)				
			Teacher Only	(Drop-down selection)				
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently	(iv) describe plot elements, including the main events, for texts read independently	Student/Teacher	Narrative	9780328992232	Unit 3, Week 1, p. 44	Lectura atenta	
			Student/Teacher	Activity	9780328992232	Unit 3, Week 1, p. 44	Lectura atenta	
			Student/Teacher	Narrative	9780328992232	Unit 3, Week 4, p. 166	Lectura atenta	
			Student/Teacher	(Drop-down selection)				
			Student/Teacher	(Drop-down selection)				
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	(Drop-down selection)				
			Teacher Only	(Drop-down selection)				
			Teacher Only	(Drop-down selection)				
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently	(v) describe plot elements, including the problem, for texts read independently	Student/Teacher	Narrative	9780328992232	Unit 3, Week 1, p. 44	Lectura atenta	
			Student/Teacher	Activity	9780328992232	Unit 3, Week 1, p. 44	Lectura atenta	
			Student/Teacher	Activity	9780328992232	Unit 3, Week 1, p. 37	Lectura atenta	
			Student/Teacher	(Drop-down selection)				
			Student/Teacher	(Drop-down selection)				
			Student/Teacher	(Drop-down selection)				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently	(vi) describe plot elements, including the resolution, for texts read independently	Student/Teacher	Narrative	9780328992232	Unit 3, Week 1, p. 44	Lectura atenta
			Student/Teacher	Activity	9780328992232	Unit 3, Week 1, p. 44	Lectura atenta
			Student/Teacher	Activity	9780328992232	Unit 3, Week 1, p. 41	Lectura atenta
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(D) describe the setting	(i) describe the setting	Student/Teacher	Narrative	9780328992218	Unit 1, Week 2, p. 62	Ficción realista: primer párrafo, Cartel de referencia
			Student/Teacher	Activity	9780328992218	Unit 1, Week 2, p. 77	Lectura atenta
			Student/Teacher	Narrative	9780328992218	Unit 1, Week 2, p. 86	Lectura atenta
			Student/Teacher	Narrative	9780328992232	Unit 3, Week 4, p. 166	Lectura atenta
			Student/Teacher	Activity	9780328992218	Unit 1, Week 2, p. 86	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes	(i) demonstrate knowledge of distinguishing characteristics of well-known children's literature	Student/Teacher	Narrative	9780328992232	Unit 3, Week 1, p. 24	Género
			Student/Teacher	Activity	9780328992232	Unit 3, Week 1, p. 24	Género
			Student/Teacher	Narrative	9780328992232	Unit 3, Week 2, p. 66	Género
			Student/Teacher	Narrative	9780328992232	Unit 3, Week 4, p. 152	Género
			Student/Teacher	Activity	9780328992232	Unit 3, Week 2, p. 66	Género
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems	(i) discuss rhyme in a variety of poems	Student/Teacher	Narrative	9780328992225	Unit 2, Week 4, p. 134	Género
			Student/Teacher	Activity	9780328992225	Unit 2, Week 4, p. 134	Género
			Student/Teacher	Narrative	9780328992225	Unit 2, Week 4, p. 150	Lectura atenta
			Student/Teacher	Activity	9780328992225	Unit 2, Week 4, p. 139	Lectura atenta
			Student/Teacher	Activity	9780328992225	Unit 2, Week 4, p. 150	Lectura atenta
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems	(ii) discuss rhythm in a variety of poems	Student/Teacher	Narrative	9780328992225	Unit 2, Week 4, p. 134	Género
			Student/Teacher	Activity	9780328992225	Unit 2, Week 4, p. 134	Género
			Student/Teacher	Narrative	9780328992225	Unit 2, Week 4, p. 150	Lectura atenta
			Student/Teacher	Activity	9780328992225	Unit 2, Week 4, p. 150	Lectura atenta
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems	(iii) discuss repetition in a variety of poems	Student/Teacher	Narrative	9780328992232	Unit 3, Week 3, p. 130	Lectura atenta
			Student/Teacher	Activity	9780328992225	Unit 2, Week 4, p. 143	Lectura atenta
			Student/Teacher	Activity	9780328992225	Unit 2, Week 4, p. 147	Lectura atenta
			Student/Teacher	Activity	9780328992232	Unit 3, Week 3, p. 130	Lectura atenta
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems	(iv) discuss alliteration in a variety of poems	Student/Teacher	Narrative	9780328992232	Unit 3, Week 3, p. 130	Lectura atenta

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	9780328992232	Unit 3, Week 3, p. 125	Lectura atenta
			Student/Teacher	Activity	9780328992232	Unit 3, Week 3, p. 130	Lectura atenta
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(C) discuss elements of drama such as characters and setting	(i) discuss elements of drama	Student/Teacher	Narrative	9780328992225	Unit 2, Week 5, p. 172	Género
			Student/Teacher	Activity	9780328992225	Unit 2, Week 5, p. 172	Género
			Student/Teacher	Narrative	9780328992225	Unit 2, Week 5, p. 186	Lectura atenta
			Student/Teacher	Activity	9780328992225	Unit 2, Week 5, p. 177	Lectura atenta
			Student/Teacher	Activity	9780328992225	Unit 2, Week 5, p. 181	Lectura atenta
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance; (ii) features and simple graphics to locate or gain information; and (iii) organizational patterns such as chronological order and description with adult assistance	(i) recognize characteristics of informational text, including the central idea with adult assistance	Student/Teacher	Narrative	9780328992218	Unit 1, Week 6, p. 226	Explorar y planificar
			Student/Teacher	Activity	9780328992218	Unit 1, Week 6, p. 226	Explorar y planificar
			Student/Teacher	Narrative	9780328992218	Unit 1, Week 6, p. 228	Colaborar y comentar
			Student/Teacher	Narrative	9780328992225	Unit 2, Week 1, p. 40	Lectura atenta
			Student/Teacher	Activity	9780328992225	Unit 2, Week 1, p. 29	Lectura atenta
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance; (ii) features and simple graphics to locate or gain information; and (iii) organizational patterns such as chronological order and description with adult assistance	(ii) recognize characteristics of informational text, including supporting evidence with adult assistance	Student/Teacher	Narrative	9780328992218	Unit 1, Week 3, p. 122	Lectura atenta



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	9780328992218	Unit 1, Week 3, p. 117	Lectura atenta
			Student/Teacher	Narrative	9780328992218	Unit 1, Week 5, p. 200	Lectura atenta
			Student/Teacher	Narrative	9780328992218	Unit 1, Week 3, p. 123	Taller de lectura
			Student/Teacher	Activity	9780328992218	Unit 1, Week 3, p. 122	Lectura atenta
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance; (ii) features and simple graphics to locate or gain information; and (iii) organizational patterns such as chronological order and description with adult assistance	(iii) recognize characteristics of informational text, including features to locate or gain information	Student/Teacher	Narrative	9780328992218	Unit 1, Week 3, p. 108	Género
			Student/Teacher	Activity	9780328992218	Unit 1, Week 3, p. 108	Género
			Student/Teacher	Narrative	9780328992218	Unit 1, Week 3, p. 122	Lectura atenta
			Student/Teacher	Narrative	9780328992249	Unit 4, Week 4, p. 158	Género
			Student/Teacher	Activity	9780328992218	Unit 1, Week 3, p. 122	Lectura atenta
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance; (ii) features and simple graphics to locate or gain information; and (iii) organizational patterns such as chronological order and description with adult assistance	(iv) recognize characteristics of informational text, including simple graphics to locate or gain information	Student/Teacher	Narrative	9780328992218	Unit 1, Week 5, p. 200	Lectura atenta
			Student/Teacher	Activity	9780328992218	Unit 1, Week 5, p. 193	Lectura atenta
			Student/Teacher	Narrative	9780328992256	Unit 5, Week 2, p. 84	Lectura atenta
			Student/Teacher	Narrative	9780328992256	Unit 5, Week 4, p. 185	Género
			Student/Teacher	Activity	9780328992218	Unit 1, Week 5, p. 195	Lectura atenta
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance; (ii) features and simple graphics to locate or gain information; and (iii) organizational patterns such as chronological order and description with adult assistance	(v) recognize characteristics of informational text, including organizational patterns with adult assistance	Student/Teacher	Narrative	9780328992225	Unit 2, Week 2, p. 62	Género
			Student/Teacher	Activity	9780328992225	Unit 2, Week 2, p. 67	Lectura atenta
			Student/Teacher	Narrative	9780328992256	Unit 5, Week 1, p. 25	Género
			Student/Teacher	Narrative	9780328992256	Unit 5, Week 1, p. 46	Lectura atenta
			Student/Teacher	Activity	9780328992225	Unit 2, Week 2, p. 69	Lectura atenta
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance; (ii) features and simple graphics to locate or gain information; and (iii) organizational patterns such as chronological order and description with adult assistance	(vi) recognize structures of informational text, including the central idea with adult assistance	Student/Teacher	Narrative	9780328992218	Unit 1, Week 6, p. 226	Explorar y planificar
			Student/Teacher	Activity	9780328992218	Unit 1, Week 6, p. 226	Explorar y planificar
			Student/Teacher	Narrative	9780328992218	Unit 1, Week 6, p. 228	Colaborar y comentar
			Student/Teacher	Narrative	9780328992249	Unit 4, Week 4, p. 158	Género
			Student/Teacher	Activity	9780328992249	Unit 4, Week 4, p. 158	Género
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance; (ii) features and simple graphics to locate or gain information; and (iii) organizational patterns such as chronological order and description with adult assistance	(vii) recognize structures of informational text, including supporting evidence with adult assistance	Student/Teacher	Narrative	9780328992218	Unit 1, Week 6, p. 228	Colaborar y comentar
			Student/Teacher	Activity	9780328992225	Unit 2, Week 1, p. 41	Taller de lectura
			Student/Teacher	Narrative	9780328992225	Unit 2, Week 1, p. 41	Taller de lectura
			Student/Teacher	Narrative	9780328992249	Unit 4, Week 4, p. 158	Género
			Student/Teacher	Activity	9780328992225	Unit 2, Week 1, p. 41	Taller de lectura

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9780328992249	Unit 4, Week 4, p. 158	Género
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance; (ii) features and simple graphics to locate or gain information; and (iii) organizational patterns such as chronological order and description with adult assistance	(viii) recognize structures of informational text, including features to locate or gain information	Student/Teacher	Narrative	9780328992218	Unit 1, Week 3, p. 108	Género
			Student/Teacher	Activity	9780328992218	Unit 1, Week 3, p. 108	Género
			Student/Teacher	Narrative	9780328992249	Unit 4, Week 4, p. 158	Género
			Student/Teacher	Activity	9780328992218	Unit 1, Week 3, p. 117	Lectura atenta
			Student/Teacher	Activity	9780328992249	Unit 4, Week 4, p. 158	Género
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance; (ii) features and simple graphics to locate or gain information; and (iii) organizational patterns such as chronological order and description with adult assistance	(ix) recognize structures of informational text, including simple graphics to locate or gain information	Student/Teacher	Narrative	9780328992256	Unit 5, Week 2, p. 68	Género
			Student/Teacher	Activity	9780328992218	Unit 1, Week 3, p. 113	Lectura atenta
			Student/Teacher	Narrative	9780328992256	Unit 5, Week 2, p. 84	Lectura atenta
			Student/Teacher	Narrative	9780328992256	Unit 5, Week 5, p. 184	Género
			Student/Teacher	Activity	9780328992256	Unit 5, Week 2, p. 68	Género
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance; (ii) features and simple graphics to locate or gain information; and (iii) organizational patterns such as chronological order and description with adult assistance	(x) recognize structures of informational text, including organizational patterns with adult assistance	Student/Teacher	Narrative	9780328992225	Unit 2, Week 2, p. 62	Género
			Student/Teacher	Activity	9780328992225	Unit 2, Week 2, p. 78	Lectura atenta
			Student/Teacher	Narrative	9780328992225	Unit 2, Week 2, p. 78	Lectura atenta
			Student/Teacher	Narrative	9780328992249	Unit 4, Week 2, p. 76	Género
			Student/Teacher	Activity	9780328992249	Unit 4, Week 2, p. 91	Lectura atenta
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(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	9780328992225	Unit 2, Week 6, p. 212	Explorar y planificar
			Student/Teacher	Activity	9780328992232	Unit 3, Week 5, p. 188	Género
			Student/Teacher	Narrative	9780328992225	Unit 2, Week 6, p. 214	Colaborar y comentar
			Student/Teacher	Narrative	9780328992232	Unit 3, Week 5, p. 188	Género
			Student/Teacher	Activity	9780328992256	Unit 5, Week 3, p. 106	Género
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(E) recognize characteristics 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	9780328992225	Unit 2, Week 6, p. 212	Explorar y planificar
			Student/Teacher	Activity	9780328992225	Unit 2, Week 6, p. 212	Explorar y planificar
			Student/Teacher	Narrative	9780328992232	Unit 3, Week 5, p. 202	Lectura atenta
			Student/Teacher	Narrative	9780328992232	Unit 3, Week 6, p. 228	Explorar y planificar
			Student/Teacher	Activity	9780328992232	Unit 3, Week 5, p. 195	Lectura atenta
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(F) recognize characteristics of multimodal and digital texts	(i) recognize characteristics of multimodal texts	Student/Teacher	Narrative	9780328992232	Unit 3, Week 6, p. 229	Proyecto de indagación
			Student/Teacher	Activity	9780328992232	Unit 3, Week 6, p. 229	Proyecto de indagación
			Student/Teacher	Narrative	9780328992256	Unit 5, Week 2, p. 56	Presentación de la semana
			Student/Teacher	Activity	9780328992256	Unit 5, Week 2, p. 57	Presentación de la semana
			Teacher Only	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(F) recognize characteristics of multimodal and digital texts	(ii) recognize characteristics of digital texts	Student/Teacher	Narrative	9780328992225	Unit 2, Week 6, p. 215	Proyecto de indagación
			Student/Teacher	Activity	9780328992225	Unit 2, Week 6, p. 215	Proyecto de indagación
			Student/Teacher	Narrative	9780328992256	Unit 5, Week 2, p. 57	Presentación de la semana
			Student/Teacher	Activity	9780328992232	Unit 3, Week 1, p. 13	Presentación de la semana
			Student/Teacher	Activity	9780328992249	Unit 4, Week 2, p. 65	Presentación de la semana
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(A) discuss the author's purpose for writing text	(i) discuss the author's purpose for writing text	Student/Teacher	Narrative	9780328992225	Unit 2, Week 3, p. 100	Género
			Student/Teacher	Activity	9780328992225	Unit 2, Week 3, p. 100	Género
			Student/Teacher	Narrative	9780328992225	Unit 2, Week 3, p. 112	Lectura atenta
			Student/Teacher	Narrative	9780328992232	Unit 3, Week 2, p. 96	Lectura atenta
			Student/Teacher	Activity	9780328992225	Unit 2, Week 3, p. 112	Lectura atenta
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
Teacher Only	(Drop-down selection)						
Teacher Only	(Drop-down selection)						

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(B) discuss how the use of text structure contributes to the author's purpose	(i) discuss how the use of text structure contributes to the author's purpose	Student/Teacher	Narrative	9780328992225	Unit 2, Week 3, p. 116	Técnica del autor
			Student/Teacher	Activity	9780328992225	Unit 2, Week 3, p. 116	Técnica del autor
			Student/Teacher	Narrative	9780328992256	Unit 5, Week 1, p. 46	Lectura atenta
			Student/Teacher	Narrative	9780328992256	Unit 5, Week 1, p. 50	Técnica del autor
			Student/Teacher	Activity	9780328992256	Unit 5, Week 1, p. 46	Lectura atenta
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(C) 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	9780328992218	Unit 1, Week 3, p. 126	Lectura atenta
			Student/Teacher	Activity	9780328992218	Unit 1, Week 3, p. 115	Lectura atenta
			Student/Teacher	Narrative	9780328992249	Unit 4, Week 4, p. 180	Técnica del autor
			Student/Teacher	Activity	9780328992218	Unit 1, Week 3, p. 126	Lectura atenta
			Student/Teacher	Activity	9780328992249	Unit 4, Week 4, p. 180	Técnica del autor
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(C) 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	9780328992249	Unit 4, Week 2, p. 104	Técnica del autor
			Student/Teacher	Activity	9780328992249	Unit 4, Week 2, p. 104	Técnica del autor
			Student/Teacher	Narrative	9780328992256	Unit 5, Week 2, p. 88	Técnica del autor
			Student/Teacher	Narrative	9780328992256	Unit 5, Week 5, p. 204	Técnica del autor
			Student/Teacher	Activity	9780328992256	Unit 5, Week 2, p. 88	Técnica del autor
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(D) discuss how the author uses words that help the reader visualize	(i) discuss how the author uses words that help the reader visualize	Student/Teacher	Narrative	9780328992218	Unit 1, Week 4, p. 168	Técnica del autor
			Student/Teacher	Activity	9780328992218	Unit 1, Week 4, p. 168	Mi turno
			Student/Teacher	Narrative	9780328992225	Unit 2, Week 1, p. 44	Técnica del autor
			Student/Teacher	Narrative	9780328992225	Unit 2, Week 4, p. 154	Técnica del autor
			Student/Teacher	Activity	9780328992225	Unit 2, Week 1, p. 44	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(E) listen to and experience first- and third-person texts	(i) listen to first-person texts	Student/Teacher	Narrative	9780328992218	Unit 1, Week 1, p. 26	Leer
			Student/Teacher	Activity	9780328992218	Unit 1, Week 1, p. 44	Mi turno
			Student/Teacher	Narrative	9780328992249	Unit 4, Week 3, p. 140	Técnica del autor
			Student/Teacher	Activity	9780328992249	Unit 4, Week 3, p. 140	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(E) listen to and experience first- and third-person texts	(ii) listen to third-person texts	Student/Teacher	Narrative	9780328992232	Unit 3, Week 1, p. 48	Técnica del autor
			Student/Teacher	Activity	9780328992232	Unit 3, Week 1, p. 48	Mi turno
			Student/Teacher	Narrative	9780328992249	Unit 4, Week 5, p. 218	Técnica del autor
			Student/Teacher	Activity	9780328992249	Unit 4, Week 5, p. 218	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(E) listen to and experience first- and third-person texts	(iii) experience first-person texts	Student/Teacher	Narrative	9780328992218	Unit 1, Week 1, p. 26	Leer
			Student/Teacher	Activity	9780328992218	Unit 1, Week 1, p. 44	Mi turno
			Student/Teacher	Narrative	9780328992249	Unit 4, Week 3, p. 140	Técnica del autor
			Student/Teacher	Activity	9780328992249	Unit 4, Week 3, p. 140	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(E) listen to and experience first- and third-person texts	(iv) experience third-person texts	Student/Teacher	Narrative	9780328992232	Unit 3, Week 1, p. 48	Técnica del autor
			Student/Teacher	Activity	9780328992232	Unit 3, Week 1, p. 48	Mi turno
			Student/Teacher	Narrative	9780328992249	Unit 4, Week 5, p. 218	Técnica del autor
			Student/Teacher	Activity	9780328992249	Unit 4, Week 5, p. 218	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(A) plan a first draft by generating ideas for writing such as by drawing and brainstorming	(i) plan a first draft by generating ideas for writing	Student/Teacher	Narrative	9780328992225	Unit 2, Week 1, p. 48	Libro informativo
			Student/Teacher	Activity	9780328992225	Unit 2, Week 1, p. 48	Libro informativo
			Student/Teacher	Narrative	9780328992232	Unit 3, Week 1, p. 52	Poesía
			Student/Teacher	Narrative	9780328992249	Unit 4, Week 1, p. 62	Narración personal
			Student/Teacher	Activity	9780328992225	Unit 2, Week 1, p. 49	Taller de escritura
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			



Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(B) develop drafts in oral, pictorial, or written form by: (i) organizing with structure; and (ii) developing an idea with specific and relevant details	(i) develop drafts in oral, pictorial, or written form by organizing with structure	Student/Teacher	Narrative	9780328992225	Unit 2, Week 3, p. 119	Taller de escritura
			Student/Teacher	Activity	9780328992225	Unit 2, Week 3, p. 119	Taller de escritura
			Student/Teacher	Narrative	9780328992225	Unit 2, Week 3, p. 121	Taller de escritura
			Student/Teacher	Narrative	9780328992256	Unit 5, Week 3, p. 127	Taller de escritura: Mi turno, last
			Student/Teacher	Activity	9780328992225	Unit 2, Week 3, p. 121	Taller de escritura
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(B) develop drafts in oral, pictorial, or written form by: (i) organizing with structure; and (ii) developing an idea with specific and relevant details	(ii) develop drafts in oral, pictorial, or written form by developing an idea with specific details	Student/Teacher	Narrative	9780328992225	Unit 2, Week 2, p. 86	Libro informativo
			Student/Teacher	Activity	9780328992225	Unit 2, Week 2, p. 86	Libro informativo
			Student/Teacher	Narrative	9780328992225	Unit 2, Week 2, p. 87	Taller de escritura
			Student/Teacher	Narrative	9780328992249	Unit 4, Week 2, p. 109	Taller de escritura
			Student/Teacher	Activity	9780328992225	Unit 2, Week 2, p. 87	Taller de escritura
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(B) develop drafts in oral, pictorial, or written form by: (i) organizing with structure; and (ii) developing an idea with specific and relevant details	(iii) develop drafts in oral, pictorial, or written form by developing an idea with relevant details	Student/Teacher	Narrative	9780328992218	Unit 1, Week 6, p. 230	Ampliar la investigación
			Student/Teacher	Activity	9780328992218	Unit 1, Week 6, p. 230	Ampliar la investigación
			Student/Teacher	Narrative	9780328992249	Unit 4, Week 2, p. 109	Taller de escritura
			Student/Teacher	Narrative	9780328992256	Unit 5, Week 2, p. 92	Libro sobre cómo hacer algo: Mi turno, first and second
			Student/Teacher	Activity	9780328992249	Unit 4, Week 2, p. 109	Taller de escritura
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(C) revise drafts by adding details in pictures or words	(i) revise drafts by adding details in pictures or words	Student/Teacher	Narrative	9780328992218	Unit 1, Week 4, p. 172	Presentar el taller de escritura
			Student/Teacher	Activity	9780328992218	Unit 1, Week 4, p. 172	Presentar el taller de escritura

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Narrative	9780328992225	Unit 2, Week 3, p. 120	Libro informativo
			Student/Teacher	Narrative	9780328992249	Unit 4, Week 3, p. 144	Narración personal: Mi turno, first and second
			Student/Teacher	Activity	9780328992225	Unit 2, Week 3, p. 120	Libro informativo
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard Spanish conventions, including: (i) complete sentences with subject-verb agreement; (ii) past and present verb tense, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including articles; (v) adverbs that convey time; (vi) prepositions; (vii) pronouns, including the use of personal and possessive pronouns, and the difference in the use of formal pronoun usted and informal pronoun tú; (viii) capitalization for the beginning of sentences; (ix) punctuation marks at the end of declarative sentences and at the beginning and end of exclamatory and interrogative sentences; and (x) correct spelling of words with grade-appropriate orthographic patterns and rules with adult assistance	(i) edit drafts using standard Spanish conventions, including complete sentences with subject-verb agreement	Student/Teacher	Narrative	9780328992218	Unit 1, Week 3, p. 128	Lenguaje y normas
			Student/Teacher	Activity	9780328992218	Unit 1, Week 3, p. 128	Lenguaje y normas
			Student/Teacher	Narrative	9780328992218	Unit 1, Week 5, p. 206	Lenguaje y normas
			Student/Teacher	Narrative	9780328992232	Unit 3, Week 5, p. 210	Poesía
			Student/Teacher	Activity	9780328992218	Unit 1, Week 5, p. 206	Lenguaje y normas
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:                      (i) complete sentences with subject-verb agreement;                      (ii) past and present verb tense, including the difference between ser and estar;                      (iii) singular, plural, common, and proper nouns, including gender-specific articles;                      (iv) adjectives, including articles;                      (v) adverbs that convey time;                      (vi) prepositions;                      (vii) pronouns, including the use of personal and possessive pronouns, and the difference in the use of formal pronoun usted and informal pronoun tú;                      (viii) capitalization for the beginning of sentences;                      (ix) punctuation marks at the end of declarative sentences and at the beginning and end of exclamatory and interrogative sentences; and                      (x) correct spelling of words with grade-appropriate orthographic patterns and rules with adult assistance</p>	<p>(ii) edit drafts using standard Spanish conventions, including past verb tense, including the difference between ser and estar</p>	Student/Teacher	Narrative	9780328992249	Unit 4, Week 1, p. 60	Lenguaje y normas
			Student/Teacher	Activity	9780328992249	Unit 4, Week 1, p. 60	Lenguaje y normas
			Student/Teacher	Narrative	9780328992249	Unit 4, Week 2, p. 106	Lenguaje y normas
			Student/Teacher	Narrative	9780328992249	Unit 4, Week 4, p. 185	Taller de escritura
			Student/Teacher	Activity	9780328992249	Unit 4, Week 2, p. 106	Lenguaje y normas
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:                      (i) complete sentences with subject-verb agreement;                      (ii) past and present verb tense, including the difference between ser and estar;                      (iii) singular, plural, common, and proper nouns, including gender-specific articles;                      (iv) adjectives, including articles;                      (v) adverbs that convey time;                      (vi) prepositions;                      (vii) pronouns, including the use of personal and possessive pronouns, and the difference in the use of formal pronoun usted and informal pronoun tú;                      (viii) capitalization for the beginning of sentences;                      (ix) punctuation marks at the end of declarative sentences and at the beginning and end of exclamatory and interrogative sentences; and                      (x) correct spelling of words with grade-appropriate orthographic patterns and rules with adult assistance</p>	<p>(iii) edit drafts using standard Spanish conventions, including present verb tense, including the difference between ser and estar</p>	Student/Teacher	Narrative	9780328992218	Unit 1, Week 5, p. 206	Lenguaje y normas
			Student/Teacher	Activity	9780328992218	Unit 1, Week 5, p. 206	Lenguaje y normas
			Student/Teacher	Narrative	9780328992249	Unit 4, Week 1, p. 60	Lenguaje y normas
			Student/Teacher	Narrative	9780328992249	Unit 4, Week 4, p. 182	Lenguaje y normas
			Student/Teacher	Activity	9780328992249	Unit 4, Week 1, p. 60	Lenguaje y normas
			Teacher Only	Narrative			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard Spanish conventions, including: (i) complete sentences with subject-verb agreement; (ii) past and present verb tense, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including articles; (v) adverbs that convey time; (vi) prepositions; (vii) pronouns, including the use of personal and possessive pronouns, and the difference in the use of formal pronoun usted and informal pronoun tú; (viii) capitalization for the beginning of sentences; (ix) punctuation marks at the end of declarative sentences and at the beginning and end of exclamatory and interrogative sentences; and (x) correct spelling of words with grade-appropriate orthographic patterns and rules with adult assistance	(iv) edit drafts using standard Spanish conventions, including singular nouns, including gender-specific articles	Student/Teacher	Narrative	9780328992218	Unit 1, Week 5, p. 206	Lenguaje y normas
			Student/Teacher	Activity	9780328992218	Unit 1, Week 5, p. 206	Lenguaje y normas
			Student/Teacher	Narrative	9780328992232	Unit 3, Week 1, p. 50	Lenguaje y normas
			Student/Teacher	Narrative	9780328992232	Unit 3, Week 5, p. 209	Taller de escritura
			Student/Teacher	Activity	9780328992218	Unit 1, Week 6, p. 231	Proyecto de indagación
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard Spanish conventions, including: (i) complete sentences with subject-verb agreement; (ii) past and present verb tense, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including articles; (v) adverbs that convey time; (vi) prepositions; (vii) pronouns, including the use of personal and possessive pronouns, and the difference in the use of formal pronoun usted and informal pronoun tú; (viii) capitalization for the beginning of sentences; (ix) punctuation marks at the end of declarative sentences and at the beginning and end of exclamatory and interrogative sentences; and (x) correct spelling of words with grade-appropriate orthographic patterns and rules with adult assistance	(v) edit drafts using standard Spanish conventions, including plural nouns, including gender-specific articles	Student/Teacher	Narrative	9780328992218	Unit 1, Week 5, p. 206	Lenguaje y normas
			Student/Teacher	Activity	9780328992218	Unit 1, Week 5, p. 206	Lenguaje y normas
			Student/Teacher	Narrative	9780328992232	Unit 3, Week 1, p. 50	Lenguaje y normas

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	9780328992232	Unit 3, Week 5, p. 209	Taller de escritura
			Student/Teacher	Activity	9780328992218	Unit 1, Week 6, p. 231	Proyecto de indagación
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard Spanish conventions, including: (i) complete sentences with subject-verb agreement; (ii) past and present verb tense, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including articles; (v) adverbs that convey time; (vi) prepositions; (vii) pronouns, including the use of personal and possessive pronouns, and the difference in the use of formal pronoun usted and informal pronoun tú; (viii) capitalization for the beginning of sentences; (ix) punctuation marks at the end of declarative sentences and at the beginning and end of exclamatory and interrogative sentences; and (x) correct spelling of words with grade-appropriate orthographic patterns and rules with adult assistance	(vi) edit drafts using standard Spanish conventions, including common nouns, including gender-specific articles	Student/Teacher	Narrative	9780328992218	Unit 1, Week 4, p. 170	Lenguaje y normas
			Student/Teacher	Activity	9780328992218	Unit 1, Week 4, p. 170	Lenguaje y normas
			Student/Teacher	Narrative	9780328992218	Unit 1, Week 5, p. 206	Lenguaje y normas
			Student/Teacher	Narrative	9780328992232	Unit 3, Week 2, p. 102	Lenguaje y normas
			Student/Teacher	Activity	9780328992218	Unit 1, Week 5, p. 206	Lenguaje y normas
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard Spanish conventions, including: (i) complete sentences with subject-verb agreement; (ii) past and present verb tense, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including articles; (v) adverbs that convey time; (vi) prepositions; (vii) pronouns, including the use of personal and possessive pronouns, and the difference in the use of formal pronoun usted and informal pronoun tú; (viii) capitalization for the beginning of sentences; (ix) punctuation marks at the end of declarative sentences and at the beginning and end of exclamatory and interrogative sentences; and (x) correct spelling of words with grade-appropriate orthographic patterns and rules with adult assistance	(vii) edit drafts using standard Spanish conventions, including proper nouns including gender-specific articles	Student/Teacher	Narrative	9780328992225	Unit 2, Week 4, p. 157	Taller de escritura: Mi Turno, first and second

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	9780328992225	Unit 2, Week 4, p. 157	Taller de escritura
			Student/Teacher	Narrative	9780328992232	Unit 3, Week 2, p. 102	Lenguaje y normas
			Student/Teacher	Narrative	9780328992232	Unit 3, Week 5, p. 208	Lenguaje y normas
			Student/Teacher	Activity	9780328992232	Unit 3, Week 2, p. 102	Lenguaje y normas
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard Spanish conventions, including: (i) complete sentences with subject-verb agreement; (ii) past and present verb tense, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including articles; (v) adverbs that convey time; (vi) prepositions; (vii) pronouns, including the use of personal and possessive pronouns, and the difference in the use of formal pronoun usted and informal pronoun tú; (viii) capitalization for the beginning of sentences; (ix) punctuation marks at the end of declarative sentences and at the beginning and end of exclamatory and interrogative sentences; and (x) correct spelling of words with grade-appropriate orthographic patterns and rules with adult assistance	(viii) edit drafts using standard Spanish conventions, including adjectives, including articles	Student/Teacher	Narrative	9780328992218	Unit 1, Week 4, p. 170	Lenguaje y normas
			Student/Teacher	Activity	9780328992218	Unit 1, Week 4, p. 170	Lenguaje y normas
			Student/Teacher	Narrative	9780328992249	Unit 4, Week 5, p. 222	Narración personal
			Student/Teacher	Activity	9780328992218	Unit 1, Week 6, p. 231	Proyecto de indagación
			Student/Teacher	Activity	9780328992249	Unit 4, Week 5, p. 222	Narración personal: Mi Turno, first and second
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard Spanish conventions, including: (i) complete sentences with subject-verb agreement; (ii) past and present verb tense, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including articles; (v) adverbs that convey time; (vi) prepositions; (vii) pronouns, including the use of personal and possessive pronouns, and the difference in the use of formal pronoun usted and informal pronoun tú; (viii) capitalization for the beginning of sentences; (ix) punctuation marks at the end of declarative sentences and at the beginning and end of exclamatory and interrogative sentences; and (x) correct spelling of words with grade-appropriate orthographic patterns and rules with adult assistance	(ix) edit drafts using standard Spanish conventions, including adverbs that convey time	Student/Teacher	Narrative	9780328992232	Unit 3, Week 4, p. 175	Taller de escritura
			Student/Teacher	Activity	9780328992232	Unit 3, Week 4, p. 175	Taller de escritura: Mi Turno, first and second
			Student/Teacher	Narrative	9780328992256	Unit 5, Week 1, p. 52	Lenguaje y normas
			Student/Teacher	Narrative	9780328992256	Unit 5, Week 4, p. 170	Libro sobre cómo hacer algo
			Student/Teacher	Activity	9780328992256	Unit 5, Week 1, p. 52	Lenguaje y normas
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard Spanish conventions, including: (i) complete sentences with subject-verb agreement; (ii) past and present verb tense, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including articles; (v) adverbs that convey time; (vi) prepositions; (vii) pronouns, including the use of personal and possessive pronouns, and the difference in the use of formal pronoun usted and informal pronoun tú; (viii) capitalization for the beginning of sentences; (ix) punctuation marks at the end of declarative sentences and at the beginning and end of exclamatory and interrogative sentences; and (x) correct spelling of words with grade-appropriate orthographic patterns and rules with adult assistance	(x) edit drafts using standard Spanish conventions, including prepositions	Student/Teacher	Narrative	9780328992256	Unit 5, Week 4, p. 168	Lenguaje y normas
			Student/Teacher	Activity	9780328992256	Unit 5, Week 4, p. 168	Lenguaje y normas
			Student/Teacher	Narrative	9780328992256	Unit 5, Week 4, p. 169	Taller de escritura
			Student/Teacher	Narrative	9780328992256	Unit 5, Week 5, p. 208	Libro sobre cómo hacer algo
			Student/Teacher	Activity	9780328992256	Unit 5, Week 4, p. 169	Taller de escritura: Mi Turno, first and second
			Teacher Only	Narrative			
			Teacher Only	Narrative			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard Spanish conventions, including: (i) complete sentences with subject-verb agreement; (ii) past and present verb tense, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including articles; (v) adverbs that convey time; (vi) prepositions; (vii) pronouns, including the use of personal and possessive pronouns, and the difference in the use of formal pronoun usted and informal pronoun tú; (viii) capitalization for the beginning of sentences; (ix) punctuation marks at the end of declarative sentences and at the beginning and end of exclamatory and interrogative sentences; and (x) correct spelling of words with grade-appropriate orthographic patterns and rules with adult assistance	(xi) edit drafts using standard Spanish conventions, including pronouns, including the use of personal pronouns	Student/Teacher	Narrative	9780328992232	Unit 3, Week 3, p. 136	Lenguaje y normas
			Student/Teacher	Activity	9780328992232	Unit 3, Week 3, p. 136	Lenguaje y normas
			Student/Teacher	Narrative	9780328992232	Unit 3, Week 4, p. 172	Lenguaje y normas
			Student/Teacher	Narrative	9780328992232	Unit 3, Week 4, p. 173	Taller de escritura
			Student/Teacher	Activity	9780328992232	Unit 3, Week 4, p. 172	Lenguaje y normas
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard Spanish conventions, including: (i) complete sentences with subject-verb agreement; (ii) past and present verb tense, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including articles; (v) adverbs that convey time; (vi) prepositions; (vii) pronouns, including the use of personal and possessive pronouns, and the difference in the use of formal pronoun usted and informal pronoun tú; (viii) capitalization for the beginning of sentences; (ix) punctuation marks at the end of declarative sentences and at the beginning and end of exclamatory and interrogative sentences; and (x) correct spelling of words with grade-appropriate orthographic patterns and rules with adult assistance	(xii) edit drafts using standard Spanish conventions, including pronouns, including the use of possessive pronouns	Student/Teacher	Narrative	9780328992249	Unit 4, Week 5, p. 221	Taller de escritura
			Student/Teacher	Activity	9780328992249	Unit 4, Week 5, p. 221	Taller de escritura: Mi Turno, first and second
			Student/Teacher	Activity	9780328992249	Unit 4, Week 6, p. 225	Proyecto de indagación
			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)			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard Spanish conventions, including: (i) complete sentences with subject-verb agreement; (ii) past and present verb tense, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including articles; (v) adverbs that convey time; (vi) prepositions; (vii) pronouns, including the use of personal and possessive pronouns, and the difference in the use of formal pronoun usted and informal pronoun tú; (viii) capitalization for the beginning of sentences; (ix) punctuation marks at the end of declarative sentences and at the beginning and end of exclamatory and interrogative sentences; and (x) correct spelling of words with grade-appropriate orthographic patterns and rules with adult assistance	(xiii) edit drafts using standard Spanish conventions, including the difference in the use of formal pronoun usted and informal pronoun tú	Student/Teacher	Narrative	9780328992232	Unit 3, Week 3, p. 136	Lenguaje y normas
			Student/Teacher	Activity	9780328992232	Unit 3, Week 3, p. 136	Lenguaje y normas
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard Spanish conventions, including: (i) complete sentences with subject-verb agreement; (ii) past and present verb tense, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including articles; (v) adverbs that convey time; (vi) prepositions; (vii) pronouns, including the use of personal and possessive pronouns, and the difference in the use of formal pronoun usted and informal pronoun tú; (viii) capitalization for the beginning of sentences; (ix) punctuation marks at the end of declarative sentences and at the beginning and end of exclamatory and interrogative sentences; and (x) correct spelling of words with grade-appropriate orthographic patterns and rules with adult assistance	(xiv) edit drafts using standard Spanish conventions, including capitalization for the beginning of sentences	Student/Teacher	Narrative	9780328992225	Unit 2, Week 1, p. 46	Lenguaje y normas
			Student/Teacher	Activity	9780328992225	Unit 2, Week 1, p. 46	Lenguaje y normas
			Student/Teacher	Narrative	9780328992225	Unit 2, Week 4, p. 157	Taller de escritura
			Student/Teacher	Narrative	9780328992225	Unit 2, Week 5, p. 193	Taller de escritura

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9780328992225	Unit 2, Week 5, p. 193	Taller de escritura
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard Spanish conventions, including: (i) complete sentences with subject-verb agreement; (ii) past and present verb tense, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including articles; (v) adverbs that convey time; (vi) prepositions; (vii) pronouns, including the use of personal and possessive pronouns, and the difference in the use of formal pronoun usted and informal pronoun tú; (viii) capitalization for the beginning of sentences; (ix) punctuation marks at the end of declarative sentences and at the beginning and end of exclamatory and interrogative sentences; and (x) correct spelling of words with grade-appropriate orthographic patterns and rules with adult assistance	(xv) edit drafts using standard Spanish conventions, including punctuation marks at the end of declarative sentences	Student/Teacher	Narrative	9780328992218	Unit 1, Week 3, p. 128	Lenguaje y normas
			Student/Teacher	Activity	9780328992218	Unit 1, Week 3, p. 128	Lenguaje y normas
			Student/Teacher	Narrative	9780328992225	Unit 2, Week 1, p. 46	Lenguaje y normas
			Student/Teacher	Narrative	9780328992256	Unit 5, Week 4, p. 171	Taller de escritura
			Student/Teacher	Activity	9780328992225	Unit 2, Week 1, p. 46	Lenguaje y normas
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard Spanish conventions, including: (i) complete sentences with subject-verb agreement; (ii) past and present verb tense, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including articles; (v) adverbs that convey time; (vi) prepositions; (vii) pronouns, including the use of personal and possessive pronouns, and the difference in the use of formal pronoun usted and informal pronoun tú; (viii) capitalization for the beginning of sentences; (ix) punctuation marks at the end of declarative sentences and at the beginning and end of exclamatory and interrogative sentences; and (x) correct spelling of words with grade-appropriate orthographic patterns and rules with adult assistance	(xvi) edit drafts using standard Spanish conventions, including punctuation marks at the beginning of exclamatory sentences	Student/Teacher	Narrative	9780328992225	Unit 2, Week 4, p. 156	Lenguaje y normas
			Student/Teacher	Activity	9780328992225	Unit 2, Week 4, p. 156	Lenguaje y normas

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	9780328992256	Unit 5, Week 4, p. 171	Taller de escritura
			Student/Teacher	Activity	9780328992256	Unit 5, Week 4, p. 171	Taller de escritura
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard Spanish conventions, including: (i) complete sentences with subject-verb agreement; (ii) past and present verb tense, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including articles; (v) adverbs that convey time; (vi) prepositions; (vii) pronouns, including the use of personal and possessive pronouns, and the difference in the use of formal pronoun usted and informal pronoun tú; (viii) capitalization for the beginning of sentences; (ix) punctuation marks at the end of declarative sentences and at the beginning and end of exclamatory and interrogative sentences; and (x) correct spelling of words with grade-appropriate orthographic patterns and rules with adult assistance	(xvii) edit drafts using standard Spanish conventions, including punctuation marks at the end of exclamatory sentences	Student/Teacher	Narrative	9780328992225	Unit 2, Week 4, p. 156	Lenguaje y normas
			Student/Teacher	Activity	9780328992225	Unit 2, Week 4, p. 156	Lenguaje y normas
			Student/Teacher	Narrative	9780328992256	Unit 5, Week 4, p. 171	Taller de escritura
			Student/Teacher	Activity	9780328992256	Unit 5, Week 4, p. 171	Taller de escritura
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard Spanish conventions, including: (i) complete sentences with subject-verb agreement; (ii) past and present verb tense, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including articles; (v) adverbs that convey time; (vi) prepositions; (vii) pronouns, including the use of personal and possessive pronouns, and the difference in the use of formal pronoun usted and informal pronoun tú; (viii) capitalization for the beginning of sentences; (ix) punctuation marks at the end of declarative sentences and at the beginning and end of exclamatory and interrogative sentences; and (x) correct spelling of words with grade-appropriate orthographic patterns and rules with adult assistance	(xviii) edit drafts using standard Spanish conventions, including punctuation marks at the beginning of interrogative sentences	Student/Teacher	Narrative	9780328992225	Unit 2, Week 3, p. 118	Lenguaje y normas

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	9780328992225	Unit 2, Week 3, p. 118	Lenguaje y normas
			Student/Teacher	Narrative	9780328992256	Unit 5, Week 4, p. 171	Taller de escritura
			Student/Teacher	Activity	9780328992256	Unit 5, Week 4, p. 171	Taller de escritura
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard Spanish conventions, including: (i) complete sentences with subject-verb agreement; (ii) past and present verb tense, including the difference between ser and estar; (iii) singular, plural, common, and proper nouns, including gender-specific articles; (iv) adjectives, including articles; (v) adverbs that convey time; (vi) prepositions; (vii) pronouns, including the use of personal and possessive pronouns, and the difference in the use of formal pronoun usted and informal pronoun tú; (viii) capitalization for the beginning of sentences; (ix) punctuation marks at the end of declarative sentences and at the beginning and end of exclamatory and interrogative sentences; and (x) correct spelling of words with grade-appropriate orthographic patterns and rules with adult assistance	(xix) edit drafts using standard Spanish conventions, including punctuation marks at the end of interrogative sentences	Student/Teacher	Narrative	9780328992225	Unit 2, Week 3, p. 118	Lenguaje y normas
			Student/Teacher	Activity	9780328992225	Unit 2, Week 3, p. 118	Lenguaje y normas
			Student/Teacher	Narrative	9780328992256	Unit 5, Week 4, p. 171	Taller de escritura
			Student/Teacher	Activity	9780328992256	Unit 5, Week 4, p. 171	Taller de escritura
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:                      (i) complete sentences with subject-verb agreement;                      (ii) past and present verb tense, including the difference between ser and estar;                      (iii) singular, plural, common, and proper nouns, including gender-specific articles;                      (iv) adjectives, including articles;                      (v) adverbs that convey time;                      (vi) prepositions;                      (vii) pronouns, including the use of personal and possessive pronouns, and the difference in the use of formal pronoun usted and informal pronoun tú;                      (viii) capitalization for the beginning of sentences;                      (ix) punctuation marks at the end of declarative sentences and at the beginning and end of exclamatory and interrogative sentences; and                      (x) correct spelling of words with grade-appropriate orthographic patterns and rules with adult assistance</p>	<p>(xx) edit drafts using standard Spanish conventions, correct spelling of words with grade-appropriate orthographic patterns with adult assistance</p>	Student/Teacher	Narrative	9780328992232	Unit 3, Week 4, p. 174	Poesía
			Student/Teacher	Activity	9780328992232	Unit 3, Week 4, p. 174	Poesía: Mi turno, first and second
			Student/Teacher	Narrative	9780328992249	Unit 4, Week 5, p. 220	Lenguaje y normas
			Student/Teacher	Narrative	9780328992256	Unit 5, Week 5, p. 207	Taller de escritura
			Student/Teacher	Activity	9780328992249	Unit 4, Week 5, p. 220	Lenguaje y normas
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:                      (i) complete sentences with subject-verb agreement;                      (ii) past and present verb tense, including the difference between ser and estar;                      (iii) singular, plural, common, and proper nouns, including gender-specific articles;                      (iv) adjectives, including articles;                      (v) adverbs that convey time;                      (vi) prepositions;                      (vii) pronouns, including the use of personal and possessive pronouns, and the difference in the use of formal pronoun usted and informal pronoun tú;                      (viii) capitalization for the beginning of sentences;                      (ix) punctuation marks at the end of declarative sentences and at the beginning and end of exclamatory and interrogative sentences; and                      (x) correct spelling of words with grade-appropriate orthographic patterns and rules with adult assistance</p>	<p>(xxi) edit drafts using standard Spanish conventions, correct spelling of words with grade-appropriate orthographic rules with adult assistance</p>	Student/Teacher	Narrative	9780328992232	Unit 3, Week 4, p. 174	Poesía
			Student/Teacher	Activity	9780328992225	Unit 2, Week 6, p. 217	Proyecto de indagación
			Student/Teacher	Narrative	9780328992249	Unit 4, Week 5, p. 220	Lenguaje y normas
			Student/Teacher	Narrative	9780328992256	Unit 5, Week 5, p. 207	Taller de escritura
			Student/Teacher	Activity	9780328992232	Unit 3, Week 4, p. 174	Poesía: Mi Turno, first and second
			Teacher Only	Narrative			
			Teacher Only	Narrative			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(E) publish and share writing	(i) publish writing	Student/Teacher	Narrative	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	9781418268589	Unit 2, Week 5, p. T368	Minilección
			Teacher Only	Activity	9781418268589	Unit 2, Week 5, p. T368	Escritura independiente
			Teacher Only	Narrative	9781418268619	Unit 5, Week 5, p. T374	Minilección
			Teacher Only	Activity	9781418268619	Unit 5, Week 5, p. T374	Escritura independiente
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(E) publish and share writing	(ii) share writing	Student/Teacher	Narrative	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	9781418268589	Unit 2, Week 5, p. T369	Minilección
			Teacher Only	Activity	9781418268589	Unit 2, Week 5, p. T369	Escritura independiente
			Teacher Only	Narrative	9781418268602	Unit 4, Week 5, p. T383	Minilección
			Teacher Only	Activity	9781418268602	Unit 4, Week 5, p. T383	Escritura independiente
			Teacher Only	(Drop-down selection)			
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	(A) dictate or compose literary texts, including personal narratives and poetry	(i) dictate or compose literary texts, including personal narratives	Student/Teacher	Narrative	9780328992249	Unit 4, Week 1, p. 61	Taller de escritura
			Student/Teacher	Activity	9780328992249	Unit 4, Week 1, p. 62	Taller de escritura
			Student/Teacher	Narrative	9780328992249	Unit 4, Week 1, p. 62	Taller de escritura
			Student/Teacher	Narrative	9780328992249	Unit 4, Week 2, p. 107	Taller de escritura
			Student/Teacher	Activity	9780328992249	Unit 4, Week 1, p. 63	Taller de escritura
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	(A) dictate or compose literary texts, including personal narratives and poetry	(ii) dictate or compose literary texts, including poetry	Student/Teacher	Narrative	9780328992232	Unit 3, Week 1, p. 51	Taller de escritura

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9780328992232	Unit 3, Week 1, p. 53	Taller de escritura
			Student/Teacher	Narrative	9780328992232	Unit 3, Week 2, p. 103	Taller de escritura
			Student/Teacher	Narrative	9780328992232	Unit 3, Week 2, p. 104	Taller de escritura
			Student/Teacher	Activity	9780328992232	Unit 3, Week 2, p. 103	Taller de escritura
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	(B) dictate or compose informational texts, including procedural texts	(i) dictate or compose informational texts, including procedural texts	Student/Teacher	Narrative	9780328992225	Unit 2, Week 2, p. 85	Taller de escritura
			Student/Teacher	Activity	9780328992225	Unit 2, Week 2, p. 85	Taller de escritura
			Student/Teacher	Narrative	9780328992225	Unit 2, Week 2, p. 87	Taller de escritura
			Student/Teacher	Narrative	9780328992256	Unit 5, Week 1, p. 54	Taller de escritura
			Student/Teacher	Activity	9780328992225	Unit 2, Week 2, p. 87	Taller de escritura
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	(C) dictate or compose correspondence such as thank you notes or letters	(i) dictate or compose correspondence	Student/Teacher	Narrative	9780328992249	Unit 4, Week 6, p. 244	Ampliar la investigación
			Student/Teacher	Activity	9780328992249	Unit 4, Week 6, p. 244	Ampliar la 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)			
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(A) generate questions for formal and informal inquiry with adult assistance	(i) generate questions for formal inquiry with adult assistance	Student/Teacher	Narrative	9780328992249	Unit 4, Week 6, p. 238	Colaborar: primera oración
			Student/Teacher	Activity	9780328992249	Unit 4, Week 6, p. 238	Indagar
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(A) generate questions for formal and informal inquiry with adult assistance	(ii) generate questions for informal inquiry with adult assistance	Student/Teacher	Narrative	9780328992218	Unit 1, Week 1, p. 12	Presentación de la semana

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	9780328992218	Unit 1, Week 6, p. 224	Indagar
			Student/Teacher	Activity	9780328992225	Unit 2, Week 6, p. 210	Indagar
			Student/Teacher	Activity	9780328992256	Unit 5, Week 6, p. 224	Indagar
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(B) develop and follow a research plan with adult assistance	(i) develop a research plan with adult assistance	Student/Teacher	Narrative	9780328992249	Unit 4, Week 6, p. 239	Colaborar
			Student/Teacher	Activity	9780328992249	Unit 4, Week 6, p. 239	Proyecto de indagación
			Student/Teacher	Activity	9780328992256	Unit 5, Week 6, p. 225	Proyecto de indagación
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(B) develop and follow a research plan with adult assistance	(ii) follow a research plan with adult assistance	Student/Teacher	Narrative	9780328992218	Unit 1, Week 6, p. 225	Proyecto de indagación
			Student/Teacher	Activity	9780328992218	Unit 1, Week 6, p. 225	Proyecto de indagación
			Student/Teacher	Narrative	9780328992225	Unit 2, Week 6, p. 211	Proyecto de indagación
			Student/Teacher	Narrative	9780328992232	Unit 3, Week 6, p. 227	Proyecto de indagación
			Student/Teacher	Activity	9780328992225	Unit 2, Week 6, p. 211	Proyecto de indagación
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(C) identify and gather relevant sources and information to answer the questions with adult assistance	(i) identify relevant sources to answer the questions with adult assistance	Student/Teacher	Narrative	9780328992225	Unit 2, Week 6, p. 213	Proyecto de indagación
			Student/Teacher	Activity	9780328992218	Unit 1, Week 6, p. 227	Proyecto de indagación
			Student/Teacher	Narrative	9780328992218	Unit 1, Week 6, p. 229	Proyecto de indagación
			Student/Teacher	Activity	9780328992218	Unit 1, Week 6, p. 229	Proyecto de indagación
			Student/Teacher	Activity	9780328992225	Unit 2, Week 6, p. 213	Proyecto de indagación
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			



Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(C) identify and gather relevant sources and information to answer the questions with adult assistance	(ii) identify relevant information to answer the questions with adult assistance	Student/Teacher	Narrative	9780328992225	Unit 2, Week 6, p. 215	Proyecto de indagación
			Student/Teacher	Activity	9780328992225	Unit 2, Week 6, p. 215	Proyecto de indagación
			Student/Teacher	Narrative	9780328992232	Unit 3, Week 6, p. 229	Proyecto de indagación
			Student/Teacher	Activity	9780328992232	Unit 3, Week 6, p. 229	Proyecto de indagación
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(C) identify and gather relevant sources and information to answer the questions with adult assistance	(iii) gather relevant sources to answer the questions with adult assistance	Student/Teacher	Narrative	9780328992218	Unit 1, Week 6, p. 229	Proyecto de indagación
			Student/Teacher	Activity	9780328992218	Unit 1, Week 6, p. 229	Proyecto de indagación
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(C) identify and gather relevant sources and information to answer the questions with adult assistance	(iv) gather relevant information to answer the questions with adult assistance	Student/Teacher	Narrative	9780328992249	Unit 4, Week 6, p. 243	Proyecto de indagación
			Student/Teacher	Activity	9780328992232	Unit 3, Week 6, p. 231	Proyecto de indagación
			Student/Teacher	Narrative	9780328992218	Unit 1, Week 6, p. 229	Proyecto de indagación
			Student/Teacher	Activity	9780328992232	Unit 3, Week 6, p. 232	Ampliar la investigación
			Student/Teacher	Activity	9780328992249	Unit 4, Week 6, p. 243	Proyecto de indagación
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(D) 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	9781418268619	Unit 5, Week 6, p. T406	Crear una hoja de datos, Colaborar
			Teacher Only	Activity	9781418268596	Unit 3, Week 6, p. T406	Determinar el mensaje central, Colaborar
			Teacher Only	Narrative	9781418268589	Unit 2, Week 6, T398	Usar Fuentes impresas y digitales, Tema de enseñanza

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	9781418268602	Unit 4, Week 6, T414	Tomar notas. Colaborar
			Teacher Only	(Drop-down selection)			
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(E) 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	9780328992225	Unit 2, Week 6, p. 216	Ampliar la investigación
			Student/Teacher	Activity	9780328992225	Unit 2, Week 6, p. 216	Ampliar la investigación
			Student/Teacher	Activity	9780328992232	Unit 3, Week 6, p. 234	Celebrar y reflexionar
			Student/Teacher	Activity	9780328992256	Unit 5, Week 6, p. 232	Celebrar y reflexionar
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			