

**A Correlation of**  
**Texas miVisión Lectura**  
**Grade 5, ©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>
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<b>Course</b>	<b>128.7. Spanish Language Arts and Reading, Grade 5</b>
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**(a) Introduction.**

(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.

(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, 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.

(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.

(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.

(5) Research consistently shows that language and literacy development in the student's native language not only facilitates learning English and English literacy, but is foundational to cognitive development and learning (Cummins, 2001; Thomas & Collier, 2002; Coelho, 2001). Emergent bilinguals (Sparrow et al., 2014; Slavin & Cheving, 2013) are students who are in the process of acquiring two or more linguistic codes, becoming bilingual, biliterate, and bicultural. Emergent bilinguals are often defined by their perceived deficits (semilinguals) (Escamilla, 2012). However, research has shown that bilinguals develop a unique interdependent system (Escamilla et al. 2007; Grosjean, 1989; Valdes and Figueroa, 1994) in which languages interconnect to increase linguistic functionality. This linguistic interdependence of language acquisition facilitates a transfer of literacy skills from the primary language (L1) to the second language (L2) (August & Shanahan, 2006; Bialystok, 2007; Miramontes, et al., 1997). The strength of learning through formal instruction in Spanish determines the extent of transfer to English (August, Calderon, & Carlo, 2002; Slavin & Calderon, 2001; Garcia, 2001). For transfer to be maximized, cross-linguistic connections between the two languages must be explicitly taught while students engage in a contrastive analysis of the Spanish and English languages (Cummins, 2007). Continued strong literacy development in Spanish provides the foundation and scaffold for literacy development given that a Common Underlying Proficiency (CUP) exists between the two languages (Cummins, 1991). Consequently, direct and systematic instruction (Genesee et al., 2005) in the appropriate sequence of Spanish skills with early English as a second language-based literacy instruction is critical to student success. As a result of working within two language systems, students' metalinguistic and metacognitive skills are enhanced when they learn about the similarities and differences between languages (Escamilla et. al., 2014). The extent to which English and Spanish are used is reliant on the type of bilingual program model being used (see Texas Education Code, §29.066).

(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.

(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).

(8) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, & Rothenberg, 2008).

(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.

**(b) Knowledge and Skills.**

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking–oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(A) listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments	(i) listen actively to interpret verbal messages	Student/Teacher	Narrative	9780328992331	Unit 3, Week 1, p. 40	Escuchar con atención / First paragraph
			Student/Teacher	Activity	9780328992331	Unit 3, Week 1, p. 40	Escuchar con atención / First bullet
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments	(ii) listen actively to interpret non-verbal messages	Student/Teacher	Narrative	9780328992331	Unit 3, Week 1, p. 40	Escuchar con atención / First paragraph
			Student/Teacher	Activity	9780328992331	Unit 4, Week 5, p. 390	Reflexionar y comentar / Describir conexiones pers
			Student/Teacher	Activity	9780328992331	Unit 3, Week 1, p. 40	Escuchar con atención / Second bullet
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(A) listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments	(iii) ask relevant questions	Student/Teacher	Narrative	9780328992324	Unit 1, Week 1, p. 34	Reflexionar y comentar / First paragraph
			Student/Teacher	Activity	9780328992324	Unit 1, Week 1, p. 34	Reflexionar y comentar/Narra, bullets 1 & 2
			Student/Teacher	Narrative	9780328992331	Unit 3, Week 1, p. 40	Reflexionar y comentar / Third bullet
			Student/Teacher	Narrative	9780328992331	Unit 4, Week 1, p. 234	Reflexionar y comentar
			Student/Teacher	Activity	9780328992331	Unit 3, Week 1, p. 40	Escuchar con atención / Third bullet
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(A) listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments	(iv) make pertinent comments	Student/Teacher	Narrative	9780328992324	Unit 2, Week 1, p. 240	Reflexionar y comentar
			Student/Teacher	Activity	9780328992324	Unit 2, Week 1, p. 240	Hacer comentarios pertinentes
			Student/Teacher	Narrative	9780328992331	Unit 3, Week 1, p. 40	Reflexionar y comentar / Last paragraph
			Student/Teacher	Activity	9780328992324	Unit 2, Week 1, p. 251	Comenta tu planificación: second bullet
			Student/Teacher	Activity	9780328992331	Unit 3, Week 1, p. 40	Escuchar con atención
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(B) follow, restate, and give oral instructions that include multiple action steps	(i) follow oral instructions that include multiple action steps	Student/Teacher	Narrative	9780328992324	Unit 2, Week 4, p. 350	Reflexionar y comentar / Last paragraph

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9780328992324	Unit 2, Week 4, p. 350	Instrucciones orales
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(B) follow, restate, and give oral instructions that include multiple action steps	(ii) restate oral instructions that include multiple action steps	Student/Teacher	Narrative	9780328992324	Unit 2, Week 4, p. 350	Reflexionar y comentar / First paragraph
			Student/Teacher	Activity	9780328992324	Unit 2, Week 4, p. 350	Instrucciones orales
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(B) follow, restate, and give oral instructions that include multiple action steps	(iii) give oral instructions that might include multiple action steps	Student/Teacher	Narrative	9780328992324	Unit 2, Week 4, p. 350	Reflexionar y comentar / First paragraph
			Student/Teacher	Activity	9780328992324	Unit 2, Week 4, p. 350	Instrucciones orales
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	(i) give an organized presentation employing eye contact to communicate ideas effectively	Student/Teacher	Narrative	9780328992331	Unit 3, Week 6, p. 204	¡A celebrar! / First paragraph / First bullet
			Student/Teacher	Activity	9780328992324	Unit 1, Week 5, p. 178	Reflexionar y comentar / Third bullet
			Student/Teacher	Activity	9780328992324	Unit 2, Week 6, p. 414	Second paragraph
			Student/Teacher	Activity	9780328992331	Unit 3, Week 5, p. 176	Reflexionar y comentar / Third bullet
			Student/Teacher	Activity	9780328992331	Unit 3, Week 5, p. 184	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
(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) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	(ii) give an organized presentation employing speaking rate to communicate ideas effectively	Student/Teacher	Narrative	9780328992331	Unit 3, Week 6, p. 204	¡A celebrar!
			Student/Teacher	Activity	9780328992324	Unit 1, Week 6, p. 206	¡A celebrar! / First paragraph
			Student/Teacher	Activity	9780328992331	Unit 3, Week 5, p. 176	Reflexionar y comentar / First bullet
			Student/Teacher	Activity	9780328992331	Unit 3, Week 5, p. 184	Mi turno
			Student/Teacher	Activity	9780328992331	Unit 3, Week 6, p. 204	First paragraph / Second bullet
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	(iii) give an organized presentation employing volume to communicate ideas effectively	Student/Teacher	Narrative	9780328992331	Unit 3, Week 6, p. 204	¡A celebrar! / First paragraph / Second bullet
			Student/Teacher	Activity	9780328992324	Unit 1, Week 6, p. 206	¡A celebrar! / First paragraph
			Student/Teacher	Activity	9780328992331	Unit 3, Week 5, p. 184	Mi turno, Presentación
			Student/Teacher	Activity	9780328992331	Unit 3, Week 5, p. 176	Reflexionar y comentar / First bullet
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	(iv) give an organized presentation employing enunciation to communicate ideas effectively	Student/Teacher	Narrative	9780328992331	Unit 3, Week 6, p. 204	¡A celebrar! / First paragraph / Third bullet
			Student/Teacher	Activity	9780328992324	Unit 2, Week 6, p. 414	¡A celebrar! / Second paragraph
			Student/Teacher	Activity	9780328992331	Unit 3, Week 5, p. 176	Reflexionar y comentar / Second bullet
			Student/Teacher	Activity	9780328992331	Unit 3, Week 5, p. 184	Mi turno
			Student/Teacher	Activity	9780328992331	Unit 3, Week 6, p. 204	¡A celebrar! / First paragraph / Third bullet
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	(v) give an organized presentation employing natural gestures to communicate ideas effectively	Student/Teacher	Narrative	9780328992331	Unit 3, Week 6, p. 204	¡A celebrar! / First paragraph / Fourth bullet
			Student/Teacher	Activity	9780328992331	Unit 3, Week 5, p. 176	Reflexionar y comentar / Fourth bullet
			Student/Teacher	Activity	9780328992331	Unit 3, Week 5, p. 184	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	9780328992331	Unit 3, Week 6, p. 204	¡A celebrar! / First paragraph / Fourth bullet
			Student/Teacher	Activity	9780328992331	Unit 4, Week 6, p. 418	¡A celebrar! / First paragraph
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	(vi) give an organized presentation employing conventions of language to communicate ideas effectively	Student/Teacher	Narrative	9780328992331	Unit 3, Week 5, p. 176	Reflexionar y comentar / Third bullet
			Student/Teacher	Activity	9780328992331	Unit 3, Week 5, p. 176	Reflexionar y comentar / Central text / Fifth bullet
			Student/Teacher	Activity	9780328992331	Unit 3, Week 5, p. 184	Mi turno / Presentación
			Student/Teacher	Activity	9780328992331	Unit 4, Week 6, p. 418	¡A celebrar! / First paragraph
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(D) work collaboratively with others to develop a plan of shared responsibilities	(i) work collaboratively with others to develop a plan of shared responsibilities	Student/Teacher	Narrative	9780328992331	Unit 4, Week 6, p. 404	Artículos de investigación
			Student/Teacher	Activity	9780328992331	Unit 1, Week 6, p. 192	Artículos de 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)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate); (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus; (iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and (iv) decoding words with prefixes and suffixes	(i) demonstrate phonetic knowledge by decoding palabras agudas (words with the stress on the last syllable)	Student/Teacher	Narrative	9780328992324	Unit 2, Week 3, p. 318	Estudio de palabras
			Student/Teacher	Activity	9780328992324	Unit 2, Week 3, p. 318	Mi turno
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 3, p. 321	Ortografía
			Student/Teacher	Activity	9780328992324	Unit 2, Week 3, p. 321	Mi turno
			Student/Teacher	Activity	9780328992324	Práctica adicional, Unit 2, Week 3, p. 47	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate); (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus; (iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and (iv) decoding words with prefixes and suffixes	(ii) demonstrate phonetic knowledge by decoding palabras graves (words with the stress on the penultimate syllable)	Student/Teacher	Narrative	9780328992324	Unit 2, Week 4, p. 352	Estudio de palabras
			Student/Teacher	Activity	9780328992324	Unit 2, Week 4, p. 352	Mi turno
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 4, p. 355	Ortografía
			Student/Teacher	Activity	9780328992324	Unit 2, Week 4, p. 355	Mi turno
			Student/Teacher	Activity	9780328992324	Práctica adicional, Unit 2, Week 4, p. 48	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate); (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus; (iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and (iv) decoding words with prefixes and suffixes	(iii) demonstrate phonetic knowledge by decoding palabras esdrújulas (words with the stress on the antepenultimate syllable)	Student/Teacher	Narrative	9780328992324	Unit 2, Week 5, p. 388	Estudio de palabras
			Student/Teacher	Activity	9780328992324	Unit 2, Week 5, p. 388	Mi turno
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 5, p. 391	Ortografía
			Student/Teacher	Activity	9780328992324	Unit 2, Week 5, p. 391	Mi turno
			Student/Teacher	Activity	9780328992324	Práctica adicional, Unit 2, Week 5, p. 49	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate); (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus; (iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and (iv) decoding words with prefixes and suffixes	(iv) demonstrate phonetic knowledge by decoding palabras [sobresdrújulas] (words with the stress on the syllable before the antepenultimate syllable)	Student/Teacher	Narrative	9780328992324	Unit 2, Week 5, p. 388	Estudio de palabras
			Student/Teacher	Activity	9780328992324	Unit 2, Week 5, p. 388	Mi turno
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 5, p. 391	Ortografía
			Student/Teacher	Activity	9780328992324	Unit 2, Week 5, p. 391	Mi turno
			Student/Teacher	Activity	9780328992324	Práctica adicional, Unit 2, Week 5, p. 49	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate); (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus; (iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and (iv) decoding words with prefixes and suffixes	(vi) demonstrate phonetic knowledge by using orthographic rules to segment syllables, including diphthongs	Student/Teacher	Narrative	9780328992324	Unit 1, Week 3, p. 114	Estudio de palabras
			Student/Teacher	Activity	9780328992324	Unit 1, Week 3, p. 114	Mi turno
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 2, p. 280	Estudio de palabras
			Student/Teacher	Activity	9780328992324	Unit 2, Week 2, p. 280	Mi turno
			Student/Teacher	Activity	9780328992324	Práctica adicional, Unit 1, Week 3 p. 3	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate); (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus; (iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and (iv) decoding words with prefixes and suffixes	(vii) demonstrate phonetic knowledge by using orthographic rules to segment syllables, including formal hiatus	Student/Teacher	Narrative	9780328992324	Unit 1, Week 3, p. 114	Estudio de palabras
			Student/Teacher	Activity	9780328992324	Unit 1, Week 3, p. 114	Mi turno



Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Narrative	9780328992324	Unit 1, Week 3, p. 117	Ortografía
			Student/Teacher	Activity	9780328992324	Unit 1, Week 3, p. 117	Mi turno
			Student/Teacher	Activity	9780328992324	Práctica adicional, Unit 1, Week 3 p. 3	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate); (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus; (iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and (iv) decoding words with prefixes and suffixes	(viii) demonstrate phonetic knowledge by using orthographic rules to segment syllables, including accented hiatus	Student/Teacher	Narrative	9780328992324	Unit 2, Week 2, p. 280	Estudio de palabras
			Student/Teacher	Activity	9780328992324	Unit 2, Week 2, p. 280	Mi turno
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 2, p. 283	Ortografía
			Student/Teacher	Activity	9780328992324	Unit 2, Week 2, p. 283	Mi turno
			Student/Teacher	Activity	9780328992324	Práctica adicional, Unit 2, Week 2, p. 46	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate); (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus; (iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and (iv) decoding words with prefixes and suffixes	(ix) demonstrate phonetic knowledge by using orthographic rules to combine syllables, including diphthongs	Student/Teacher	Narrative	9780328992324	Unit 1, Week 3, p. 117	Escribir palabras con hiatos, diptongos y triptongos
			Student/Teacher	Activity	9780328992324	Unit 1, Week 3, p. 117	Mi turno
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 2, p. 283	Escribir palabras con diptongos e hiatos
			Student/Teacher	Activity	9780328992324	Unit 2, Week 2, p. 283	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:	(A) demonstrate and apply phonetic knowledge by: (i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate); (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus; (iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and (iv) decoding words with prefixes and suffixes	(x) demonstrate phonetic knowledge by using orthographic rules to combine syllables, including formal hiatus	Student/Teacher	Narrative	9780328992324	Unit 1, Week 3, p. 117	Escribir palabras con hiatos, diptongos y triptongos
			Student/Teacher	Activity	9780328992324	Unit 1, Week 3, p. 117	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)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate); (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus; (iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and (iv) decoding words with prefixes and suffixes	(xi) demonstrate phonetic knowledge by using orthographic rules to combine syllables, including accented hiatus	Student/Teacher	Narrative	9780328992324	Unit 2, Week 2, p. 283	Escribir palabras con diptongos e hiatos
			Student/Teacher	Activity	9780328992324	Unit 2, Week 2, p. 283	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)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate); (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus; (iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and (iv) decoding words with prefixes and suffixes	(xii) demonstrate phonetic knowledge by decoding word[s] based on the diacritical accent	Student/Teacher	Narrative	9780328992331	Unit 3, Week 2, p. 76	Estudio de palabras
			Student/Teacher	Activity	9780328992331	Unit 3, Week 2, p. 76	Mi turno
			Student/Teacher	Narrative	9780328992331	Unit 3, Week 2, p. 79	Ortografía
			Student/Teacher	Activity	9780328992331	Unit 3, Week 2, p. 79	Mi turno
			Student/Teacher	Activity	9780328992331	Práctica adicional, Unit 3, Week 2, p. 90	Full page
			Student/Teacher	Activity	9780328992331		

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)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate); (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus; (iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and (iv) decoding words with prefixes and suffixes	(xiii) demonstrate phonetic knowledge by differentiating meaning of word[s] based on the diacritical accent	Student/Teacher	Narrative	9780328992331	Unit 3, Week 2, p. 76	Estudio de palabras
			Student/Teacher	Activity	9780328992331	Unit 3, Week 2, p. 76	Mi turno
			Student/Teacher	Narrative	9780328992331	Unit 3, Week 2, p. 79	Ortografía
			Student/Teacher	Activity	9780328992331	Unit 3, Week 2, p. 79	Mi turno
			Student/Teacher	Activity	9780328992331	Práctica adicional, Unit 3, Week 2, p. 90	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate); (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus; (iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and (iv) decoding words with prefixes and suffixes	(xiv) demonstrate phonetic knowledge by decoding words with prefixes	Student/Teacher	Narrative	9780328992331	Unit 4, Week 1, p. 236	Estudio de palabras
			Student/Teacher	Activity	9780328992331	Unit 4, Week 1, p. 236	Mi turno
			Student/Teacher	Narrative	9780328992331	Unit 4, Week 2, p. 274	Estudio de palabras
			Student/Teacher	Activity	9780328992331	Unit 4, Week 2, p. 274	Mi turno
			Student/Teacher	Activity	9780328992331	Práctica adicional, Unit 4, Week 2, p. 134	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate); (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus; (iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and (iv) decoding words with prefixes and suffixes	(xv) demonstrate phonetic knowledge by decoding words with suffixes	Student/Teacher	Narrative	9780328992324	Unit 1, Week 1, p. 36	Estudio de palabras
			Student/Teacher	Activity	9780328992324	Unit 1, Week 1, p. 36	Mi turno
			Student/Teacher	Narrative	9780328992324	Unit 1, Week 4, p. 144	Estudio de palabras
			Student/Teacher	Activity	9780328992324	Unit 1, Week 4, p. 144	Mi turno
			Student/Teacher	Activity	9780328992324	Práctica adicional, Unit 1, Week 4, p. 4	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate); (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus; (iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and (iv) decoding words with prefixes and suffixes	(xvi) apply phonetic knowledge by decoding palabras agudas (words with the stress on the last syllable)	Student/Teacher	Narrative	9780328992324	Unit 2, Week 3, p. 318	Estudio de palabras
			Student/Teacher	Activity	9780328992324	Unit 2, Week 3, p. 318	Mi turno
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 3, p. 321	Ortografía
			Student/Teacher	Activity	9780328992324	Unit 2, Week 3, p. 321	Mi turno
			Student/Teacher	Activity	9780328992324	Práctica adicional, Unit 2, Week 3, p. 47	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate); (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus; (iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and (iv) decoding words with prefixes and suffixes	(xvii) apply phonetic knowledge by decoding palabras graves (words with the stress on the penultimate syllable)	Student/Teacher	Narrative	9780328992324	Unit 2, Week 4, p. 352	Estudio de palabras
			Student/Teacher	Activity	9780328992324	Unit 2, Week 4, p. 352	Mi turno

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 4, p. 355	Ortografía
			Student/Teacher	Activity	9780328992324	Unit 2, Week 4, p. 355	Mi turno
			Student/Teacher	Activity	9780328992324	Práctica adicional, Unit 2, Week 4, p. 48	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate); (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus; (iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and (iv) decoding words with prefixes and suffixes	(xviii) apply phonetic knowledge by decoding palabras esdrújulas (words with the stress on the antepenultimate syllable)	Student/Teacher	Narrative	9780328992324	Unit 2, Week 5, p. 388	Estudio de palabras
			Student/Teacher	Activity	9780328992324	Unit 2, Week 5, p. 388	Mi turno
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 5, p. 391	Ortografía
			Student/Teacher	Activity	9780328992324	Unit 2, Week 5, p. 391	Mi turno
			Student/Teacher	Activity	9780328992324	Práctica adicional, Unit 2, Week 5, p. 49	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate); (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus; (iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and (iv) decoding words with prefixes and suffixes	(xix) apply phonetic knowledge by decoding palabras [sobresdrújulas] (words with the stress on the syllable before the antepenultimate syllable)	Student/Teacher	Narrative	9780328992324	Unit 2, Week 5, p. 388	Estudio de palabras
			Student/Teacher	Activity	9780328992324	Unit 2, Week 5, p. 388	Mi turno
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 5, p. 391	Ortografía
			Student/Teacher	Activity	9780328992324	Unit 2, Week 5, p. 391	Mi turno
			Student/Teacher	Activity	9780328992324	Práctica adicional, Unit 2, Week 5, p. 49	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate); (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus; (iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and (iv) decoding words with prefixes and suffixes	(xx) apply phonetic knowledge by using orthographic rules to segment syllables, including diphthongs	Student/Teacher	Narrative	9780328992324	Unit 1, Week 3, p. 114	Estudio de palabras
			Student/Teacher	Activity	9780328992324	Unit 1, Week 3, p. 114	Mi turno
			Student/Teacher	Narrative	9780328992324	Unit 1, Week 3, p. 117	Ortografía
			Student/Teacher	Activity	9780328992324	Unit 1, Week 3, p. 117	Mi turno
			Student/Teacher	Activity	9780328992324	Práctica adicional, Unit 1, Week 3 p. 3	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate); (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus; (iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and (iv) decoding words with prefixes and suffixes	(xxi) apply phonetic knowledge by using orthographic rules to segment syllables, including formal hiatus	Student/Teacher	Narrative	9780328992324	Unit 1, Week 3, p. 114	Estudio de palabras
			Student/Teacher	Activity	9780328992324	Unit 1, Week 3, p. 114	Mi turno
			Student/Teacher	Narrative	9780328992324	Unit 1, Week 3, p. 117	Ortografía
			Student/Teacher	Activity	9780328992324	Unit 1, Week 3, p. 117	Mi turno
			Student/Teacher	Activity	9780328992324	Práctica adicional, Unit 1, Week 3 p. 3	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate); (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus; (iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and (iv) decoding words with prefixes and suffixes	(xxii) apply phonetic knowledge by using orthographic rules to segment syllables, including accented hiatus	Student/Teacher	Narrative	9780328992324	Unit 2, Week 2, p. 280	Estudio de palabras
			Student/Teacher	Activity	9780328992324	Unit 2, Week 2, p. 280	Mi turno

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 2, p. 283	Ortografía
			Student/Teacher	Activity	9780328992324	Unit 2, Week 2, p. 283	Mi turno
			Student/Teacher	Activity	9780328992324	Práctica adicional, Unit 2, Week 2, p. 46	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate); (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus; (iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and (iv) decoding words with prefixes and suffixes	(xxiii) apply phonetic knowledge by using orthographic rules to combine syllables, including diphthongs	Student/Teacher	Narrative	9780328992324	Unit 1, Week 3, p. 117	Escribir palabras con hiatos, diptongos y triptongos
			Student/Teacher	Activity	9780328992324	Unit 1, Week 3, p. 117	Mi turno
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 2, p. 283	Escribir palabras con diptongos e hiatos
			Student/Teacher	Activity	9780328992324	Unit 2, Week 2, p. 283	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:	(A) demonstrate and apply phonetic knowledge by: (i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate); (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus; (iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and (iv) decoding words with prefixes and suffixes	(xxiv) apply phonetic knowledge by using orthographic rules to combine syllables, including formal hiatus	Student/Teacher	Narrative	9780328992324	Unit 1, Week 3, p. 117	Escribir palabras con hiatos, diptongos y triptongos
			Student/Teacher	Activity	9780328992324	Unit 1, Week 3, p. 117	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:	(A) demonstrate and apply phonetic knowledge by: (i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate); (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus; (iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and (iv) decoding words with prefixes and suffixes	(xxv) apply phonetic knowledge by using orthographic rules to combine syllables, including accented hiatus	Student/Teacher	Narrative	9780328992324	Unit 2, Week 2, p. 283	Escribir palabras con diptongos e hiatos
			Student/Teacher	Activity	9780328992324	Unit 2, Week 2, p. 283	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)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate); (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus; (iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and (iv) decoding words with prefixes and suffixes	(xxvi) apply phonetic knowledge by decoding word[s] based on the diacritical accent	Student/Teacher	Narrative	9780328992331	Unit 3, Week 2, p. 76	Estudio de palabras
			Student/Teacher	Activity	9780328992331	Unit 3, Week 2, p. 76	Mi turno
			Student/Teacher	Narrative	9780328992331	Unit 3, Week 2, p. 79	Ortografía
			Student/Teacher	Activity	9780328992331	Unit 3, Week 2, p. 79	Mi turno
			Student/Teacher	Activity	9780328992331	Práctica adicional, Unit 3, Week 2, p. 90	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate); (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus; (iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and (iv) decoding words with prefixes and suffixes	(xxvii) apply phonetic knowledge by differentiating meaning of word[s] based on the diacritical accent	Student/Teacher	Narrative	9780328992331	Unit 3, Week 2, p. 76	Estudio de palabras
			Student/Teacher	Activity	9780328992331	Unit 3, Week 2, p. 76	Mi turno
			Student/Teacher	Narrative	9780328992331	Unit 3, Week 2, p. 79	Ortografía



Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9780328992331	Unit 3, Week 2, p. 79	Mi turno
			Student/Teacher	Activity	9780328992331	Práctica adicional, Unit 3, Week 2, p. 90	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate); (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus; (iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and (iv) decoding words with prefixes and suffixes	(xxviii) apply phonetic knowledge by decoding words with prefixes	Student/Teacher	Narrative	9780328992331	Unit 4, Week 1, p. 236	Estudio de palabras
			Student/Teacher	Activity	9780328992331	Unit 4, Week 1, p. 236	Mi turno
			Student/Teacher	Narrative	9780328992331	Unit 4, Week 2, p. 274	Estudio de palabras
			Student/Teacher	Activity	9780328992331	Unit 4, Week 2, p. 274	Mi turno
			Student/Teacher	Activity	9780328992331	Práctica adicional, Unit 4, Week 2, p. 134	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate); (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus; (iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and (iv) decoding words with prefixes and suffixes	(xxix) apply phonetic knowledge by decoding words with suffixes	Student/Teacher	Narrative	9780328992324	Unit 1, Week 1, p. 36	Estudio de palabras
			Student/Teacher	Activity	9780328992324	Unit 1, Week 1, p. 36	Mi turno
			Student/Teacher	Narrative	9780328992324	Unit 1, Week 4, p. 144	Estudio de palabras
			Student/Teacher	Activity	9780328992324	Unit 1, Week 4, p. 144	Mi turno
			Student/Teacher	Activity	9780328992324	Práctica adicional, Unit 1, Week 4, p. 4	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:                      (i) spelling words with more advanced orthographic patterns and rules;                      (ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent;                      (iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent;                      (iv) spelling words with diphthongs and hiatus; and                      (v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses</p>	<p>(i) demonstrate spelling knowledge by spelling words with more advanced orthographic patterns</p>	Student/Teacher	Narrative	9780328992324	Unit 2, Week 2, p. 280	Estudio de palabras
			Student/Teacher	Activity	9780328992324	Unit 2, Week 2, p. 280	Mi turno
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 2, p. 283	Ortografía
			Student/Teacher	Activity	9780328992324	Unit 2, Week 2, p. 283	Mi turno
			Student/Teacher	Activity	9780328992324	Práctica adicional, Unit 2, Week 2, p. 46	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:                      (i) spelling words with more advanced orthographic patterns and rules;                      (ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent;                      (iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent;                      (iv) spelling words with diphthongs and hiatus; and                      (v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses</p>	<p>(ii) demonstrate spelling knowledge by spelling words with more advanced orthographic rules</p>	Student/Teacher	Narrative	9780328992324	Unit 2, Week 2, p. 280	Estudio de palabras
			Student/Teacher	Activity	9780328992324	Unit 2, Week 2, p. 280	Mi turno
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 2, p. 283	Ortografía
			Student/Teacher	Activity	9780328992324	Unit 2, Week 2, p. 283	Mi turno
			Student/Teacher	Activity	9780328992324	Práctica adicional, Unit 2, Week 2, p. 46	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply spelling knowledge by: (i) spelling words with more advanced orthographic patterns and rules; (ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent; (iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent; (iv) spelling words with diphthongs and hiatus; and (v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses	(iii) demonstrate spelling knowledge by spelling palabras agudas (words with the stress on the last syllable) with a prosodic or orthographic accent	Student/Teacher	Narrative	9780328992324	Unit 2, Week 3, p. 318	Estudio de palabras
			Student/Teacher	Activity	9780328992324	Unit 2, Week 3, p. 318	Mi turno
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 3, p. 321	Ortografía
			Student/Teacher	Activity	9780328992324	Unit 2, Week 3, p. 321	Mi turno
			Student/Teacher	Activity	9780328992324	Práctica adicional, Unit 2, Week 3, p. 47	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply spelling knowledge by: (i) spelling words with more advanced orthographic patterns and rules; (ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent; (iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent; (iv) spelling words with diphthongs and hiatus; and (v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses	(iv) demonstrate spelling knowledge by spelling palabras graves (words with the stress on the penultimate syllable) with a prosodic or orthographic accent	Student/Teacher	Narrative	9780328992324	Unit 2, Week 4, p. 352	Estudio de palabras
			Student/Teacher	Activity	9780328992324	Unit 2, Week 4, p. 352	Mi turno
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 4, p. 355	Central text
			Student/Teacher	Activity	9780328992324	Unit 2, Week 4, p. 355	Mi turno
			Student/Teacher	Activity	9780328992324	Práctica adicional, Unit 2, Week 4, p. 48	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply spelling knowledge by: (i) spelling words with more advanced orthographic patterns and rules; (ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent; (iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent; (iv) spelling words with diphthongs and hiatus; and (v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses	(v) demonstrate spelling knowledge by spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) with a prosodic or orthographic accent	Student/Teacher	Narrative	9780328992324	Unit 2, Week 5, p. 388	Estudio de palabras
			Student/Teacher	Activity	9780328992324	Unit 2, Week 5, p. 388	Mi turno
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 5, p. 391	Ortografía
			Student/Teacher	Activity	9780328992324	Unit 2, Week 5, p. 391	Mi turno
			Student/Teacher	Activity	9780328992324	Práctica adicional, Unit 2, Week 5, p. 49	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply spelling knowledge by: (i) spelling words with more advanced orthographic patterns and rules; (ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent; (iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent; (iv) spelling words with diphthongs and hiatus; and (v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses	(vi) demonstrate spelling knowledge by spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent	Student/Teacher	Narrative	9780328992324	Unit 2, Week 5, p. 388	Estudio de palabras
			Student/Teacher	Activity	9780328992324	Unit 2, Week 5, p. 388	Mi turno
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 5, p. 391	Ortografía
			Student/Teacher	Activity	9780328992324	Unit 2, Week 5, p. 391	Mi turno
			Student/Teacher	Activity	9780328992324	Práctica adicional, Unit 2, Week 5, p. 49	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply spelling knowledge by: (i) spelling words with more advanced orthographic patterns and rules; (ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent; (iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent; (iv) spelling words with diphthongs and hiatus; and (v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses	(vii) demonstrate spelling knowledge by spelling words with diphthongs	Student/Teacher	Narrative	9780328992324	Unit 2, Week 2, p. 283	Ortografía
			Student/Teacher	Activity	9780328992324	Unit 2, Week 2, p. 283	Mi turno
			Student/Teacher	Narrative	9780328992324	Unit 1, Week 3, p. 117	Ortografía
			Student/Teacher	Activity	9780328992324	Unit 1, Week 3, p. 117	Mi turno
			Student/Teacher	Activity	9780328992324	Práctica adicional, Unit 1, Week 3, p. 3	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply spelling knowledge by: (i) spelling words with more advanced orthographic patterns and rules; (ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent; (iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent; (iv) spelling words with diphthongs and hiatus; and (v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses	(viii) demonstrate spelling knowledge by spelling words with hiatus	Student/Teacher	Narrative	9780328992324	Unit 2, Week 2, p. 283	Ortografía
			Student/Teacher	Activity	9780328992324	Unit 2, Week 2, p. 283	Mi turno
			Student/Teacher	Narrative	9780328992324	Unit 1, Week 3, p. 117	Ortografía
			Student/Teacher	Activity	9780328992324	Unit 1, Week 3, p. 117	Mi turno
			Student/Teacher	Activity	9780328992324	Práctica adicional, Unit 1, Week 3, p. 3	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply spelling knowledge by: (i) spelling words with more advanced orthographic patterns and rules; (ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent; (iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent; (iv) spelling words with diphthongs and hiatus; and (v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses	(ix) demonstrate spelling knowledge by marking accents appropriately when conjugating verbs in simple past [tense]	Student/Teacher	Narrative	9780328992331	Unit 3, Week 3, p. 116	La acentuación de los verbos conjugados, paragra
			Student/Teacher	Activity	9780328992331	Unit 3, Week 3, p. 116	Mi turno, including chart
			Student/Teacher	Activity	9780328992331	Unit 3, Week 3, p. 119	Mi turno
			Student/Teacher	Activity	9780328992331	Práctica adicional, Unit 3, Week 3, p. 96	Full page
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply spelling knowledge by: (i) spelling words with more advanced orthographic patterns and rules; (ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent; (iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent; (iv) spelling words with diphthongs and hiatus; and (v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses	(x) demonstrate spelling knowledge by marking accents appropriately when conjugating verbs in imperfect past [tense]	Student/Teacher	Narrative	9780328992331	Unit 3, Week 3, p. 116	La acentuación de los verbos conjugados, paragra
			Student/Teacher	Activity	9780328992331	Unit 3, Week 3, p. 116	Mi turno, including chart
			Student/Teacher	Activity	9780328992331	Unit 3, Week 3, p. 119	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:	(B) demonstrate and apply spelling knowledge by: (i) spelling words with more advanced orthographic patterns and rules; (ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent; (iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent; (iv) spelling words with diphthongs and hiatus; and (v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses	(xi) demonstrate spelling knowledge by marking accents appropriately when conjugating verbs in perfect tenses	Student/Teacher	Narrative	9780328992331	Unit 3, Week 3, p. 116	La acentuación de los verbos conjugados, paragra
			Student/Teacher	Activity	9780328992331	Unit 3, Week 3, p. 116	Mi turno, including chart
			Student/Teacher	Activity	9780328992331	Unit 3, Week 3, p. 119	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply spelling knowledge by: (i) spelling words with more advanced orthographic patterns and rules; (ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent; (iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent; (iv) spelling words with diphthongs and hiatus; and (v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses	(xii) demonstrate spelling knowledge by marking accents appropriately when conjugating verbs in conditional tenses	Student/Teacher	Narrative	9780328992331	Unit 3, Week 3, p. 119	Escribir verbos conjugados con tilde
			Student/Teacher	Activity	9780328992331	Unit 3, Week 3, p. 119	Mi turno
			Student/Teacher	Activity	9780328992331	Práctica adicional, Unit 3, Week 3, p. 96	Full page
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply spelling knowledge by: (i) spelling words with more advanced orthographic patterns and rules; (ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent; (iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent; (iv) spelling words with diphthongs and hiatus; and (v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses	(xiii) demonstrate spelling knowledge by marking accents appropriately when conjugating verbs in future [tense]	Student/Teacher	Narrative	9780328992331	Unit 3, Week 3, p. 116	Estudio de palabras
			Student/Teacher	Activity	9780328992331	Unit 3, Week 3, p. 116	Mi turno
			Student/Teacher	Narrative	9780328992331	Unit 3, Week 3, p. 119	Ortografía
			Student/Teacher	Activity	9780328992331	Unit 3, Week 3, p. 119	Mi turno
			Student/Teacher	Activity	9780328992331	Práctica adicional, Unit 3, Week 3, p. 96	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply spelling knowledge by: (i) spelling words with more advanced orthographic patterns and rules; (ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent; (iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent; (iv) spelling words with diphthongs and hiatus; and (v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses	(xiv) apply spelling knowledge by spelling words with more advanced orthographic patterns	Student/Teacher	Narrative	9780328992324	Unit 2, Week 2, p. 280	Estudio de palabras
			Student/Teacher	Activity	9780328992324	Unit 2, Week 2, p. 280	Mi turno
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 2, p. 283	Ortografía
			Student/Teacher	Activity	9780328992324	Unit 2, Week 2, p. 283	Mi turno
			Student/Teacher	Activity	9780328992324	Práctica adicional, Unit 2, Week 2, p. 46	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			



Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply spelling knowledge by: (i) spelling words with more advanced orthographic patterns and rules; (ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent; (iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent; (iv) spelling words with diphthongs and hiatus; and (v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses	(xv) apply spelling knowledge by spelling words with more advanced orthographic rules	Student/Teacher	Narrative	9780328992324	Unit 2, Week 2, p. 280	Estudio de palabras
			Student/Teacher	Activity	9780328992324	Unit 2, Week 2, p. 280	Mi turno
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 2, p. 283	Ortografía
			Student/Teacher	Activity	9780328992324	Unit 2, Week 2, p. 283	Mi turno
			Student/Teacher	Activity	9780328992324	Práctica adicional, Unit 2, Week 2, p. 46	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply spelling knowledge by: (i) spelling words with more advanced orthographic patterns and rules; (ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent; (iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent; (iv) spelling words with diphthongs and hiatus; and (v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses	(xvi) apply spelling knowledge by spelling palabras agudas (words with the stress on the last syllable) with a prosodic or orthographic accent	Student/Teacher	Narrative	9780328992324	Unit 2, Week 3, p. 318	Estudio de palabras
			Student/Teacher	Activity	9780328992324	Unit 2, Week 3, p. 318	Mi turno
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 3, p. 321	Ortografía
			Student/Teacher	Activity	9780328992324	Unit 2, Week 3, p. 321	Mi turno
			Student/Teacher	Activity	9780328992324	Práctica adicional, Unit 2, Week 3, p. 47	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:                      (i) spelling words with more advanced orthographic patterns and rules;                      (ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent;                      (iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent;                      (iv) spelling words with diphthongs and hiatus; and                      (v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses</p>	<p>(xvii) apply spelling knowledge by spelling palabras graves (words with the stress on the penultimate syllable) with a prosodic or orthographic accent</p>	Student/Teacher	Narrative	9780328992324	Unit 2, Week 4, p. 352	Estudio de palabras
			Student/Teacher	Activity	9780328992324	Unit 2, Week 4, p. 352	Mi turno
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 4, p. 355	Ortografía
			Student/Teacher	Activity	9780328992324	Unit 2, Week 4, p. 355	Mi turno
			Student/Teacher	Activity	9780328992324	Práctica adicional, Unit 2, Week 4, p. 48	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:                      (i) spelling words with more advanced orthographic patterns and rules;                      (ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent;                      (iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent;                      (iv) spelling words with diphthongs and hiatus; and                      (v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses</p>	<p>(xviii) apply spelling knowledge by spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) with a prosodic or orthographic accent</p>	Student/Teacher	Narrative	9780328992324	Unit 2, Week 5, p. 388	Estudio de palabras
			Student/Teacher	Activity	9780328992324	Unit 2, Week 5, p. 388	Mi turno
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 5, p. 391	Ortografía
			Student/Teacher	Activity	9780328992324	Unit 2, Week 5, p. 391	Mi turno
			Student/Teacher	Activity	9780328992324	Práctica adicional, Unit 2, Week 5, p. 49	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:                      (i) spelling words with more advanced orthographic patterns and rules;                      (ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent;                      (iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent;                      (iv) spelling words with diphthongs and hiatus; and                      (v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses</p>	<p>(xix) apply spelling knowledge by spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent</p>	Student/Teacher	Narrative	9780328992324	Unit 2, Week 5, p. 388	Estudio de palabras
			Student/Teacher	Activity	9780328992324	Unit 2, Week 5, p. 388	Mi turno
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 5, p. 391	Ortografía
			Student/Teacher	Activity	9780328992324	Unit 2, Week 5, p. 391	Mi turno
			Student/Teacher	Activity	9780328992324	Práctica adicional, Unit 2, Week 5, p. 49	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:                      (i) spelling words with more advanced orthographic patterns and rules;                      (ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent;                      (iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent;                      (iv) spelling words with diphthongs and hiatus; and                      (v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses</p>	<p>(xx) apply spelling knowledge by spelling words with diphthongs</p>	Student/Teacher	Narrative	9780328992324	Unit 2, Week 2, p. 283	Ortografía
			Student/Teacher	Activity	9780328992324	Unit 2, Week 2, p. 283	Mi turno
			Student/Teacher	Narrative	9780328992324	Unit 1, Week 3, p. 117	Ortografía
			Student/Teacher	Activity	9780328992324	Unit 1, Week 3, p. 117	Mi turno
			Student/Teacher	Activity	9780328992324	Práctica adicional, Unit 1, Week 3, p. 3	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply spelling knowledge by: (i) spelling words with more advanced orthographic patterns and rules; (ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent; (iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent; (iv) spelling words with diphthongs and hiatus; and (v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses	(xxi) apply spelling knowledge by spelling words with hiatus	Student/Teacher	Narrative	9780328992324	Unit 2, Week 2, p. 283	Ortografía
			Student/Teacher	Activity	9780328992324	Unit 2, Week 2, p. 283	Mi turno
			Student/Teacher	Narrative	9780328992324	Unit 1, Week 3, p. 117	Ortografía
			Student/Teacher	Activity	9780328992324	Unit 1, Week 3, p. 117	Mi turno
			Student/Teacher	Activity	9780328992324	Práctica adicional, Unit 1, Week 3, p. 3	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply spelling knowledge by: (i) spelling words with more advanced orthographic patterns and rules; (ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent; (iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent; (iv) spelling words with diphthongs and hiatus; and (v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses	(xxii) apply spelling knowledge by marking accents appropriately when conjugating verbs in simple past [tense]	Student/Teacher	Narrative	9780328992331	Unit 3, Week 3, p. 116	Estudio de palabras
			Student/Teacher	Activity	9780328992331	Unit 3, Week 3, p. 116	Mi turno
			Student/Teacher	Narrative	9780328992331	Unit 3, Week 3, p. 119	Ortografía
			Student/Teacher	Activity	9780328992331	Unit 3, Week 3, p. 119	Mi turno
			Student/Teacher	Activity	9780328992331	Práctica adicional, Unit 3, Week 3, p. 96	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:                      (i) spelling words with more advanced orthographic patterns and rules;                      (ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent;                      (iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent;                      (iv) spelling words with diphthongs and hiatus; and                      (v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses</p>	<p>(xxiii) apply spelling knowledge by marking accents appropriately when conjugating verbs in imperfect past [tense]</p>	Student/Teacher	Narrative	9780328992331	Unit 3, Week 3, p. 116	La acentuación de los verbos conjugados, paragra
			Student/Teacher	Activity	9780328992331	Unit 3, Week 3, p. 116	Mi turno, including chart
			Student/Teacher	Narrative	9780328992331	Unit 3, Week 3, p. 119	Escribir verbos conjugados con tilde
			Student/Teacher	Activity	9780328992331	Unit 3, Week 3, p. 119	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:                      (i) spelling words with more advanced orthographic patterns and rules;                      (ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent;                      (iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent;                      (iv) spelling words with diphthongs and hiatus; and                      (v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses</p>	<p>(xxiv) apply spelling knowledge by marking accents appropriately when conjugating verbs in perfect tenses</p>	Student/Teacher	Narrative	9780328992331	Unit 3, Week 3, p. 116	La acentuación de los verbos conjugados, paragra
			Student/Teacher	Activity	9780328992331	Unit 3, Week 3, p. 116	Mi turno, including chart
			Student/Teacher	Narrative	9780328992331	Unit 3, Week 3, p. 119	Escribir verbos conjugados con tilde
			Student/Teacher	Activity	9780328992331	Unit 3, Week 3, p. 119	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:                      (i) spelling words with more advanced orthographic patterns and rules;                      (ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent;                      (iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent;                      (iv) spelling words with diphthongs and hiatus; and                      (v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses</p>	<p>(xxv) apply spelling knowledge by marking accents appropriately when conjugating verbs in conditional tenses</p>	Student/Teacher	Narrative	9780328992331	Unit 3, Week 3, p. 119	Ortografía
			Student/Teacher	Activity	9780328992331	Unit 3, Week 3, p. 119	Mi turno
			Student/Teacher	Activity	9780328992331	Práctica adicional, Unit 3, Week 3, p. 96	Full page
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:                      (i) spelling words with more advanced orthographic patterns and rules;                      (ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent;                      (iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent;                      (iv) spelling words with diphthongs and hiatus; and                      (v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses</p>	<p>(xxvi) apply spelling knowledge by marking accents appropriately when conjugating verbs in future [tense]</p>	Student/Teacher	Narrative	9780328992331	Unit 3, Week 3, p. 116	Estudio de palabras
			Student/Teacher	Activity	9780328992331	Unit 3, Week 3, p. 116	Mi turno
			Student/Teacher	Narrative	9780328992331	Unit 3, Week 3, p. 119	Ortografía
			Student/Teacher	Activity	9780328992331	Unit 3, Week 3, p. 119	Mi turno
			Student/Teacher	Activity	9780328992331	Práctica adicional, Unit 3, Week 3, p. 96	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(C) write legibly in cursive	(i) write legibly in cursive	Student/Teacher	Narrative	9780328992324	Unit 1, Week 5, p. 187	Mi turno paragraph
			Student/Teacher	Activity	9780328992324	Unit 1, Week 5, p. 187	Mi turno exercise
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 5, p. 395	Mi turno paragraph
			Student/Teacher	Activity	9780328992324	Unit 2, Week 5, p. 395	Mi turno exercise
			Student/Teacher	Activity	9780328992331	Unit 3, Week 5, p. 185	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(A) use print or digital resources to determine meaning, syllabication, pronunciation, and word origin	(i) use print or digital resources to determine meaning	Student/Teacher	Narrative	9780328992324	Volume 1, p. 416	Glosario, First paragraph
			Student/Teacher	Activity	9780328992324	Volume 1, p. 416	Mi turno
			Student/Teacher	Narrative	9780328992331	Volume 2, p. 626	Glosario, First paragraph
			Student/Teacher	Activity	9780328992331	Volume 2, p. 626	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:	(A) use print or digital resources to determine meaning, syllabication, pronunciation, and word origin	(ii) use print or digital resources to determine syllabication	Student/Teacher	Narrative	9780328992324	Volume 1, p. 416	Glosario, First paragraph
			Student/Teacher	Activity	9780328992324	Volume 1, p. 416	Mi turno
			Student/Teacher	Narrative	9780328992331	Volume 2, p. 626	Glosario, First paragraph
			Student/Teacher	Activity	9780328992331	Volume 2, p. 626	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:	(A) use print or digital resources to determine meaning, syllabication, pronunciation, and word origin	(iii) use print or digital resources to determine pronunciation	Student/Teacher	Narrative	9780328992324	Unit 2, Week 3, p. 318	La acentuación de las palabras agudas
			Student/Teacher	Activity	9780328992324	Unit 2, Week 3, p. 318	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
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(A) use print or digital resources to determine meaning, syllabication, pronunciation, and word origin	(iv) use print or digital resources to determine word origin	Student/Teacher	Narrative	9780328992324	Volume 1, p. 416	Glosario, First paragraph
			Student/Teacher	Activity	9780328992324	Volume 1, p. 416	Mi turno
			Student/Teacher	Activity	9780328992331	Volume 2, p. 626	Mi turno
			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:	(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words	(i) use context within a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words	Student/Teacher	Narrative	9780328992324	Unit 1, Week 3, p. 113	Vocabulario académico, First paragraph
			Student/Teacher	Activity	9780328992324	Unit 1, Week 3, p. 113	Mi turno
			Student/Teacher	Narrative	9780328992324	Unit 1, Week 5, p. 163	Vocabulario en contexto - First paragraph
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 2, p. 267	Vocabulario en contexto - First paragraph
			Student/Teacher	Activity	9780328992324	Unit 1, Week 5, p. 163	Vocabulario en contexto - Last paragraph
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words	(ii) use context beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words	Student/Teacher	Narrative	9780328992324	Unit 1, Week 1, p. 29	Vocabulario en contexto - First paragraph
			Student/Teacher	Activity	9780328992324	Unit 1, Week 1, p. 29	Vocabulario en contexto - Last paragraph
			Student/Teacher	Narrative	9780328992331	Unit 3, Week 2, p. 62	Vocabulario en contexto - First paragraph
			Student/Teacher	Narrative	9780328992331	Unit 3, Week 3, p. 115	Vocabulario académico, First paragraph
			Student/Teacher	Activity	9780328992331	Unit 3, Week 2, p. 62	Vocabulario en contexto - Last paragraph
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(i) identify the meaning of base words with affixes, including trans-	Student/Teacher	Narrative	9780328992331	Unit 4, Week 3, p. 310	Estudio de palabras
			Student/Teacher	Activity	9780328992331	Unit 4, Week 3, p. 310	Mi turno
			Student/Teacher	Narrative	9780328992331	Unit 4, Week 3, p. 313	Ortografía
			Student/Teacher	Activity	9780328992331	Unit 4, Week 3, p. 313	Mi turno
			Student/Teacher	Activity	9780328992331	Unit 4, Week 3, p. 135	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			



Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(ii) identify the meaning of base words with affixes, including super-	Student/Teacher	Narrative	9780328992331	Unit 4, Week 2, p. 274	Estudio de palabras
			Student/Teacher	Activity	9780328992331	Unit 4, Week 2, p. 274	Mi turno
			Student/Teacher	Narrative	9780328992331	Unit 4, Week 2, p. 277	Ortografía
			Student/Teacher	Activity	9780328992331	Unit 4, Week 2, p. 277	Mi turno
			Student/Teacher	Activity	9780328992331	Unit 4, Week 2, p. 134	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(iii) identify the meaning of base words with affixes, including anti-	Student/Teacher	Narrative	9780328992331	Unit 4, Week 2, p. 274	Estudio de palabras
			Student/Teacher	Activity	9780328992331	Unit 4, Week 2, p. 274	Mi turno
			Student/Teacher	Narrative	9780328992331	Unit 4, Week 2, p. 277	Ortografía
			Student/Teacher	Activity	9780328992331	Unit 4, Week 2, p. 277	Mi turno
			Student/Teacher	Activity	9780328992331	Práctica adicional, Unit 4, Week 2, p. 134	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(iv) identify the meaning of base words with affixes, including semi-	Student/Teacher	Narrative	9780328992331	Unit 4, Week 2, p. 274	Estudio de palabras
			Student/Teacher	Activity	9780328992331	Unit 4, Week 2, p. 274	Mi turno
			Student/Teacher	Narrative	9780328992331	Unit 4, Week 2, p. 277	Ortografía
			Student/Teacher	Activity	9780328992331	Unit 4, Week 2, p. 277	Mi turno
			Student/Teacher	Activity	9780328992331	Unit 4, Week 2, p. 134	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(v) identify the meaning of base words with affixes, including -logía	Student/Teacher	Narrative	9780328992324	Unit 1, Week 1, p. 36	Estudio de palabras
			Student/Teacher	Activity	9780328992324	Unit 1, Week 1, p. 36	Mi turno
			Student/Teacher	Narrative	9780328992324	Unit 1, Week 1, p. 39	Ortografía

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9780328992324	Práctica adicional, Unit 1, Week 1, p. 1	Full page
			Student/Teacher	Activity	9780328992324	Unit 1, Week 1, p. 39	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logia, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(vi) identify the meaning of base words with affixes, including -ificar	Student/Teacher	Narrative	9780328992324	Unit 2, Week 1, p. 242	Estudio de palabras
			Student/Teacher	Activity	9780328992324	Unit 2, Week 1, p. 242	Mi turno
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 1, p. 245	Ortografía
			Student/Teacher	Activity	9780328992324	Unit 2, Week 1, p. 245	Mi turno
			Student/Teacher	Activity	9780328992324	Práctica adicional, Unit 2, Week 1, p. 45	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logia, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(vii) identify the meaning of base words with affixes, including -ismo	Student/Teacher	Narrative	9780328992324	Unit 1, Week 1, p. 36	Estudio de palabras
			Student/Teacher	Activity	9780328992324	Unit 1, Week 1, p. 36	Mi turno
			Student/Teacher	Narrative	9780328992324	Unit 1, Week 1, p. 39	Ortografía
			Student/Teacher	Activity	9780328992324	Práctica adicional, Unit 1, Week 1, p. 1	Full page
			Student/Teacher	Activity	9780328992324	Unit 1, Week 1, p. 39	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logia, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(viii) identify the meaning of base words with affixes, including -ista	Student/Teacher	Narrative	9780328992324	Unit 1, Week 1, p. 36	Estudio de palabras
			Student/Teacher	Activity	9780328992324	Unit 1, Week 1, p. 36	Mi turno
			Student/Teacher	Narrative	9780328992324	Unit 1, Week 1, p. 39	Ortografía
			Student/Teacher	Activity	9780328992324	Práctica adicional, Unit 1, Week 1, p. 1	Full page
			Student/Teacher	Activity	9780328992324	Unit 1, Week 1, p. 39	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logia, -ficar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(ix) identify the meaning of base words with roots, including audi	Student/Teacher	Narrative	9780328992331	Unit 4, Week 5, p. 392	Estudio de palabras
			Student/Teacher	Activity	9780328992331	Unit 4, Week 5, p. 392	Mi turno
			Student/Teacher	Narrative	9780328992331	Unit 4, Week 5, p. 395	Ortografía
			Student/Teacher	Activity	9780328992331	Unit 4, Week 5, p. 395	Mi turno
			Student/Teacher	Activity	9780328992331	Práctica adicional, Unit 4, Week 5, p. 137	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logia, -ficar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(x) identify the meaning of base words with roots, including crono	Student/Teacher	Narrative	9780328992324	Unit 1, Week 2, p. 74	Estudio de palabras
			Student/Teacher	Activity	9780328992324	Unit 1, Week 2, p. 74	Mi turno
			Student/Teacher	Narrative	9780328992324	Unit 1, Week 2, p. 77	Ortografía
			Student/Teacher	Activity	9780328992324	Unit 1, Week 2, p. 77	Mi turno
			Student/Teacher	Activity	9780328992324	Práctica adicional, Unit 1, Week 2, p. 2	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logia, -ficar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(xi) identify the meaning of base words with roots, including foto	Student/Teacher	Narrative	9780328992324	Unit 1, Week 2, p. 74	Estudio de palabras
			Student/Teacher	Activity	9780328992324	Unit 1, Week 2, p. 74	Mi turno
			Student/Teacher	Narrative	9780328992324	Unit 1, Week 2, p. 77	Ortografía
			Student/Teacher	Activity	9780328992324	Unit 1, Week 2, p. 77	Mi turno
			Student/Teacher	Activity	9780328992324	Práctica adicional, Unit 1, Week 2, p. 2	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logia, -ficar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(xii) identify the meaning of base words with roots, including geo	Student/Teacher	Narrative	9780328992324	Unit 1, Week 2, p. 74	Estudio de palabras
			Student/Teacher	Activity	9780328992324	Unit 1, Week 2, p. 74	Mi turno
			Student/Teacher	Narrative	9780328992324	Unit 1, Week 2, p. 77	Ortografía
			Student/Teacher	Activity	9780328992324	Unit 1, Week 2, p. 77	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	9780328992324	Práctica adicional, Unit 1, Week 2, p. 2	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logia, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(xiii) identify the meaning of base words with roots, including terr	Student/Teacher	Narrative	9780328992324	Unit 2, Week 1, p. 242	Estudio de palabras
			Student/Teacher	Activity	9780328992324	Unit 2, Week 1, p. 242	Mi turno
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 1, p. 245	Ortografía
			Student/Teacher	Activity	9780328992324	Unit 2, Week 1, p. 245	Mi turno
			Student/Teacher	Activity	9780328992324	Práctica adicional, Unit 2, Week 1, p. 45	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logia, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(xiv) use base words with affixes, including trans-	Student/Teacher	Narrative	9780328992331	Unit 4, Week 3, p. 310	Estudio de palabras
			Student/Teacher	Activity	9780328992331	Unit 4, Week 3, p. 310	Mi turno
			Student/Teacher	Narrative	9780328992331	Unit 4, Week 3, p. 313	Ortografía
			Student/Teacher	Activity	9780328992331	Unit 4, Week 3, p. 313	Mi turno
			Student/Teacher	Activity	9780328992331	Práctica adicional, Unit 4, Week 3, p. 135	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logia, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(xv) use base words with affixes, including super-	Student/Teacher	Narrative	9780328992331	Unit 4, Week 2, p. 274	Estudio de palabras
			Student/Teacher	Activity	9780328992331	Unit 4, Week 2, p. 274	Mi turno
			Student/Teacher	Narrative	9780328992331	Unit 4, Week 2, p. 277	Ortografía
			Student/Teacher	Activity	9780328992331	Unit 4, Week 2, p. 277	Mi turno
			Student/Teacher	Activity	9780328992331	Práctica adicional, Unit 4, Week 2, p. 134	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logia, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(xvi) use base words with affixes, including anti-	Student/Teacher	Narrative	9780328992331	Unit 4, Week 2, p. 274	Estudio de palabras
			Student/Teacher	Activity	9780328992331	Unit 4, Week 2, p. 274	Mi turno
			Student/Teacher	Narrative	9780328992331	Unit 4, Week 2, p. 277	Ortografía
			Student/Teacher	Activity	9780328992331	Unit 4, Week 2, p. 277	Mi turno
			Student/Teacher	Activity	9780328992331	Práctica adicional, Unit 4, Week 2, p. 134	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logia, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(xvii) use base words with affixes, including semi-	Student/Teacher	Narrative	9780328992331	Unit 4, Week 2, p. 274	Estudio de palabras
			Student/Teacher	Activity	9780328992331	Unit 4, Week 2, p. 274	Mi turno
			Student/Teacher	Narrative	9780328992331	Unit 4, Week 2, p. 277	Ortografía
			Student/Teacher	Activity	9780328992331	Unit 4, Week 2, p. 277	Mi turno
			Student/Teacher	Activity	9780328992331	Práctica adicional, Unit 4, Week 2, p. 134	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logia, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(xviii) use base words with affixes, including -logia	Student/Teacher	Narrative	9780328992324	Unit 1, Week 1, p. 36	Estudio de palabras
			Student/Teacher	Activity	9780328992324	Unit 1, Week 1, p. 36	Mi turno
			Student/Teacher	Narrative	9780328992324	Unit 1, Week 1, p. 39	Ortografía
			Student/Teacher	Activity	9780328992324	Práctica adicional, Unit 1, Week 1, p. 1	Full page
			Student/Teacher	Activity	9780328992324	Unit 1, Week 1, p. 39	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logia, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(xix) use base words with affixes, including -ificar	Student/Teacher	Narrative	9780328992324	Unit 2, Week 1, p. 242	Estudio de palabras
			Student/Teacher	Activity	9780328992324	Unit 2, Week 1, p. 242	Mi turno
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 1, p. 245	Ortografía

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9780328992324	Unit 2, Week 1, p. 245	Mi turno
			Student/Teacher	Activity	9780328992324	Práctica adicional, Unit 2, Week 1, p. 45	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logia, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(xx) use base words with affixes, including -ismo	Student/Teacher	Narrative	9780328992324	Unit 1, Week 1, p. 36	Estudio de palabras
			Student/Teacher	Activity	9780328992324	Unit 1, Week 1, p. 36	Mi turno
			Student/Teacher	Narrative	9780328992324	Unit 1, Week 1, p. 39	Ortografía
			Student/Teacher	Activity	9780328992324	Práctica adicional, Unit 1, Week 1, p. 1	Full page
			Student/Teacher	Activity	9780328992324	Unit 1, Week 1, p. 39	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logia, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(xxi) use base words with affixes, including -ista	Student/Teacher	Narrative	9780328992324	Unit 1, Week 1, p. 36	Estudio de palabras
			Student/Teacher	Activity	9780328992324	Unit 1, Week 1, p. 36	Mi turno
			Student/Teacher	Narrative	9780328992324	Unit 1, Week 1, p. 39	Ortografía
			Student/Teacher	Activity	9780328992324	Práctica adicional, Unit 1, Week 1, p. 1	Full page
			Student/Teacher	Activity	9780328992324	Unit 1, Week 1, p. 39	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logia, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(xxii) use base words with roots, including audi	Student/Teacher	Narrative	9780328992331	Unit 4, Week 5, p. 392	Estudio de palabras
			Student/Teacher	Activity	9780328992331	Unit 4, Week 5, p. 392	Mi turno
			Student/Teacher	Narrative	9780328992331	Unit 4, Week 5, p. 392	Estudio de palabras
			Student/Teacher	Narrative	9780328992331	Unit 4, Week 5, p. 395	Ortografía
			Student/Teacher	Activity	9780328992331	Unit 4, Week 5, p. 392	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(xxiii) use base words with roots, including crono	Student/Teacher	Narrative	9780328992324	Unit 1, Week 2, p. 77	Ortografía
			Student/Teacher	Activity	9780328992331	Unit 1, Week 2, p. 74	Mi turno
			Student/Teacher	Activity	9780328992324	Unit 1, Week 2, p. 77	Mi turno
			Student/Teacher	Activity	9780328992324	Práctica adicional, Unit 1, Week 2, p. 2	Full page
			Teacher Only	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(xxiv) use base words with roots, including foto	Student/Teacher	Narrative	9780328992324	Unit 1, Week 2, p. 74	Estudio de palabras
			Student/Teacher	Activity	9780328992324	Unit 1, Week 2, p. 74	Mi turno
			Student/Teacher	Narrative	9780328992324	Unit 1, Week 2, p. 77	Ortografía
			Student/Teacher	Activity	9780328992324	Unit 1, Week 2, p. 77	Mi turno
			Student/Teacher	Activity	9780328992324	Práctica adicional, Unit 1, Week 2, p. 2	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(xxv) use base words with roots, including geo	Student/Teacher	Narrative	9780328992324	Unit 1, Week 2, p. 74	Estudio de palabras
			Student/Teacher	Activity	9780328992324	Unit 1, Week 2, p. 74	Mi turno
			Student/Teacher	Narrative	9780328992324	Unit 1, Week 2, p. 77	Ortografía
			Student/Teacher	Activity	9780328992324	Unit 1, Week 2, p. 77	Mi turno
			Student/Teacher	Activity	9780328992324	Práctica adicional, Unit 1, Week 2, p. 2	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr	(xxvi) use base words with roots, including terr	Student/Teacher	Narrative	9780328992324	Unit 2, Week 1, p. 242	Estudio de palabras
			Student/Teacher	Activity	9780328992324	Unit 2, Week 1, p. 242	Mi turno
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 1, p. 245	Ortografía
			Student/Teacher	Activity	9780328992324	Unit 2, Week 1, p. 245	Mi turno
			Student/Teacher	Activity	9780328992324	Unit 2, Week 1, p. 245	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	9780328992324	Práctica adicional, Unit 2, Week 1, p. 45	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify, use, and explain the meaning of idioms, adages, and puns	(i) identify idioms	Student/Teacher	Narrative	9780328992331	Unit 3, Week 4, p. 143	Vocabulario académico, 1st paragraph
			Student/Teacher	Activity	9780328992331	Unit 3, Week 4, p. 143	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, use, and explain the meaning of idioms, adages, and puns	(ii) identify adages	Student/Teacher	Narrative	9780328992331	Unit 4, Week 4, p. 347	Vocabulario académico
			Student/Teacher	Activity	9780328992331	Unit 4, Week 4, p. 347	Mi turno
			Student/Teacher	Narrative	9780328992331	Unit 4, Week 5, p. 393	first paragraph and Demuéstralo box
			Student/Teacher	Activity	9780328992331	Unit 4, Week 5, p. 393	under blue box, Leer el texto and Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify, use, and explain the meaning of idioms, adages, and puns	(iii) identify puns	Student/Teacher	Narrative	9780328992331	Unit 3, Week 2, p. 77	first paragraph and Demuéstralo box
			Student/Teacher	Activity	9780328992331	Unit 3, Week 2, p. 77	under blue box, Leer el texto and Mi turno
			Student/Teacher	Narrative	9780328992331	Unit 3, Week 2, p. 78	Escribir para un lector
			Student/Teacher	Activity	9780328992331	Unit 3, Week 2, p. 78	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify, use, and explain the meaning of idioms, adages, and puns	(iv) use idioms	Student/Teacher	Narrative	9780328992331	Unit 3, Week 4, p. 143	Vocabulario académico - 1st paragraph
			Student/Teacher	Activity	9780328992331	Unit 3, Week 4, p. 143	Mi turno
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			



Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify, use, and explain the meaning of idioms, adages, and puns	(v) use adages	Student/Teacher	Narrative	9780328992331	Unit 4, Week 4, p. 347	first paragraph
			Student/Teacher	Activity	9780328992331	Unit 4, Week 4, p. 347	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, use, and explain the meaning of idioms, adages, and puns	(vi) use puns	Student/Teacher	Narrative	9780328992331	Unit 3, Week 2, p. 78	Escribir para un lector
			Student/Teacher	Activity	9780328992331	Unit 3, Week 2, p. 78	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, use, and explain the meaning of idioms, adages, and puns	(vii) explain the meaning of idioms	Student/Teacher	Narrative	9780328992331	Unit 3, Week 4, p. 143	Vocabulario académico - 1st paragraph
			Student/Teacher	Activity	9780328992331	Unit 3, Week 4, p. 143	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, use, and explain the meaning of idioms, adages, and puns	(viii) explain the meaning of adages	Student/Teacher	Narrative	9780328992331	Unit 4, Week 4, p. 347	Vocabulario académico
			Student/Teacher	Activity	9780328992331	Unit 4, Week 4, p. 347	Mi turno
			Student/Teacher	Narrative	9780328992331	Unit 4, Week 5, p. 393	first paragraph and Demuéstralo box
			Student/Teacher	Activity	9780328992331	Unit 4, Week 5, p. 393	under blue box, Leer el texto and Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify, use, and explain the meaning of idioms, adages, and puns	(ix) explain the meaning of puns	Student/Teacher	Narrative	9780328992331	Unit 3, Week 2, p. 77	first paragraph and Demuéstralo box
			Student/Teacher	Activity	9780328992331	Unit 3, Week 2, p. 77	under blue box, Leer el texto and Mi turno
			Student/Teacher	Narrative	9780328992331	Unit 3, Week 2, p. 78	Escribir para un lector
			Student/Teacher	Activity	9780328992331	Unit 3, Week 2, p. 78	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(E) differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien	(i) differentiate between [or among] homographs	Student/Teacher	Narrative	9780328992331	Unit 3, Week 2, p. 76	Estudio de palabras
			Student/Teacher	Activity	9780328992331	Unit 3, Week 2, p. 76	Mi turno
			Student/Teacher	Narrative	9780328992331	Unit 3, Week 2, p. 79	Ortografía
			Student/Teacher	Activity	9780328992331	Unit 3, Week 2, p. 79	Mi turno
			Student/Teacher	Activity	9780328992331	Práctica adicional, Unit 3, Week 2, p. 90	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(E) differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien	(ii) differentiate between [or among] homophones	Student/Teacher	Narrative	9780328992331	Unit 3, Week 2, p. 76	Estudio de palabras
			Student/Teacher	Activity	9780328992331	Unit 3, Week 2, p. 76	Mi turno
			Student/Teacher	Narrative	9780328992331	Unit 3, Week 2, p. 79	Ortografía
			Student/Teacher	Activity	9780328992331	Unit 3, Week 2, p. 79	Mi turno
			Student/Teacher	Activity	9780328992331	Práctica adicional, Unit 3, Week 2, p. 90	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(E) differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien	(iii) differentiate between [or among] commonly confused terms	Student/Teacher	Narrative	9780328992331	Unit 5, Week 1, p. 458	Estudio de palabras
			Student/Teacher	Activity	9780328992331	Unit 5, Week 1, p. 458	Mi turno
			Student/Teacher	Narrative	9780328992331	Unit 5, Week 1, p. 461	Ortografía

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9780328992331	Unit 5, Week 1, p. 461	Mi turno
			Student/Teacher	Activity	9780328992331	Práctica adicional, Unit 5, Week 1, p. 177	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(E) differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien	(iv) use homographs	Student/Teacher	Narrative	9780328992331	Unit 3, Week 2, p. 76	Estudio de palabras
			Student/Teacher	Activity	9780328992331	Unit 3, Week 2, p. 76	Mi turno
			Student/Teacher	Narrative	9780328992331	Unit 3, Week 2, p. 79	Ortografía
			Student/Teacher	Activity	9780328992331	Unit 3, Week 2, p. 79	Mi turno
			Student/Teacher	Activity	9780328992331	Práctica adicional, Unit 3, Week 2, p. 90	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(E) differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien	(v) use homophones	Student/Teacher	Narrative	9780328992331	Unit 3, Week 2, p. 76	Estudio de palabras
			Student/Teacher	Activity	9780328992331	Unit 3, Week 2, p. 76	Mi turno
			Student/Teacher	Narrative	9780328992331	Unit 3, Week 2, p. 79	Ortografía
			Student/Teacher	Activity	9780328992331	Unit 3, Week 2, p. 79	Mi turno
			Student/Teacher	Activity	9780328992331	Práctica adicional, Unit 3, Week 2, p. 90	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(E) differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien	(vi) use commonly confused terms	Student/Teacher	Narrative	9780328992331	Unit 5, Week 1, p. 458	Estudio de palabras
			Student/Teacher	Activity	9780328992331	Unit 5, Week 1, p. 458	Mi turno
			Student/Teacher	Narrative	9780328992331	Unit 5, Week 1, p. 461	Ortografía
			Student/Teacher	Activity	9780328992331	Unit 5, Week 1, p. 461	Mi turno
			Student/Teacher	Activity	9780328992331	Práctica adicional, Unit 5, Week 1, p. 182	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(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	9780328992324	Unit 1, Week 3, p. 86	Leer con fluidez
			Student/Teacher	Activity	9780328992324	Unit 1, Week 3, p. 107	Fluidez, side note
			Student/Teacher	Narrative	9780328992331	Unit 4, Week 3, p. 286	Leer con fluidez
			Student/Teacher	Activity	9780328992331	Unit 4, Week 3, p. 303	Fluidez, side note
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			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	9780328992331	Unit 5, Week 5, p. 574	Leer con fluidez
			Student/Teacher	Activity	9780328992331	Unit 5, Week 5, p. 574	Leer con 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)			
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	[A] use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	(iii) use appropriate fluency (prosody) when reading grade-level text	Student/Teacher	Narrative	9780328992324	Unit 2, Week 3, p. 292	Leer con fluidez
			Student/Teacher	Activity	9780328992324	Unit 2, Week 3, p. 292	Fluidez, side note
			Student/Teacher	Narrative	9780328992331	Unit 3, Week 5, p. 156	Leer con fluidez
			Student/Teacher	Activity	9780328992331	Unit 3, Week 5, p. 156	Fluidez, side note
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	[A] self-select text and read independently for a sustained period of time	(i) self-select text	Student/Teacher	Narrative	9780328992324	Unit 1, Weekly Opener, p. 10	Lectura independiente, Second paragraph
			Student/Teacher	Activity	9780328992324	Unit 1, Weekly Opener, p. 10	Lectura independiente, Step 1 and Step 2
			Student/Teacher	Narrative	9780328992331	Unit 3, Weekly Opener, p. 12	Lectura independiente, Second paragraph

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9780328992324	Unit 2, Weekly Opener, p. 211	Lectura independiente Log
			Student/Teacher	Activity	9780328992324	Unit 2, Week 6, p. 415	Full page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	[A] self-select text and read independently for a sustained period of time	(ii) read independently for a sustained period of time	Student/Teacher	Narrative	9780328992331	Unit 4, Weekly Opener, p. 208	Lectura independiente, First paragraph
			Student/Teacher	Activity	9780328992331	Unit 4, Weekly Opener, pp. 208-209	Full page spread
			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:	(A) establish purpose for reading assigned and self-selected texts	(i) establish purpose for reading assigned texts	Student/Teacher	Narrative	9780328992324	Unit 1, Week 2, p. 48	Establecer un propósito
			Student/Teacher	Activity	9780328992324	Unit 1, Week 1, p. 18	Lectura
			Student/Teacher	Narrative	9780328992331	Unit 3, Week 2, p. 54	Establecer un propósito
			Student/Teacher	Narrative	9780328992331	Unit 4, Week 2, p. 248	Establecer un propósito
			Student/Teacher	Activity	9780328992331	Unit 4, Week 2, p. 248	Mi propósito
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(A) establish purpose for reading assigned and self-selected texts	(ii) establish purpose for reading self-selected texts	Student/Teacher	Narrative	9780328992324	Unit 2, Weekly Opener, p. 210	Lectura independiente, First paragraph
			Student/Teacher	Activity	9780328992331	Unit 3, Weekly Opener, p. 12	Lectura independiente, Step 1
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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	(i) generate questions about text before reading to deepen understanding	Student/Teacher	Narrative	9780328992331	Unit 4, Week 4, p. 324	Lectura
			Student/Teacher	Activity	9780328992324	Unit 1, Week 2, p. 50	Primera lectura, strategies
			Student/Teacher	Narrative	9780328992331	Unit 4, Week 4, p. 345	Hacer preguntas, First paragraph
			Student/Teacher	Activity	9780328992324	Unit 1, Week 3, p. 88	Primera lectura, strategies
			Student/Teacher	Activity	9780328992331	Unit 4, Week 4, p. 324	Primera lectura, strategies
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(B) generate questions about text before, during, and after reading to deepen understanding and gain information	(ii) generate questions about text before reading to gain information	Student/Teacher	Narrative	9780328992331	Unit 4, Week 4, p. 324	Lectura
			Student/Teacher	Activity	9780328992331	Unit 4, Week 4, p. 324	Primera lectura, strategies
			Student/Teacher	Narrative	9780328992331	Unit 4, Week 4, p. 345	Hacer preguntas, First paragraph
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(B) generate questions about text before, during, and after reading to deepen understanding and gain information	(iii) generate questions about text during reading to deepen understanding	Student/Teacher	Narrative	9780328992324	Unit 2, Week 2, p. 315	Hacer preguntas, First paragraph
			Student/Teacher	Activity	9780328992324	Unit 2, Week 2, p. 315	Mi turno / Second activity
			Student/Teacher	Narrative	9780328992331	Unit 4, Week 4, p. 345	Hacer preguntas, First paragraph
			Student/Teacher	Activity	9780328992331	Unit 4, Week 4, p. 345	Mi turno / Second activity
			Student/Teacher	Activity	9780328992324	Unit 2, Week 3, p. 300	Hacer preguntas, side note
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(B) generate questions about text before, during, and after reading to deepen understanding and gain information	(iv) generate questions about text during reading to gain information	Student/Teacher	Narrative	9780328992324	Unit 2, Week 2, p. 315	First paragraph
			Student/Teacher	Activity	9780328992331	Unit 4, Week 4, p. 345	Mi turno / Second activity
			Student/Teacher	Narrative	9780328992331	Unit 4, Week 4, p. 345	First paragraph

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9780328992331	Unit 4, Week 4, p. 326	Hacer preguntas, side note
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(B) generate questions about text before, during, and after reading to deepen understanding and gain information	(v) generate questions about text after reading to deepen understanding	Student/Teacher	Narrative	9780328992324	Unit 2, Week 2, p. 315	First paragraph
			Student/Teacher	Activity	9780328992324	Unit 2, Week 2, p. 315	Mi turno / Second activity
			Student/Teacher	Narrative	9780328992331	Unit 4, Week 4, p. 345	First paragraph
			Student/Teacher	Activity	9780328992331	Unit 4, Week 4, p. 345	Mi turno / Second activity
			Student/Teacher	Activity	9780328992331	Unit 4, Week 3, p. 308	Reflexionar y comentar / Fourth paragraph
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(B) generate questions about text before, during, and after reading to deepen understanding and gain information	(vi) generate questions about text after reading to gain information	Student/Teacher	Narrative	9780328992331	Unit 4, Week 4, p. 345	First paragraph
			Student/Teacher	Activity	9780328992331	Unit 4, Week 4, p. 345	Mi turno / Second activity
			Student/Teacher	Activity	9780328992331	Unit 4, Week 3, p. 308	Reflexionar y comentar / Fourth paragraph
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures	(i) make predictions using text features	Student/Teacher	Narrative	9780328992331	Unit 5, Week 2, p. 491	First paragraph
			Student/Teacher	Activity	9780328992331	Unit 3, Week 5, p. 158	Lectura
			Student/Teacher	Activity	9780328992331	Unit 5, Week 2, p. 472	Lectura
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures	(ii) make predictions using characteristics of genre	Student/Teacher	Narrative	9780328992324	Unit 1, Week 5, p. 177	First paragraph
			Student/Teacher	Activity	9780328992324	Unit 3, Week 5, p. 158	Lectura
			Student/Teacher	Activity	9780328992324	Unit 2, Week 4, p. 332	Lectura
			Student/Teacher	Narrative	9780328992331	Unit 1, Week 5, p. 158	Lectura
			Student/Teacher	Activity	9780328992331	Unit 4, Week 1, p. 216	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:	(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures	(iii) make predictions using structures	Student/Teacher	Narrative	9780328992324	Unit 1, Week 5, p. 177	First paragraph
			Student/Teacher	Activity	9780328992324	Unit 1, Week 5, p. 158	Lectura
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 4, p. 349	First paragraph
			Student/Teacher	Activity	9780328992324	Unit 2, Week 4, p. 349	Mi turno
			Student/Teacher	Activity	9780328992331	Unit 4, Week 4, p. 324	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:	(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures	(iv) correct or confirm predictions using text features	Student/Teacher	Narrative	9780328992331	Unit 5, Week 2, p. 491	First paragraph
			Student/Teacher	Activity	9780328992331	Unit 5, Week 2, p. 491	Mi turno / Second activity
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures	(v) correct or confirm predictions using characteristics of genre	Student/Teacher	Narrative	9780328992324	Unit 1, Week 5, p. 177	First paragraph
			Student/Teacher	Activity	9780328992324	Unit 1, Week 5, p. 177	Mi turno / Second activity
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			



Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures	(vi) correct or confirm predictions using structures	Student/Teacher	Narrative	9780328992324	Unit 1, Week 5, p. 177	First paragraph
			Student/Teacher	Activity	9780328992324	Unit 1, Week 5, p. 177	Mi turno / Second activity
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(D) create mental images to deepen understanding	(i) create mental images to deepen understanding	Student/Teacher	Narrative	9780328992324	Unit 1, Week 4, p. 141	First paragraph
			Student/Teacher	Activity	9780328992324	Unit 1, Week 4, p. 141	Mi turno / Second activity
			Student/Teacher	Narrative	9780328992331	Unit 3, Week 4, p. 141	First paragraph
			Student/Teacher	Activity	9780328992331	Unit 3, Week 4, p. 141	Mi turno / Second activity
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(E) make connections to personal experiences, ideas in other texts, and society	(i) make connections to personal experiences	Student/Teacher	Narrative	9780328992331	Unit 3, Week 1, p. 39	First paragraph
			Student/Teacher	Activity	9780328992331	Unit 3, Week 1, p. 39	Mi turno / Second activity
			Student/Teacher	Narrative	9780328992331	Unit 5, Week 1, p. 455	First paragraph
			Student/Teacher	Narrative	9780328992331	Unit 5, Week 5, p. 595	First paragraph
			Student/Teacher	Activity	9780328992331	Unit 3, Week 2, p. 56	Primera lectura, strategies
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(E) make connections to personal experiences, ideas in other texts, and society	(ii) make connections to ideas in other texts	Student/Teacher	Narrative	9780328992331	Unit 3, Week 1, p. 39	First paragraph
			Student/Teacher	Activity	9780328992331	Unit 3, Week 1, p. 39	Mi turno / Second activity

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Narrative	9780328992331	Unit 5, Week 1, p. 455	First paragraph
			Student/Teacher	Narrative	9780328992331	Unit 5, Week 5, p. 595	First paragraph
			Student/Teacher	Activity	9780328992331	Unit 4, Week 2, p. 250	Primera lectura, strategies
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(E) make connections to personal experiences, ideas in other texts, and society	(iii) make connections to society	Student/Teacher	Narrative	9780328992331	Unit 3, Week 1, p. 39	First paragraph
			Student/Teacher	Activity	9780328992331	Unit 3, Week 1, p. 39	Mi turno / Second activity
			Student/Teacher	Narrative	9780328992331	Unit 5, Week 1, p. 455	First paragraph
			Student/Teacher	Narrative	9780328992331	Unit 5, Week 5, p. 595	First paragraph
			Student/Teacher	Activity	9780328992331	Unit 5, Week 1, p. 455	Mi turno / Second activity
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(F) make inferences and use evidence to support understanding	(i) make inferences to support understanding	Student/Teacher	Narrative	9780328992324	Unit 1, Week 2, p. 71	First paragraph
			Student/Teacher	Activity	9780328992324	Unit 1, Week 2, p. 71	Mi turno / Second activity
			Student/Teacher	Narrative	9780328992331	Unit 4, Week 5, p. 389	First paragraph
			Student/Teacher	Activity	9780328992331	Unit 4, Week 5, p. 389	Mi turno / Second activity
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(F) make inferences and use evidence to support understanding	(ii) use evidence to support understanding	Student/Teacher	Narrative	9780328992324	Unit 1, Week 2, p. 71	First paragraph
			Student/Teacher	Activity	9780328992324	Unit 1, Week 2, p. 71	Mi turno / Second activity
			Student/Teacher	Narrative	9780328992331	Unit 4, Week 5, p. 389	First paragraph
			Student/Teacher	Activity	9780328992331	Unit 4, Week 5, p. 389	Mi turno / Second activity
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(G) evaluate details read to determine key ideas	(i) evaluate details read to determine key ideas	Student/Teacher	Narrative	9780328992324	Unit 2, Week 1, p. 239	First paragraph
			Student/Teacher	Activity	9780328992324	Unit 2, Week 1, p. 239	First paragraph
			Student/Teacher	Narrative	9780328992331	Unit 4, Week 1, p. 233	First paragraph
			Student/Teacher	Activity	9780328992331	Unit 4, Week 1, p. 233	First paragraph
			Student/Teacher	Activity	9780328992331	Unit 4, Week 1, p. 218	Evaluar los detalles, side note
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(H) synthesize information to create new understanding	(i) synthesize information to create new understanding	Student/Teacher	Narrative	9780328992324	Unit 2, Week 5, p. 385	First paragraph
			Student/Teacher	Activity	9780328992324	Unit 2, Week 5, p. 385	Mi turno / Second activity
			Student/Teacher	Narrative	9780328992331	Unit 3, Week 3, p. 113	First paragraph
			Student/Teacher	Activity	9780328992331	Unit 3, Week 3, p. 113	Mi turno / Second activity
			Student/Teacher	Activity	9780328992331	Unit 5, Week 4, p. 557	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down	(i) monitor comprehension	Student/Teacher	Narrative	9780328992324	Unit 2, Week 2, p. 277	First paragraph
			Student/Teacher	Activity	9780328992324	Unit 2, Week 2, p. 277	Mi turno / Second activity
			Student/Teacher	Narrative	9780328992331	Unit 4, Week 2, p. 271	First paragraph
			Student/Teacher	Narrative	9780328992331	Unit 5, Week 4, p. 559	First paragraph
			Student/Teacher	Activity	9780328992331	Unit 4, Week 2, p. 271	Mi turno / Second activity
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down	(ii) make adjustments when understanding breaks down	Student/Teacher	Narrative	9780328992324	Unit 2, Week 2, p. 277	First paragraph
			Student/Teacher	Activity	9780328992324	Unit 2, Week 2, p. 277	Mi turno / Second activity

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Narrative	9780328992331	Unit 4, Week 2, p. 271	First paragraph
			Student/Teacher	Narrative	9780328992331	Unit 5, Week 4, p. 559	First paragraph
			Student/Teacher	Activity	9780328992331	Unit 4, Week 2, p. 271	Mi turno / Second activity
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(7) Response skills: listening, speaking, reading writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(A) describe personal connections to a variety of sources, including self-selected texts	(i) describe personal connections to a variety of sources, including self-selected texts	Student/Teacher	Narrative	9780328992331	Unit 4, Week 5, p. 390	Describir conexiones personales
			Student/Teacher	Activity	9780328992331	Unit 4, Week 5, p. 390	Describir conexiones personales/bullets 1 and 2
			Student/Teacher	Activity	9780328992331	Unit 3, Week 2, p. 53	Escritura rápida
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(7) Response skills: listening, speaking, reading writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources	(i) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources	Student/Teacher	Narrative	9780328992324	Unit 2, Week 2, p. 278	Comparar y contrastar, First paragraph
			Student/Teacher	Activity	9780328992324	Unit 2, Week 2, p. 278	Comparar y contrastar, Last paragraph
			Student/Teacher	Activity	9780328992324	Unit 1, Week 4, p. 139	Mi turno, second question
			Student/Teacher	Activity	9780328992324	Unit 2, Week 5, p. 383	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)			
(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	9780328992324	Unit 1, Week 1, p. 33	First paragraph
			Student/Teacher	Activity	9780328992324	Unit 1, Week 1, p. 33	Mi turno, second question
			Student/Teacher	Narrative	9780328992324	Unit 1, Week 2, p. 72	Reflexionar y comentar, Full page
			Student/Teacher	Narrative	9780328992324	Unit 1, Week 3, p. 111	First paragraph
			Student/Teacher	Activity	9780328992324	Unit 1, Week 2, p. 72	Interacción con las fuentes
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(7) Response skills: listening, speaking, reading writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order	(i) retell, paraphrase, or summarize texts in ways that maintain meaning	Student/Teacher	Narrative	9780328992331	Unit 4, Week 3, p. 307	First paragraph
			Student/Teacher	Activity	9780328992331	Unit 4, Week 3, p. 307	Mi turno
			Student/Teacher	Narrative	9780328992331	Unit 4, Week 3, p. 346	Resumir textos
			Student/Teacher	Activity	9780328992331	Unit 4, Week 3, p. 346	Resumir textos, Last paragraph
			Student/Teacher	Activity	9780328992331	Unit 4, Week 3, p. 305	Mi turno, second question
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(7) Response skills: listening, speaking, reading writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order	(ii) retell, paraphrase, or summarize texts in ways that maintain logical order	Student/Teacher	Narrative	9780328992331	Unit 4, Week 3, p. 307	First paragraph
			Student/Teacher	Activity	9780328992331	Unit 4, Week 3, p. 307	Mi turno, bottom half of page
			Student/Teacher	Narrative	9780328992331	Unit 4, Week 3, p. 346	Resumir textos
			Student/Teacher	Activity	9780328992331	Unit 4, Week 3, p. 346	Resumir textos, Last paragraph
			Student/Teacher	Activity	9780328992331	Unit 4, Week 3, p. 305	Mi turno, second question
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(7) Response skills: listening, speaking, reading writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	(i) interact with sources in meaningful ways	Student/Teacher	Narrative	9780328992324	Unit 1, Week 2, p. 72	Interacción con las fuentes
			Student/Teacher	Activity	9780328992324	Unit 2, Week 2, p. 253	Escritura libre
			Student/Teacher	Narrative	9780328992331	Unit 3, Week 2, p. 74	Escritura libre
			Student/Teacher	Activity	9780328992331	Unit 4, Week 1, p. 241	Mi turno
			Student/Teacher	Activity	9780328992331	Unit 4, Week 2, p. 279	Mi turno activities
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(7) Response skills: listening, speaking, reading writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(F) respond using newly acquired vocabulary as appropriate	(i) respond using newly acquired vocabulary as appropriate	Student/Teacher	Narrative	9780328992331	Unit 4, Week 5, p. 391	Vocabulario académico, First paragraph
			Student/Teacher	Activity	9780328992324	Unit 2, Week 1, p. 213	Intercambiar ideas

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9780328992324	Unit 2, Week 5, p. 382	Mi turno
			Student/Teacher	Activity	9780328992331	Unit 3, Week 1, p. 36	Mi turno
			Student/Teacher	Activity	9780328992331	Unit 4, Week 2, p. 268	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(7) Response skills: listening, speaking, reading writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(G) discuss specific ideas in the text that are important to the meaning	(i) discuss specific ideas in the text that are important to the meaning	Student/Teacher	Narrative	9780328992324	Unit 2, Week 1, p. 240	Hacer comentarios pertinentes
			Student/Teacher	Activity	9780328992324	Unit 2, Week 1, p. 240	En tus palabras
			Student/Teacher	Narrative	9780328992331	Unit 5, Week 1, p. 456	Hacer comentarios pertinentes
			Student/Teacher	Activity	9780328992331	Unit 5, Week 1, p. 456	En tus palabras
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(A) infer multiple themes within a text using text evidence	(i) infer multiple themes within a text using text evidence	Student/Teacher	Narrative	9780328992331	Unit 3, Week 5, p. 156	Ficción realista, 1st paragraph & bullet points
			Student/Teacher	Activity	9780328992331	Unit 3, Week 1, p. 37	Mi turno / Fourth question
			Student/Teacher	Activity	9780328992331	Unit 3, Week 5, p. 174	Mi turno / Second activity
			Student/Teacher	Activity	9780328992331	Unit 4, Week 2, p. 270	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(B) analyze the relationships of and conflicts among the characters	(i) analyze the relationships of the characters	Student/Teacher	Narrative	9780328992331	Unit 3, Week 1, p. 38	First paragraph
			Student/Teacher	Activity	9780328992331	Unit 3, Week 1, p. 38	Mi turno / Second activity
			Student/Teacher	Narrative	9780328992331	Unit 4, Week 1, p. 232	First paragraph
			Student/Teacher	Activity	9780328992331	Unit 4, Week 1, p. 232	Mi turno / Second activity
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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)			
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(B) analyze the relationships of and conflicts among the characters	(ii) analyze the conflicts among the characters	Student/Teacher	Narrative	9780328992331	Unit 3, Week 1, p. 38	First paragraph
			Student/Teacher	Activity	9780328992331	Unit 3, Week 1, p. 38	Mi turno / Second activity
			Student/Teacher	Activity	9780328992331	Unit 3, Week 2, p. 71	Mi turno, fourth question
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(C) analyze plot elements, including rising action, climax, falling action, and resolution	(i) analyze plot elements, including rising action	Student/Teacher	Narrative	9780328992331	Unit 3, Week 2, p. 54	First paragraph / Second bullet
			Student/Teacher	Activity	9780328992331	Unit 3, Week 2, p. 72	Mi turno / Second activity
			Student/Teacher	Narrative	9780328992331	Unit 3, Week 2, p. 72	First paragraph
			Student/Teacher	Activity	9780328992331	Unit 4, Week 1, p. 243	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(C) analyze plot elements, including rising action, climax, falling action, and resolution	(ii) analyze plot elements, including climax	Student/Teacher	Narrative	9780328992331	Unit 3, Week 2, p. 54	First paragraph / Third bullet
			Student/Teacher	Activity	9780328992331	Unit 3, Week 2, p. 72	Mi turno / Second activity
			Student/Teacher	Narrative	9780328992331	Unit 3, Week 2, p. 72	First paragraph
			Student/Teacher	Activity	9780328992331	Unit 4, Week 1, p. 243	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
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(C) analyze plot elements, including rising action, climax, falling action, and resolution	(iii) analyze plot elements, including falling action	Student/Teacher	Narrative	9780328992331	Unit 3, Week 2, p. 54	First paragraph / Fourth bullet
			Student/Teacher	Activity	9780328992331	Unit 3, Week 2, p. 72	Mi turno / Second activity
			Student/Teacher	Narrative	9780328992331	Unit 3, Week 2, p. 72	First paragraph
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
Teacher Only	(Drop-down selection)						
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(C) analyze plot elements, including rising action, climax, falling action, and resolution	(iv) analyze plot elements, including resolution	Student/Teacher	Narrative	9780328992331	Unit 3, Week 2, p. 54	First paragraph / Fifth bullet
			Student/Teacher	Activity	9780328992331	Unit 3, Week 2, p. 72	Mi turno / Second activity
			Student/Teacher	Narrative	9780328992331	Unit 3, Week 2, p. 72	First paragraph
			Student/Teacher	Activity	9780328992331	Unit 4, Week 1, p. 243	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
Teacher Only	(Drop-down selection)						
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(D) analyze the influence of the setting, including historical and cultural settings, on the plot	(i) analyze the influence of the setting, including historical settings, on the plot	Student/Teacher	Narrative	9780328992331	Unit 5, Week 3, p. 528	Analizar el argumento y el ambiente, First paragraph
			Student/Teacher	Activity	9780328992331	Unit 4, Week 2, p. 248	Intercambiar ideas
			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)			
(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) analyze the influence of the setting, including historical and cultural settings, on the plot	(ii) analyze the influence of the setting, including cultural settings, on the plot	Student/Teacher	Narrative	9780328992331	Unit 5, Week 3, p. 528	Analizar el argumento y el ambiente, First paragraph
			Student/Teacher	Activity	9780328992331	Unit 4, Week 2, p. 248	Intercambiar ideas
			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
			Student/Teacher	Activity	9780328992331	Unit 4, Week 2, p. 248	Intercambiar ideas
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales	(i) demonstrate knowledge of distinguishing characteristics of well-known children's literature	Student/Teacher	Narrative	9780328992331	Unit 3, Week 1, p. 18	Ficción realista
			Student/Teacher	Activity	9780328992331	Unit 3, Week 1, p. 18	Intercambiar ideas
			Student/Teacher	Narrative	9780328992331	Unit 3, Week 3, p. 88	Leyenda y obra de teatro
			Student/Teacher	Activity	9780328992331	Unit 3, Week 3, p. 88	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)			
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	(i) explain the use of sound devices in poems across a variety of poetic forms	Student/Teacher	Narrative	9780328992324	Unit 1, Week 4, pp. 124-125	La máquina de poesía
			Student/Teacher	Activity	9780328992324	Unit 1, Week 4, p. 140	Mi turno / Second activity
			Student/Teacher	Narrative	9780328992324	Unit 1, Week 4, p. 140	First paragraph
			Student/Teacher	Narrative	9780328992331	Unit 3, Week 4, p. 128	Género spread
			Student/Teacher	Narrative	9780328992331	Unit 3, Week 4, p. 140	First paragraph
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	(ii) explain the use of figurative language in poems across a variety of poetic forms	Student/Teacher	Narrative	9780328992324	Unit 1, Week 4, p. 140	Second paragraph
			Student/Teacher	Activity	9780328992324	Unit 1, Week 4, p. 140	Mi turno / Second activity
			Student/Teacher	Narrative	9780328992331	Unit 3, Week 4, p. 140	First paragraph
			Student/Teacher	Narrative	9780328992331	Unit 3, Week 4, p. 141	First paragraph
			Student/Teacher	Activity	9780328992331	Unit 3, Week 4, p. 139	Mi turno, third question
			Teacher Only	Narrative			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	(iii) distinguish between the poet and the speaker in poems across a variety of poetic forms	Student/Teacher	Narrative	9780328992331	Unit 3, Week 4, p. 140	First paragraph
			Student/Teacher	Activity	9780328992331	Unit 3, Week 4, p. 140	Mi turno / Second activity
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(C) explain structure in drama such as character tags, acts, scenes, and stage directions	(i) explain structure in drama	Student/Teacher	Narrative	9780328992331	Unit 3, Week 3, p. 88	Third paragraph and bullets
			Student/Teacher	Activity	9780328992331	Unit 3, Week 3, p. 111	Mi turno, first question
			Student/Teacher	Narrative	9780328992331	Unit 3, Week 3, p. 112	First paragraph
			Student/Teacher	Activity	9780328992331	Unit 3, Week 3, p. 112	Mi turno / Second activity
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) recognize characteristics and structures of informational text, including: (i) the central idea with supporting evidence; (ii) features such as insets, timelines, and sidebars to support understanding; and (iii) organizational patterns such as logical order and order of importance	(i) recognize characteristics of informational text, including the central idea with supporting evidence	Student/Teacher	Narrative	9780328992324	Unit 1, Week 1, p. 16	Género spread
			Student/Teacher	Activity	9780328992324	Unit 1, Week 1, p. 32	Mi turno / Second activity
			Student/Teacher	Narrative	9780328992324	Unit 1, Week 1, p. 32	First paragraph
			Student/Teacher	Narrative	9780328992324	Unit 1, Week 1, p. 33	First paragraph
			Student/Teacher	Activity	9780328992324	Unit 1, Week 1, p. 33	Mi turno / Second activity
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) recognize characteristics and structures of informational text, including: (i) the central idea with supporting evidence; (ii) features such as insets, timelines, and sidebars to support understanding; and (iii) organizational patterns such as logical order and order of importance	(ii) recognize characteristics of informational text, including features to support understanding	Student/Teacher	Narrative	9780328992324	Unit 1, Week 1, p. 16	Género spread
			Student/Teacher	Activity	9780328992324	Unit 1, Week 2, p. 50	Primera lectura, strategies
			Student/Teacher	Narrative	9780328992324	Unit 1, Week 1, p. 48	Género spread
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 1, p. 216	Género spread
			Student/Teacher	Activity	9780328992324	Unit 2, Week 1, p. 237	Mi turno, second question
			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 with supporting evidence; (ii) features such as insets, timelines, and sidebars to support understanding; and (iii) organizational patterns such as logical order and order of importance	(iii) recognize characteristics of informational text, including organizational patterns	Student/Teacher	Narrative	9780328992324	Unit 1, Week 1, p. 17	Cartel de referencia
			Student/Teacher	Activity	9780328992324	Unit 1, Week 5, p. 161	Analizar la estructura del texto
			Student/Teacher	Narrative	9780328992324	Unit 1, Week 5, p. 156	Central text
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 1, p. 217	Cartel de referencia
			Student/Teacher	Activity	9780328992324	Unit 1, Week 5, p. 176	Second activity
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) recognize characteristics and structures of informational text, including: (i) the central idea with supporting evidence; (ii) features such as insets, timelines, and sidebars to support understanding; and (iii) organizational patterns such as logical order and order of importance	(iv) recognize structures of informational text, including the central idea with supporting evidence	Student/Teacher	Narrative	9780328992324	Unit 2, Week 1, p. 217	Cartel de referencia
			Student/Teacher	Activity	9780328992324	Unit 1, Week 1, p. 20	Analizar las ideas principales y los detalles, side n
			Student/Teacher	Activity	9780328992324	Unit 1, Week 1, p. 23	Analizar las ideas principales y los detalles - side n
			Student/Teacher	Activity	9780328992324	Unit 1, Week 1, p. 25	Analizar las ideas principales y los detalles - side n
			Student/Teacher	Activity	9780328992324	Unit 2, Week 1, p. 216	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
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) recognize characteristics and structures of informational text, including: (i) the central idea with supporting evidence; (ii) features such as insets, timelines, and sidebars to support understanding; and (iii) organizational patterns such as logical order and order of importance	(v) recognize structures of informational text, including features to support understanding	Student/Teacher	Narrative	9780328992324	Unit 1, Week 2, pp. 48-49	Género spread / Cartel de referencia
			Student/Teacher	Activity	9780328992324	Unit 1, Week 2, p. 58	Analizar los elementos del texto - side note
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 4, p. 331	Cartel de referencia
			Student/Teacher	Narrative	9780328992331	Unit 4, Week 3, p. 287	Cartel de referencia
			Student/Teacher	Activity	9780328992324	Unit 1, Week 2, p. 60	Analizar los elementos del texto - side note
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) recognize characteristics and structures of informational text, including: (i) the central idea with supporting evidence; (ii) features such as insets, timelines, and sidebars to support understanding; and (iii) organizational patterns such as logical order and order of importance	(vi) recognize structures of informational text, including organizational patterns	Student/Teacher	Narrative	9780328992324	Unit 1, Week 5, p. 157	Cartel de referencia
			Student/Teacher	Activity	9780328992324	Unit 2, Week 2, p. 259	Analizar la estructura del texto - side note
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 1, p. 217	Cartel de referencia
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 2, p. 254	Género spread
			Student/Teacher	Activity	9780328992324	Unit 2, Week 2, p. 276	Mi turno / Second activity
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(E) recognize characteristics and structures of argumentative text by: (i) identifying the claim; (ii) explaining how the author has used facts for or against an argument; and (iii) identifying the intended audience or reader	(i) recognize characteristics of argumentative text by identifying the claim	Student/Teacher	Narrative	9780328992324	Unit 1, Week 6, p. 194	Toma una posición / First bullet
			Student/Teacher	Activity	9780328992324	Unit 1, Week 6, p. 194	Colaborar, first question
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 5, p. 364	Género spread / First bullet
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 5, p. 384	First paragraph
			Student/Teacher	Activity	9780328992324	Unit 1, Week 6, p. 199	Modelo del estudiante, purple side note
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(E) recognize characteristics and structures of argumentative text by: (i) identifying the claim; (ii) explaining how the author has used facts for or against an argument; and (iii) identifying the intended audience or reader	(ii) recognize characteristics of argumentative text by explaining how the author has used facts for or against an argument	Student/Teacher	Narrative	9780328992324	Unit 1, Week 6, p. 194	Toma una posición / First bullet
			Student/Teacher	Activity	9780328992324	Unit 1, Week 6, p. 194	Colaborar, first question
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 5, p. 364	Género spread
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 5, p. 384	First paragraph
			Student/Teacher	Activity	9780328992324	Unit 2, Week 5, p. 383	Mi turno, fourth question
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(E) recognize characteristics and structures of argumentative text by: (i) identifying the claim; (ii) explaining how the author has used facts for or against an argument; and (iii) identifying the intended audience or reader	(iii) recognize characteristics of argumentative text by identifying the intended audience or reader	Student/Teacher	Narrative	9780328992324	Unit 1, Week 6, p. 196	Second paragraph
			Student/Teacher	Activity	9780328992324	Unit 1, Week 6, pp. 198-199	¡A intentarlo! checklist item #5, Student Model green
			Student/Teacher	Activity	9780328992324	Unit 2, Week 5, p. 384	Second activity
			Student/Teacher	Activity	9780328992331	Unit 5, Week 5, p. 592	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(E) recognize characteristics and structures of argumentative text by: (i) identifying the claim; (ii) explaining how the author has used facts for or against an argument; and (iii) identifying the intended audience or reader	(iv) recognize structures of argumentative text by identifying the claim	Student/Teacher	Narrative	9780328992324	Unit 2, Week 5, p. 364	Género spread
			Student/Teacher	Activity	9780328992324	Unit 2, Week 5, p. 368	Analizar los textos argumentativos - side note
			Student/Teacher	Narrative	9780328992331	Unit 5, Week 5, pp. 574-575	Género spread / Cartel de referencia
			Student/Teacher	Activity	9780328992324	Unit 2, Week 5, p. 381	Analizar los textos argumentativos - side note
			Student/Teacher	Activity	9780328992331	Unit 5, Week 5, p. 579	Analizar los textos argumentativos - side note
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(E) recognize characteristics and structures of argumentative text by: (i) identifying the claim; (ii) explaining how the author has used facts for or against an argument; and (iii) identifying the intended audience or reader	(v) recognize structures of argumentative text by explaining how the author has used facts for or against an argument	Student/Teacher	Narrative	9780328992324	Unit 2, Week 5, p. 365	Cartel de referencia
			Student/Teacher	Activity	9780328992324	Unit 2, Week 5, p. 372	Analizar los textos argumentativos - side note
			Student/Teacher	Narrative	9780328992331	Unit 5, Week 5, p. 574	Género spread / Fourth bullet
			Student/Teacher	Activity	9780328992324	Unit 2, Week 5, p. 369	Analizar los textos argumentativos - side note
			Student/Teacher	Activity	9780328992331	Unit 5, Week 5, p. 580	Analizar los textos argumentativos - side note
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(E) recognize characteristics and structures of argumentative text by: (i) identifying the claim; (ii) explaining how the author has used facts for or against an argument; and (iii) identifying the intended audience or reader	(vi) recognize structures of argumentative text by identifying the intended audience or reader	Student/Teacher	Narrative	9780328992331	Unit 3, Week 6, p. 196	Second paragraph
			Student/Teacher	Activity	9780328992324	Unit 2, Week 5, p. 368	Analizar los textos argumentativos - side note
			Student/Teacher	Narrative	9780328992331	Unit 5, Week 5, p. 574	Género spread / Fifth bullet
			Student/Teacher	Activity	9780328992331	Unit 5, Week 5, p. 588	Analizar los textos argumentativos - side note
			Student/Teacher	Activity	9780328992331	Unit 5, Week 5, p. 594	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:	(F) recognize characteristics of multimodal and digital texts	(i) recognize characteristics of multimodal texts	Student/Teacher	Narrative	9780328992324	Unit 2, Week 5, p. 363	First paragraph under Pregunta de la semana
			Student/Teacher	Activity	9780328992324	Unit 2, Week 5, p. 363	Intercambiar ideas
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 6, p. 404	Full page
			Student/Teacher	Narrative	9780328992331	Unit 4, Week 1, p. 214	Second paragraph
			Student/Teacher	Activity	9780328992324	Unit 2, Week 6, p. 405	Colaborar
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(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	9780328992324	Unit 2, Week 5, p. 363	First paragraph under Pregunta de la semana
			Student/Teacher	Activity	9780328992324	Unit 2, Week 5, p. 363	Intercambiar ideas
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 6, p. 404	Full page
			Student/Teacher	Narrative	9780328992331	Unit 4, Week 1, p. 214	Second paragraph
			Student/Teacher	Activity	9780328992324	Unit 2, Week 6, p. 405	Colaborar
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(A) explain the author's purpose and message within a text	(i) explain the author's purpose within a text	Student/Teacher	Narrative	9780328992324	Unit 1, Week 1, p. 37	first paragraph and blue Demuéstralo box
			Student/Teacher	Activity	9780328992324	Unit 1, Week 1, p. 31	Mi turno, second question
			Student/Teacher	Narrative	9780328992324	Unit 1, Week 1, p. 38	Escribir para un lector, first paragraph
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 1, p. 238	Explicar el propósito de la autora, first paragraph
			Student/Teacher	Activity	9780328992324	Unit 1, Week 1, p. 37	under blue box, Lee el texto and 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 analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(A) explain the author's purpose and message within a text	(ii) explain the author's message within a text	Student/Teacher	Narrative	9780328992324	Unit 2, Week 4, p. 353	first paragraph and blue Demuéstralo box
			Student/Teacher	Activity	9780328992324	Unit 2, Week 4, p. 347	Mi turno, second question
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 4, p. 354	Escribir para un lector, first paragraph
			Student/Teacher	Narrative	9780328992331	Unit 4, Week 5, p. 388	First paragraph
			Student/Teacher	Activity	9780328992324	Unit 2, Week 4, p. 353	under blue box, Lee el texto and Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(B) analyze how the use of text structure contributes to the author's purpose	(i) analyze how the use of text structure contributes to the author's purpose	Student/Teacher	Narrative	9780328992324	Unit 2, Week 2, p. 276	First paragraph
			Student/Teacher	Activity	9780328992324	Unit 2, Week 2, p. 276	Mi turno / Second activity
			Student/Teacher	Narrative	9780328992331	Unit 4, Week 3, p. 306	First paragraph
			Student/Teacher	Narrative	9780328992331	Unit 5, Week 2, p. 495	first paragraph and blue Demuéstralo box
			Student/Teacher	Activity	9780328992331	Unit 4, Week 3, p. 306	Mi turno / Second activity
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(C) analyze the author's use of print and graphic features to achieve specific purposes	(i) analyze the author's use of print features to achieve specific purposes	Student/Teacher	Narrative	9780328992324	Unit 1, Week 2, p. 70	First paragraph
			Student/Teacher	Activity	9780328992324	Unit 1, Week 2, p. 69	Mi turno, second question
			Student/Teacher	Narrative	9780328992324	Unit 1, Week 2, p. 75	first paragraph and blue ¡Demuéstralo! box
			Student/Teacher	Narrative	9780328992324	Unit 1, Week 2, p. 76	Escribir para un lector, First paragraph
			Student/Teacher	Activity	9780328992324	Unit 1, Week 2, p. 70	Mi turno / Second activity
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(C) analyze the author's use of print and graphic features to achieve specific purposes	(ii) analyze the author's use of graphic features to achieve specific purposes	Student/Teacher	Narrative	9780328992324	Unit 1, Week 2, p. 70	First paragraph
			Student/Teacher	Activity	9780328992324	Unit 1, Week 2, p. 70	Mi turno / Second activity
			Student/Teacher	Narrative	9780328992324	Unit 1, Week 2, p. 75	first paragraph and blue ¡Demuéstralo! box
			Student/Teacher	Narrative	9780328992324	Unit 1, Week 2, p. 76	Escribir para un lector, First paragraph
			Student/Teacher	Activity	9780328992324	Unit 1, Week 2, p. 75	under blue box, Volver a leer and Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			



Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs	
			Teacher Only	(Drop-down selection)				
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes	(i) describe how the author's use of imagery achieves specific purposes	Student/Teacher	Narrative	9780328992324	Unit 1, Week 4, p. 145	first paragraph and blue Demuéstralo box	
			Student/Teacher	Activity	9780328992324	Unit 1, Week 4, p. 145	under blue box, Lee los versos and Mi turno	
			Student/Teacher	Narrative	9780328992324	Unit 1, Week 4, p. 146	Escribir para un lector, First paragraph	
			Student/Teacher	Narrative	9780328992331	Unit 3, Week 1, p. 43	first paragraph and blue Demuéstralo box	
			Student/Teacher	Activity	9780328992331	Unit 3, Week 1, p. 43	under blue box, Vuelve a leer and Mi turno	
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	(Drop-down selection)				
			Teacher Only	(Drop-down selection)				
			Teacher Only	(Drop-down selection)				
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes	(ii) describe how the author's use of literal language achieves specific purposes	Student/Teacher	Narrative	9780328992331	Unit 5, Week 3, p. 534	Escribir para un lector, First paragraph	
			Student/Teacher	Activity	9780328992331	Unit 5, Week 3, p. 534	Mi turno	
			Student/Teacher	(Drop-down selection)				
			Student/Teacher	(Drop-down selection)				
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	(Drop-down selection)				
			Teacher Only	(Drop-down selection)				
			Teacher Only	(Drop-down selection)				
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes	(iii) describe how the author's use of figurative language achieves specific purposes	Student/Teacher	Narrative	9780328992324	Unit 1, Week 4, p. 140	Explicar los recursos sonoros y el lenguaje figurado	
			Student/Teacher	Activity	9780328992324	Unit 1, Week 5, p. 181	under blue box, Lee el texto and Mi turno	
			Student/Teacher	Narrative	9780328992324	Unit 1, Week 5, p. 181	first paragraph and blue Demuéstralo box	
			Student/Teacher	Narrative	9780328992324	Unit 1, Week 5, p. 182	Escribir para un lector, First paragraph	
			Student/Teacher	Activity	9780328992331	Unit 3, Week 4, p. 145	Mi turno	
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	(Drop-down selection)				
			Teacher Only	(Drop-down selection)				
			Teacher Only	(Drop-down selection)				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	<p>(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes</p>	<p>(iv) describe how the author's use of sound devices achieves specific purposes</p>	Student/Teacher	Narrative	9780328992324	Unit 1, Week 4, p. 140	Explicar los recursos sonoros y el lenguaje figurado
			Student/Teacher	Activity	9780328992324	Unit 1, Week 4, p. 140	Mi turno / Second activity
			Student/Teacher	Narrative	9780328992331	Unit 3, Week 4, p. 128	Género spread
			Student/Teacher	Activity	9780328992331	Unit 3, Week 4, p. 142	Escribir basándose en las fuentes
			Teacher Only	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
<p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	<p>(E) identify and understand the use of literary devices, including first- or third-person point of view</p>	<p>(i) identify literary devices, including first- or third-person point of view</p>	Student/Teacher	Narrative	9780328992324	Unit 1, Week 3, p. 110	First paragraph
			Student/Teacher	Activity	9780328992324	Unit 1, Week 3, p. 110	Mi turno / Second activity
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 3, p. 314	Analizar el punto de vista
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 5, p. 389	first paragraph and blue Demuéstralo box
			Student/Teacher	Activity	9780328992324	Unit 2, Week 3, p. 314	Mi turno / Second activity
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
<p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	<p>(E) identify and understand the use of literary devices, including first- or third-person point of view</p>	<p>(ii) understand the use of literary devices, including first- or third-person point of view</p>	Student/Teacher	Narrative	9780328992324	Unit 1, Week 3, p. 110	First paragraph
			Student/Teacher	Activity	9780328992324	Unit 1, Week 3, p. 110	Mi turno / Second activity
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 3, p. 314	Analizar el punto de vista
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 5, p. 389	first paragraph and blue Demuéstralo box
			Student/Teacher	Activity	9780328992324	Unit 2, Week 3, p. 314	Mi turno / Second activity
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(F) examine how the author's use of language contributes to voice	(i) examine how the author's use of language contributes to voice	Student/Teacher	Narrative	9780328992324	Unit 1, Week 3, p. 115	First paragraph, Leer como un escritor
			Student/Teacher	Activity	9780328992324	Unit 1, Week 3, p. 115	under blue box, Lee el texto and Mi turno
			Student/Teacher	Narrative	9780328992324	Unit 1, Week 3, p. 116	Escribir para un lector, First paragraph
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 3, p. 319	first paragraph and blue Demuéstralo box
			Student/Teacher	Activity	9780328992324	Unit 2, Week 3, p. 319	under blue box, Vuelve a leer and Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(G) explain the purpose of hyperbole, stereotyping, and anecdote	(i) explain the purpose of hyperbole	Student/Teacher	Narrative	9780328992331	Unit 3, Week 2, p. 77	first paragraph and blue Demuéstralo box
			Student/Teacher	Activity	9780328992331	Unit 3, Week 2, p. 77	under blue box, Lee el texto and Mi turno
			Student/Teacher	Narrative	9780328992331	Unit 3, Week 2, p. 78	Escribir para un lector, First paragraph
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(G) explain the purpose of hyperbole, stereotyping, and anecdote	(ii) explain the purpose of stereotyping	Student/Teacher	Narrative	9780328992331	Unit 3, Week 3, p. 117	first paragraph and blue Demuéstralo box
			Student/Teacher	Activity	9780328992331	Unit 3, Week 3, p. 117	under blue box, Leer el texto and Mi turno
			Student/Teacher	Narrative	9780328992331	Unit 3, Week 3, p. 118	Escribir para un lector, First paragraph
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(G) explain the purpose of hyperbole, stereotyping, and anecdote	(iii) explain the purpose of anecdote	Student/Teacher	Narrative	9780328992331	Unit 3, Week 3, p. 117	first paragraph and blue Demuéstralo box
			Student/Teacher	Activity	9780328992331	Unit 3, Week 3, p. 117	under blue box, Leer el texto and Mi turno
			Student/Teacher	Narrative	9780328992331	Unit 3, Week 3, p. 118	Escribir para un lector, First paragraph
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping	(i) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies	Student/Teacher	Narrative	9780328992331	Unit 5, Week 4, p. 568	Top half of the page
			Student/Teacher	Activity	9780328992324	Unit 2, Week 1, p. 250	Mi turno box
			Student/Teacher	Narrative	9780328992324	Unit 1, Week 1, p. 45	Antes de comenzar, chart head
			Student/Teacher	Activity	9780328992324	Unit 1, Week 1, p. 45	Mi turno
			Student/Teacher	Activity	9780328992331	Unit 5, Week 4, p. 568	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea reflecting depth of thought with specific facts and details	(i) develop drafts into a focused piece of writing by organizing with purposeful structure, including an introduction	Student/Teacher	Narrative	9780328992324	Unit 1, Week 3, p. 119	Desarrollar una introducción
			Student/Teacher	Activity	9780328992324	Unit 1, Week 3, p. 119	Mi turno activities
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:                      (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and                      (ii) developing an engaging idea reflecting depth of thought with specific facts and details</p>	<p>(ii) develop drafts into a focused piece of writing by organizing with purposeful structure, including transitions</p>	Student/Teacher	Narrative	9780328992324	Unit 1, Week 3, p. 120	Desarrollar una secuencia de sucesos
			Student/Teacher	Activity	9780328992324	Unit 1, Week 3, p. 120	Mi turno
			Student/Teacher	Narrative	9780328992324	Unit 1, Week 3, p. 121	Hacer un borrador con palabras de transición
			Student/Teacher	Activity	9780328992324	Unit 1, Week 3, p. 121	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:                      (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and                      (ii) developing an engaging idea reflecting depth of thought with specific facts and details</p>	<p>(iii) develop drafts into a focused piece of writing by organizing with purposeful structure, including a conclusion</p>	Student/Teacher	Narrative	9780328992324	Unit 1, Week 3, p. 123	Desarrollar una conclusión
			Student/Teacher	Activity	9780328992324	Unit 1, Week 3, p. 123	Mi turno
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 3, p. 327	Desarrollar y escribir una conclusión
			Student/Teacher	Activity	9780328992324	Unit 2, Week 3, p. 327	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:                      (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and                      (ii) developing an engaging idea reflecting depth of thought with specific facts and details</p>	<p>(iv) develop drafts into a focused piece of writing by developing an engaging idea reflecting depth of thought with specific facts</p>	Student/Teacher	Narrative	9780328992324	Unit 2, Week 2, p. 285	Desarrollar una idea interesante
			Student/Teacher	Activity	9780328992324	Unit 2, Week 2, p. 285	Mi turno activities
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 2, p. 286	Hacer un borrador con hechos específicos y detalles
			Student/Teacher	Activity	9780328992324	Unit 2, Week 2, p. 286	Mi turno activities
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea reflecting depth of thought with specific facts and details</p>	<p>(v) develop drafts into a focused piece of writing by developing an engaging idea reflecting depth of thought with specific details</p>	Student/Teacher	Narrative	9780328992324	Unit 1, Week 2, p. 80	Desarrollar detalles específicos
			Student/Teacher	Activity	9780328992324	Unit 1, Week 2, p. 80	Mi turno activities
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 2, p. 285	Desarrollar una idea interesante
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 2, p. 286	Hacer un borrador con hechos específicos y detalles
			Student/Teacher	Activity	9780328992324	Unit 2, Week 2, p. 286	Mi turno activities
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea reflecting depth of thought with specific facts and details</p>	<p>(vi) develop drafts into a structured piece of writing by organizing with purposeful structure, including an introduction</p>	Student/Teacher	Narrative	9780328992324	Unit 2, Week 3, p. 323	Desarrollar y escribir
			Student/Teacher	Activity	9780328992324	Unit 2, Week 3, p. 323	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)			
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea reflecting depth of thought with specific facts and details</p>	<p>(vii) develop drafts into a structured piece of writing by organizing with purposeful structure, including transitions</p>	Student/Teacher	Narrative	9780328992324	Unit 2, Week 3, p. 325	Desarrollar un texto con palabras de transición / C
			Student/Teacher	Activity	9780328992324	Unit 2, Week 3, p. 325	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)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:                      (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and                      (ii) developing an engaging idea reflecting depth of thought with specific facts and details</p>	<p>(viii) develop drafts into a structured piece of writing by organizing with purposeful structure, including a conclusion</p>	Student/Teacher	Narrative	9780328992324	Unit 2, Week 3, p. 327	Desarrollar y escribir una conclusión
			Student/Teacher	Activity	9780328992324	Unit 2, Week 3, p. 327	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)			
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:                      (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and                      (ii) developing an engaging idea reflecting depth of thought with specific facts and details</p>	<p>(ix) develop drafts into a structured piece of writing by developing an engaging idea reflecting depth of thought with specific facts</p>	Student/Teacher	Narrative	9780328992331	Unit 3, Week 2, p. 81	Desarrollar una opinión
			Student/Teacher	Activity	9780328992331	Unit 3, Week 2, p. 81	Mi turno activities
			Student/Teacher	Narrative	9780328992331	Unit 3, Week 2, p. 82	Desarrollar razones
			Student/Teacher	Narrative	9780328992331	Unit 3, Week 2, p. 83	Desarrollar hechos y detalles
			Student/Teacher	Activity	9780328992331	Unit 3, Week 2, p. 82	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:                      (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and                      (ii) developing an engaging idea reflecting depth of thought with specific facts and details</p>	<p>(x) develop drafts into a structured piece of writing by developing an engaging idea reflecting depth of thought with specific details</p>	Student/Teacher	Narrative	9780328992331	Unit 3, Week 2, p. 81	Desarrollar una opinión
			Student/Teacher	Activity	9780328992331	Unit 3, Week 2, p. 81	Mi turno activities
			Student/Teacher	Narrative	9780328992331	Unit 3, Week 2, p. 82	Desarrollar razones
			Student/Teacher	Narrative	9780328992331	Unit 3, Week 2, p. 83	Desarrollar hechos y detalles
			Student/Teacher	Activity	9780328992331	Unit 3, Week 2, p. 82	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
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:                      (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and                      (ii) developing an engaging idea reflecting depth of thought with specific facts and details</p>	<p>(xi) develop drafts into a coherent piece of writing by organizing with purposeful structure, including an introduction</p>	Student/Teacher	Narrative	9780328992331	Unit 3, Week 3, p. 121	Desarrollar una introducción y una conclusión
			Student/Teacher	Activity	9780328992331	Unit 3, Week 3, p. 121	Mi turno
			Student/Teacher	Narrative	9780328992331	Unit 4, Week 3, p. 315	Organizar una introducción
			Student/Teacher	Activity	9780328992331	Unit 4, Week 3, p. 315	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:                      (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and                      (ii) developing an engaging idea reflecting depth of thought with specific facts and details</p>	<p>(xii) develop drafts into a coherent piece of writing by organizing with purposeful structure, including transitions</p>	Student/Teacher	Narrative	9780328992331	Unit 3, Week 3, p. 123	Escribir con palabras de transición, frases y cláusulas
			Student/Teacher	Activity	9780328992331	Unit 3, Week 3, p. 123	Mi turno activities
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:                      (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and                      (ii) developing an engaging idea reflecting depth of thought with specific facts and details</p>	<p>(xiii) develop drafts into a coherent piece of writing by organizing with purposeful structure, including a conclusion</p>	Student/Teacher	Narrative	9780328992331	Unit 3, Week 3, p. 121	Desarrollar una introducción y una conclusión
			Student/Teacher	Activity	9780328992331	Unit 3, Week 3, p. 121	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)			



Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea reflecting depth of thought with specific facts and details	(xiv) develop drafts into a coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts	Student/Teacher	Narrative	9780328992331	Unit 3, Week 2, p. 82	Desarrollar razones
			Student/Teacher	Activity	9780328992331	Unit 3, Week 2, p. 82	Mi turno
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea reflecting depth of thought with specific facts and details	(xv) develop drafts into a coherent piece of writing by developing an engaging idea reflecting depth of thought with specific details	Student/Teacher	Narrative	9780328992331	Unit 3, Week 2, p. 82	Desarrollar razones
			Student/Teacher	Activity	9780328992331	Unit 3, Week 2, p. 82	Mi turno
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	(i) revise drafts to improve sentence structure	Student/Teacher	Narrative	9780328992324	Unit 1, Week 3, p. 122	Revisar para incluir sucesos importantes, First para
			Student/Teacher	Activity	9780328992324	Unit 1, Week 3, p. 122	Mi turno activities
			Student/Teacher	Narrative	9780328992331	Unit 5, Week 6, p. 622	Revisa la afirmación y la evidencia, checklist
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	(ii) revise drafts to improve word choice	Student/Teacher	Narrative	9780328992324	Unit 1, Week 4, p. 152	Revisar agregando ideas para aclarar, First paragr
			Student/Teacher	Activity	9780328992331	Unit 3, Week 4, p. 153	Mi turno

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9780328992331	Unit 3, Week 5, p. 183	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)			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	(iii) revise drafts by adding ideas for coherence	Student/Teacher	Narrative	9780328992331	Unit 3, Week 4, p. 152	Revisar la claridad, First paragraph
			Student/Teacher	Activity	9780328992331	Unit 3, Week 4, p. 153	Mi turno
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	(iv) revise drafts by deleting ideas for coherence	Student/Teacher	Narrative	9780328992331	Unit 4, Week 5, p. 397	Revisar agregando y borrando
			Student/Teacher	Activity	9780328992331	Unit 3, Week 4, p. 153	Mi turno activities
			Student/Teacher	Activity	9780328992331	Unit 3, Week 4, p. 153	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)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	(v) revise drafts by combining ideas for coherence	Student/Teacher	Narrative	9780328992331	Unit 3, Week 4, p. 151	Revisar para reordenar las ideas y mejorar la claridad
			Student/Teacher	Activity	9780328992331	Unit 3, Week 4, p. 152	Mi turno
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	(vi) revise drafts by rearranging ideas for coherence	Student/Teacher	Narrative	9780328992331	Unit 3, Week 4, p. 151	Revisar para reordenar las ideas y mejorar la clarid
			Student/Teacher	Activity	9780328992331	Unit 3, Week 4, p. 151	Mi turno
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	(vii) revise drafts by adding ideas for clarity	Student/Teacher	Narrative	9780328992324	Unit 1, Week 4, p. 152	Revisar agregando ideas para aclarar
			Student/Teacher	Activity	9780328992324	Unit 1, Week 4, p. 152	Mi turno
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	(viii) revise drafts deleting ideas for clarity	Student/Teacher	Narrative	9780328992331	Unit 4, Week 5, p. 397	Revisar agregando y borrando ideas para mayor c
			Student/Teacher	Activity	9780328992331	Unit 4, Week 5, p. 397	Mi turno activities
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	(ix) revise drafts combining ideas for clarity	Student/Teacher	Narrative	9780328992324	Unit 1, Week 5, p. 185	Revisar reordenando y combinando ideas, First pa
			Student/Teacher	Activity	9780328992331	Unit 3, Week 4, p. 152	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)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	(x) revise drafts by rearranging ideas for clarity	Student/Teacher	Narrative	9780328992331	Unit 3, Week 4, p. 151	Revisar para reordenar las ideas y mejorar la clarid
			Student/Teacher	Activity	9780328992331	Unit 3, Week 4, p. 151	Mi turno
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard Spanish conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) irregular verbs; (iii) collective nouns; (iv) adjectives, including those indicating origin, and their comparative and superlative forms (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite; (viii) subordinating conjunctions to form complex sentences (ix) capitalization of initials, acronyms, and organizations; (x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules	(i) edit drafts using standard Spanish conventions, including complete simple sentences with subject-verb agreement	Student/Teacher	Narrative	9780328992324	Unit 1, Week 1, p. 40	Las oraciones simples
			Student/Teacher	Activity	9780328992324	Unit 1, Week 1, p. 40	Mi turno
			Student/Teacher	Narrative	9780328992324	Unit 1, Week 5, p. 186	Corregir la concordancia entre el sujeto y el verbo,
			Student/Teacher	Activity	9780328992324	Unit 1, Week 5, p. 186	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:                      (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;                      (ii) irregular verbs;                      (iii) collective nouns;                      (iv) adjectives, including those indicating origin, and their comparative and superlative forms                      (v) conjunctive adverbs;                      (vi) prepositions and prepositional phrases and their influence on subject-verb agreement;                      (vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite;                      (viii) subordinating conjunctions to form complex sentences                      (ix) capitalization of initials, acronyms, and organizations;                      (x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and                      (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(ii) edit drafts using standard Spanish conventions, including complete simple sentences with avoidance of splices</p>	Student/Teacher	Narrative	9780328992324	Unit 1, Week 1, p. 40	Las oraciones simples
			Student/Teacher	Activity	9780328992324	Unit 1, Week 1, p. 40	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)			
			Teacher Only	(Drop-down selection)			
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:                      (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;                      (ii) irregular verbs;                      (iii) collective nouns;                      (iv) adjectives, including those indicating origin, and their comparative and superlative forms                      (v) conjunctive adverbs;                      (vi) prepositions and prepositional phrases and their influence on subject-verb agreement;                      (vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite;                      (viii) subordinating conjunctions to form complex sentences                      (ix) capitalization of initials, acronyms, and organizations;                      (x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and                      (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(iii) edit drafts using standard Spanish conventions, including complete simple sentences with avoidance of run-ons</p>	Student/Teacher	Narrative	9780328992324	Unit 1, Week 5, p. 186	Corregir la concordancia entre el sujeto y el verbo.
			Student/Teacher	Activity	9780328992324	Unit 1, Week 5, p. 186	Mi turno
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard Spanish conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) irregular verbs; (iii) collective nouns; (iv) adjectives, including those indicating origin, and their comparative and superlative forms (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite; (viii) subordinating conjunctions to form complex sentences (ix) capitalization of initials, acronyms, and organizations; (x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules	(iv) edit drafts using standard Spanish conventions, including complete simple sentences with avoidance of fragments	Student/Teacher	Narrative	9780328992324	Unit 1, Week 1, p. 40	Las oraciones simples
			Student/Teacher	Activity	9780328992324	Unit 1, Week 1, p. 40	Mi turno
			Student/Teacher	Narrative	9780328992324	Unit 1, Week 5, p. 186	Corregir la concordancia entre el sujeto y el verbo,
			Student/Teacher	Activity	9780328992324	Unit 1, Week 5, p. 186	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs					
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:                      (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;                      (ii) irregular verbs;                      (iii) collective nouns;                      (iv) adjectives, including those indicating origin, and their comparative and superlative forms                      (v) conjunctive adverbs;                      (vi) prepositions and prepositional phrases and their influence on subject-verb agreement;                      (vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite;                      (viii) subordinating conjunctions to form complex sentences                      (ix) capitalization of initials, acronyms, and organizations;                      (x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and                      (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(v) edit drafts using standard Spanish conventions, including complete compound sentences with subject-verb agreement</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992324</p>	<p>Unit 1, Week 3, p. 118</p>	<p>Lenguaje y normas, Central text</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992324</p>	<p>Unit 1, Week 3, p. 118</p>	<p>Lenguaje y normas, Mi turno</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992324</p>	<p>Unit 1, Week 5, p. 186</p>	<p>Taller de escritura, Corregir la concordancia entre</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992324</p>	<p>Unit 1, Week 5, p. 186</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>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:                      (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;                      (ii) irregular verbs;                      (iii) collective nouns;                      (iv) adjectives, including those indicating origin, and their comparative and superlative forms                      (v) conjunctive adverbs;                      (vi) prepositions and prepositional phrases and their influence on subject-verb agreement;                      (vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite;                      (viii) subordinating conjunctions to form complex sentences                      (ix) capitalization of initials, acronyms, and organizations;                      (x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and                      (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(vi) edit drafts using standard Spanish conventions, including complete compound sentences with avoidance of splices</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992324</p>	<p>Unit 1, Week 3, p. 118</p>	<p>Las oraciones compuestas y las complejas</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992324</p>	<p>Unit 1, Week 3, p. 118</p>	<p>Mi turno</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard Spanish conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) irregular verbs; (iii) collective nouns; (iv) adjectives, including those indicating origin, and their comparative and superlative forms (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite; (viii) subordinating conjunctions to form complex sentences (ix) capitalization of initials, acronyms, and organizations; (x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules	(vii) edit drafts using standard Spanish conventions, including complete compound sentences with avoidance of run-ons	Student/Teacher	Narrative	9780328992324	Unit 1, Week 5, p. 186	Corregir la concordancia entre el sujeto y el verbo.
			Student/Teacher	Activity	9780328992324	Unit 1, Week 5, p. 186	Mi turno
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			



Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs					
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:                      (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;                      (ii) irregular verbs;                      (iii) collective nouns;                      (iv) adjectives, including those indicating origin, and their comparative and superlative forms                      (v) conjunctive adverbs;                      (vi) prepositions and prepositional phrases and their influence on subject-verb agreement;                      (vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite;                      (viii) subordinating conjunctions to form complex sentences                      (ix) capitalization of initials, acronyms, and organizations;                      (x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and                      (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(viii) edit drafts using standard Spanish conventions, including complete compound sentences with avoidance of fragments</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992324</p>	<p>Unit 1, Week 5, p. 186</p>	<p>Corregir la concordancia entre el sujeto y el verbo,</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992324</p>	<p>Unit 1, Week 5, p. 186</p>	<p>Mi turno</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:                      (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;                      (ii) irregular verbs;                      (iii) collective nouns;                      (iv) adjectives, including those indicating origin, and their comparative and superlative forms                      (v) conjunctive adverbs;                      (vi) prepositions and prepositional phrases and their influence on subject-verb agreement;                      (vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite;                      (viii) subordinating conjunctions to form complex sentences                      (ix) capitalization of initials, acronyms, and organizations;                      (x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and                      (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(ix) edit drafts using standard Spanish conventions, including irregular verbs</p>	<p>Student/Teacher</p>	<p>Narrative</p>
<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992324</p>	<p>Unit 2, Week 3, p. 322</p>	<p>Mi turno</p>								
<p>Student/Teacher</p>	<p>(Drop-down selection)</p>											
<p>Student/Teacher</p>	<p>(Drop-down selection)</p>											

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard Spanish conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) irregular verbs; (iii) collective nouns; (iv) adjectives, including those indicating origin, and their comparative and superlative forms (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite; (viii) subordinating conjunctions to form complex sentences (ix) capitalization of initials, acronyms, and organizations; (x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules	(x) edit drafts using standard Spanish conventions, including collective nouns	Student/Teacher	Narrative	9780328992324	Unit 1, Week 4, p. 148	Los sustantivos comunes, propios y colectivos, incl
			Student/Teacher	Activity	9780328992324	Unit 1, Week 4, p. 148	Mi turno
			Student/Teacher	Narrative	9780328992331	Unit 4, Week 2, p. 355	Corregir el uso de los sustantivos colectivos, includ
			Student/Teacher	Narrative	9780328992331	Unit 5, Week 5, p. 603	Corregir los
			Student/Teacher	Activity	9780328992331	Unit 4, Week 2, p. 355	Mi turno activities
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs					
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:                      (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;                      (ii) irregular verbs;                      (iii) collective nouns;                      (iv) adjectives, including those indicating origin, and their comparative and superlative forms                      (v) conjunctive adverbs;                      (vi) prepositions and prepositional phrases and their influence on subject-verb agreement;                      (vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite;                      (viii) subordinating conjunctions to form complex sentences                      (ix) capitalization of initials, acronyms, and organizations;                      (x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and                      (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(xi) edit drafts using standard Spanish conventions, including adjectives, including those indicating origin</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992331</p>	<p>Unit 4, Week 1, p. 240</p>	<p>Los adjetivos, including chart</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992331</p>	<p>Unit 4, Week 1, p. 240</p>	<p>Mi turno</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:                      (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;                      (ii) irregular verbs;                      (iii) collective nouns;                      (iv) adjectives, including those indicating origin, and their comparative and superlative forms                      (v) conjunctive adverbs;                      (vi) prepositions and prepositional phrases and their influence on subject-verb agreement;                      (vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite;                      (viii) subordinating conjunctions to form complex sentences                      (ix) capitalization of initials, acronyms, and organizations;                      (x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and                      (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(xii) edit drafts using standard Spanish conventions, including adjectives, including their comparative forms</p>	<p>Student/Teacher</p>	<p>Narrative</p>
<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992324</p>	<p>Unit 1, Week 4, p. 149</p>	<p>Mi turno activities</p>								
<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992331</p>	<p>Unit 4, Week 2, p. 278</p>	<p>El grado comparativo y superlativo del adjetivo / Fi</p>								

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9780328992331	Unit 4, Week 2, p. 278	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard Spanish conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) irregular verbs; (iii) collective nouns; (iv) adjectives, including those indicating origin, and their comparative and superlative forms (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite; (viii) subordinating conjunctions to form complex sentences (ix) capitalization of initials, acronyms, and organizations; (x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules	(xiii) edit drafts using standard Spanish conventions, including adjectives, including their superlative forms	Student/Teacher	Narrative	9780328992324	Unit 1, Week 4, p. 149	Usar los adjetivos calificativos, including chart
			Student/Teacher	Activity	9780328992324	Unit 1, Week 4, p. 149	Mi turno activities
			Student/Teacher	Narrative	9780328992331	Unit 4, Week 2, p. 278	El grado comparativo y superlativo del adjetivo / Se
			Student/Teacher	Activity	9780328992331	Unit 4, Week 2, p. 278	Mi turno
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs				
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:                      (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;                      (ii) irregular verbs;                      (iii) collective nouns;                      (iv) adjectives, including those indicating origin, and their comparative and superlative forms                      (v) conjunctive adverbs;                      (vi) prepositions and prepositional phrases and their influence on subject-verb agreement;                      (vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite;                      (viii) subordinating conjunctions to form complex sentences                      (ix) capitalization of initials, acronyms, and organizations;                      (x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and                      (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(xiv) edit drafts using standard Spanish conventions, including conjunctive adverbs</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992324</p>	<p>Unit 2, Week 4, p. 359</p>	<p>Corregir para incluir adverbios, second paragraph</p>				
							<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992324</p>	<p>Unit 2, Week 4, p. 359</p>	<p>Mi turno activities</p>
							<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992331</p>	<p>Unit 3, Week 5, p. 182</p>	<p>Los adverbios</p>
							<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992331</p>	<p>Unit 3, Week 5, p. 182</p>	<p>Mi turno</p>
							<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992331</p>	<p>Unit 3, Week 6, p. 203</p>	<p>chart</p>
							<p>Teacher Only</p>	<p>Narrative</p>			
							<p>Teacher Only</p>	<p>Activity</p>			
							<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
<p>Teacher Only</p>	<p>(Drop-down selection)</p>										
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:                      (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;                      (ii) irregular verbs;                      (iii) collective nouns;                      (iv) adjectives, including those indicating origin, and their comparative and superlative forms                      (v) conjunctive adverbs;                      (vi) prepositions and prepositional phrases and their influence on subject-verb agreement;                      (vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite;                      (viii) subordinating conjunctions to form complex sentences                      (ix) capitalization of initials, acronyms, and organizations;                      (x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and                      (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(xv) edit drafts using standard Spanish conventions, including prepositions</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992324</p>	<p>Unit 2, Week 4, p. 361</p>	<p>Corregir las preposiciones y</p>				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9780328992324	Unit 2, Week 4, p. 361	Mi turno activities
			Student/Teacher	Narrative	9780328992331	Unit 3, Week 1, p. 46	Las preposiciones y las frases preposicionales, inc
			Student/Teacher	Activity	9780328992331	Unit 3, Week 1, p. 46	Mi turno
			Student/Teacher	Activity	9780328992331	Unit 3, Week 6, p. 203	chart
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard Spanish conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) irregular verbs; (iii) collective nouns; (iv) adjectives, including those indicating origin, and their comparative and superlative forms (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite; (viii) subordinating conjunctions to form complex sentences (ix) capitalization of initials, acronyms, and organizations; (x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules	(xvi) edit drafts using standard Spanish conventions, including prepositional phrases	Student/Teacher	Narrative	9780328992324	Unit 2, Week 4, p. 361	Corregir las preposiciones y las frases preposicion
			Student/Teacher	Activity	9780328992324	Unit 2, Week 4, p. 361	Mi turno activities
			Student/Teacher	Narrative	9780328992331	Unit 3, Week 1, p. 46	Las preposiciones y las frases preposicionales, inc
			Student/Teacher	Activity	9780328992331	Unit 3, Week 1, p. 46	Mi turno
			Student/Teacher	Activity	9780328992331	Unit 3, Week 6, p. 203	Corrige
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs					
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:                      (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;                      (ii) irregular verbs;                      (iii) collective nouns;                      (iv) adjectives, including those indicating origin, and their comparative and superlative forms                      (v) conjunctive adverbs;                      (vi) prepositions and prepositional phrases and their influence on subject-verb agreement;                      (vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite;                      (viii) subordinating conjunctions to form complex sentences                      (ix) capitalization of initials, acronyms, and organizations;                      (x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and                      (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(xvii) edit drafts using standard Spanish conventions, including [prepositional phrases] influence on subject-verb agreement</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992324</p>	<p>Unit 2, Week 4, p. 361</p>	<p>Corregir las preposiciones y las frases preposicionales</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992324</p>	<p>Unit 2, Week 4, p. 361</p>	<p>Mi turno activities</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992331</p>	<p>Unit 3, Week 1, p. 46</p>	<p>Las preposiciones y las frases preposicionales, inc</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992331</p>	<p>Unit 3, Week 1, p. 46</p>	<p>Mi turno</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992331</p>	<p>Unit 3, Week 6, p. 203</p>	<p>First chart, activity</p>
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
<p>Teacher Only</p>	<p>(Drop-down selection)</p>											
<p>Teacher Only</p>	<p>(Drop-down selection)</p>											
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:                      (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;                      (ii) irregular verbs;                      (iii) collective nouns;                      (iv) adjectives, including those indicating origin, and their comparative and superlative forms                      (v) conjunctive adverbs;                      (vi) prepositions and prepositional phrases and their influence on subject-verb agreement;                      (vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite;                      (viii) subordinating conjunctions to form complex sentences                      (ix) capitalization of initials, acronyms, and organizations;                      (x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and                      (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(xviii) edit drafts using standard Spanish conventions, including pronouns, including personal</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992331</p>	<p>Unit 3, Week 2, p. 80</p>	<p>Los pronombres y los antecedentes</p>					

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9780328992331	Unit 3, Week 2, p. 80	Mi turno
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard Spanish conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) irregular verbs; (iii) collective nouns; (iv) adjectives, including those indicating origin, and their comparative and superlative forms (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite; (viii) subordinating conjunctions to form complex sentences (ix) capitalization of initials, acronyms, and organizations; (x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules	(xix) edit drafts using standard Spanish conventions, including pronouns, including possessive	Student/Teacher	Narrative	9780328992331	Unit 3, Week 3, p. 120	Los pronombres posesivos, including chart
			Student/Teacher	Activity	9780328992331	Unit 3, Week 3, p. 120	Mi turno
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			



Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:                      (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;                      (ii) irregular verbs;                      (iii) collective nouns;                      (iv) adjectives, including those indicating origin, and their comparative and superlative forms                      (v) conjunctive adverbs;                      (vi) prepositions and prepositional phrases and their influence on subject-verb agreement;                      (vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite;                      (viii) subordinating conjunctions to form complex sentences                      (ix) capitalization of initials, acronyms, and organizations;                      (x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and                      (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(xx) edit drafts using standard Spanish conventions, including pronouns, including objective</p>	Student/Teacher	Narrative	9780328992331	Unit 3, Week 2, p. 80	Los pronombres y los antecedentes
			Student/Teacher	Activity	9780328992331	Unit 3, Week 2, p. 80	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)			
			Teacher Only	(Drop-down selection)			
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:                      (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;                      (ii) irregular verbs;                      (iii) collective nouns;                      (iv) adjectives, including those indicating origin, and their comparative and superlative forms                      (v) conjunctive adverbs;                      (vi) prepositions and prepositional phrases and their influence on subject-verb agreement;                      (vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite;                      (viii) subordinating conjunctions to form complex sentences                      (ix) capitalization of initials, acronyms, and organizations;                      (x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and                      (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(xxi) edit drafts using standard Spanish conventions, including pronouns, including reflexive</p>	Student/Teacher	Narrative	9780328992331	Unit 3, Week 4, p. 148	Los pronombres indefinidos reflexivos y preposicio
			Student/Teacher	Activity	9780328992331	Unit 3, Week 4, p. 148	Mi turno
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard Spanish conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) irregular verbs; (iii) collective nouns; (iv) adjectives, including those indicating origin, and their comparative and superlative forms (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite; (viii) subordinating conjunctions to form complex sentences (ix) capitalization of initials, acronyms, and organizations; (x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules	(xxii) edit drafts using standard Spanish conventions, including pronouns, including prepositional	Student/Teacher	Narrative	9780328992331	Unit 3, Week 4, p. 148	Los pronombres indefinidos reflexivos y preposicio
			Student/Teacher	Activity	9780328992331	Unit 3, Week 4, p. 148	Mi turno
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:                      (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;                      (ii) irregular verbs;                      (iii) collective nouns;                      (iv) adjectives, including those indicating origin, and their comparative and superlative forms                      (v) conjunctive adverbs;                      (vi) prepositions and prepositional phrases and their influence on subject-verb agreement;                      (vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite;                      (viii) subordinating conjunctions to form complex sentences                      (ix) capitalization of initials, acronyms, and organizations;                      (x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and                      (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(xxiii) edit drafts using standard Spanish conventions, including pronouns, including indefinite</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992324</p>	<p>Unit 1, Week 4, p. 151</p>	<p>Corregir para agregar pronombres indefinidos, incl</p>
							<p>Mi turno activities</p>
							<p>Los pronombres indefinidos reflexivos y preposicio</p>
							<p>Corregir el uso de los pronombres indefinidos, incl</p>
							<p>Mi turno</p>
							<p></p>
							<p></p>
							<p></p>
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:                      (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;                      (ii) irregular verbs;                      (iii) collective nouns;                      (iv) adjectives, including those indicating origin, and their comparative and superlative forms                      (v) conjunctive adverbs;                      (vi) prepositions and prepositional phrases and their influence on subject-verb agreement;                      (vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite;                      (viii) subordinating conjunctions to form complex sentences                      (ix) capitalization of initials, acronyms, and organizations;                      (x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and                      (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(xxiv) edit drafts using standard Spanish conventions, including subordinating conjunctions to form complex sentences</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992331</p>	<p>Unit 4, Week 3, p. 314</p>	<p>Las conjunciones coordinantes y subordinantes, in</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9780328992331	Unit 4, Week 3, p. 314	Mi turno
			Student/Teacher	Narrative	9780328992331	Unit 4, Week 4, p. 356	Corregir el uso de las conjunciones subordinantes
			Student/Teacher	Narrative	9780328992324	Unit 1, Week 3, p. 118	Las oraciones compuestas y las complejas, including chart
			Student/Teacher	Activity	9780328992331	Unit 4, Week 4, p. 356	Mi turno activities
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard Spanish conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) irregular verbs; (iii) collective nouns; (iv) adjectives, including those indicating origin, and their comparative and superlative forms (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite; (viii) subordinating conjunctions to form complex sentences (ix) capitalization of initials, acronyms, and organizations; (x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules	(xxv) edit drafts using standard Spanish conventions, including capitalization of initials	Student/Teacher	Narrative	9780328992324	Unit 2, Week 5, p. 394	Corregir el uso de las mayúsculas, including chart
			Student/Teacher	Activity	9780328992324	Unit 2, Week 5, p. 394	Mi turno activities
			Student/Teacher	Narrative	9780328992331	Unit 3, Week 4, p. 149	Corregir el uso de las mayúsculas, including chart
			Student/Teacher	Narrative	9780328992331	Unit 4, Week 5, p. 396	Las mayúsculas, including chart
			Student/Teacher	Activity	9780328992331	Unit 4, Week 5, p. 396	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:                      (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;                      (ii) irregular verbs;                      (iii) collective nouns;                      (iv) adjectives, including those indicating origin, and their comparative and superlative forms                      (v) conjunctive adverbs;                      (vi) prepositions and prepositional phrases and their influence on subject-verb agreement;                      (vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite;                      (viii) subordinating conjunctions to form complex sentences                      (ix) capitalization of initials, acronyms, and organizations;                      (x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and                      (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(xxvi) edit drafts using standard Spanish conventions, including capitalization of acronyms</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992324</p>	<p>Unit 2, Week 5, p. 394</p>	<p>Corregir el uso de las mayúsculas, including chart</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992324</p>	<p>Unit 2, Week 5, p. 394</p>	<p>Mi turno activities</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992331</p>	<p>Unit 3, Week 4, p. 149</p>	<p>Corregir el uso de las mayúsculas, including chart</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992331</p>	<p>Unit 4, Week 5, p. 396</p>	<p>Las mayúsculas, including chart</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992331</p>	<p>Unit 4, Week 5, p. 396</p>	<p>Mi turno</p>
			<p>Teacher Only</p>	<p>Narrative</p>			
			<p>Teacher Only</p>	<p>Activity</p>			
			<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
			<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
			<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:                      (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;                      (ii) irregular verbs;                      (iii) collective nouns;                      (iv) adjectives, including those indicating origin, and their comparative and superlative forms                      (v) conjunctive adverbs;                      (vi) prepositions and prepositional phrases and their influence on subject-verb agreement;                      (vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite;                      (viii) subordinating conjunctions to form complex sentences                      (ix) capitalization of initials, acronyms, and organizations;                      (x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and                      (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(xxvii) edit drafts using standard Spanish conventions, including capitalization of organizations</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992324</p>	<p>Unit 2, Week 5, p. 394</p>	<p>Corregir el uso de las mayúsculas, including chart</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9780328992324	Unit 2, Week 5, p. 394	Mi turno activities
			Student/Teacher	Narrative	9780328992331	Unit 3, Week 4, p. 149	Corregir el uso de las mayúsculas, including chart
			Student/Teacher	Narrative	9780328992331	Unit 4, Week 5, p. 396	Las mayúsculas, including chart
			Student/Teacher	Activity	9780328992331	Unit 4, Week 5, p. 396	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard Spanish conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) irregular verbs; (iii) collective nouns; (iv) adjectives, including those indicating origin, and their comparative and superlative forms (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite; (viii) subordinating conjunctions to form complex sentences (ix) capitalization of initials, acronyms, and organizations; (x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules	(xxviii) edit drafts using standard Spanish conventions, including punctuation marks, including commas in compound sentences	Student/Teacher	Narrative	9780328992324	Unit 1, Week 3, p. 118	Lenguaje y normas, including chart
			Student/Teacher	Activity	9780328992324	Unit 1, Week 3, p. 118	Mi turno
			Student/Teacher	Narrative	9780328992331	Unit 4, Week 4, p. 357	Taller de escritura
			Student/Teacher	Activity	9780328992331	Unit 4, Week 4, p. 357	Mi turno activities
			Student/Teacher	Activity	9780328992324	Unit 1, Week 6, p. 205	chart
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:                      (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;                      (ii) irregular verbs;                      (iii) collective nouns;                      (iv) adjectives, including those indicating origin, and their comparative and superlative forms                      (v) conjunctive adverbs;                      (vi) prepositions and prepositional phrases and their influence on subject-verb agreement;                      (vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite;                      (viii) subordinating conjunctions to form complex sentences                      (ix) capitalization of initials, acronyms, and organizations;                      (x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and                      (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(xxix) edit drafts using standard Spanish conventions, including punctuation marks, including commas in complex sentences</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992324</p>	<p>Unit 1, Week 3, p. 118</p>	<p>Lenguaje y normas, including chart</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992324</p>	<p>Unit 1, Week 3, p. 118</p>	<p>Mi turno</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992331</p>	<p>Unit 4, Week 4, p. 357</p>	<p>Taller de escritura</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992331</p>	<p>Unit 4, Week 4, p. 357</p>	<p>Mi turno activities</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992324</p>	<p>Unit 1, Week 6, p. 205</p>	<p>chart</p>
			<p>Teacher Only</p>	<p>Narrative</p>			
			<p>Teacher Only</p>	<p>Activity</p>			
			<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
			<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
			<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:                      (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;                      (ii) irregular verbs;                      (iii) collective nouns;                      (iv) adjectives, including those indicating origin, and their comparative and superlative forms                      (v) conjunctive adverbs;                      (vi) prepositions and prepositional phrases and their influence on subject-verb agreement;                      (vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite;                      (viii) subordinating conjunctions to form complex sentences                      (ix) capitalization of initials, acronyms, and organizations;                      (x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and                      (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(xxx) edit drafts using standard Spanish conventions, including punctuation marks, including em dashes for dialogue</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992324</p>	<p>Unit 1, Week 2, p. 83</p>	<p>Taller de escritura</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9780328992324	Unit 1, Week 2, p. 83	Mi turno
			Student/Teacher	Narrative	9780328992331	Unit 4, Week 2, p. 283	Taller de escritura
			Student/Teacher	Narrative	9780328992331	Unit 5, Week 4, p. 566	Lenguaje y normas
			Student/Teacher	Activity	9780328992331	Unit 5, Week 4, p. 566	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard Spanish conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) irregular verbs; (iii) collective nouns; (iv) adjectives, including those indicating origin, and their comparative and superlative forms (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite; (viii) subordinating conjunctions to form complex sentences (ix) capitalization of initials, acronyms, and organizations; (x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules	(xxx) edit drafts using standard Spanish conventions, including punctuation marks, including italics for titles	Student/Teacher	Narrative	9780328992331	Unit 3, Week 4, p. 150	Taller de escritura, including first chart
			Student/Teacher	Activity	9780328992331	Unit 3, Week 4, p. 150	Mi turno
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			



Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:                      (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;                      (ii) irregular verbs;                      (iii) collective nouns;                      (iv) adjectives, including those indicating origin, and their comparative and superlative forms                      (v) conjunctive adverbs;                      (vi) prepositions and prepositional phrases and their influence on subject-verb agreement;                      (vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite;                      (viii) subordinating conjunctions to form complex sentences                      (ix) capitalization of initials, acronyms, and organizations;                      (x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and                      (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(xxxii) edit drafts using standard Spanish conventions, including punctuation marks, including italics for emphasis</p>	Student/Teacher	Narrative	9780328992331	Unit 3, Week 4, p. 150	Taller de escritura, including second chart
			Student/Teacher	Activity	9780328992331	Unit 3, Week 4, p. 150	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)			
			Teacher Only	(Drop-down selection)			
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:                      (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;                      (ii) irregular verbs;                      (iii) collective nouns;                      (iv) adjectives, including those indicating origin, and their comparative and superlative forms                      (v) conjunctive adverbs;                      (vi) prepositions and prepositional phrases and their influence on subject-verb agreement;                      (vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite;                      (viii) subordinating conjunctions to form complex sentences                      (ix) capitalization of initials, acronyms, and organizations;                      (x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and                      (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(xxxiii) edit drafts using standard Spanish conventions, including punctuation marks, including underlining for titles</p>	Student/Teacher	Narrative	9780328992331	Unit 3, Week 4, p. 150	Taller de escritura, including first chart
			Student/Teacher	Activity	9780328992331	Unit 3, Week 4, p. 150	Mi turno
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard Spanish conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) irregular verbs; (iii) collective nouns; (iv) adjectives, including those indicating origin, and their comparative and superlative forms (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite; (viii) subordinating conjunctions to form complex sentences (ix) capitalization of initials, acronyms, and organizations; (x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules	(xxxiv) edit drafts using standard Spanish conventions, including punctuation marks, including underlining for emphasis	Student/Teacher	Narrative	9780328992331	Unit 3, Week 4, p. 150	Taller de escritura, including second chart
			Student/Teacher	Activity	9780328992331	Unit 3, Week 4, p. 150	Mi turno
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:                      (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;                      (ii) irregular verbs;                      (iii) collective nouns;                      (iv) adjectives, including those indicating origin, and their comparative and superlative forms                      (v) conjunctive adverbs;                      (vi) prepositions and prepositional phrases and their influence on subject-verb agreement;                      (vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite;                      (viii) subordinating conjunctions to form complex sentences                      (ix) capitalization of initials, acronyms, and organizations;                      (x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and                      (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(xxxv) edit drafts using standard Spanish conventions, including punctuation marks, including quotation marks for titles</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992324</p>	<p>Unit 2, Week 5, p. 393</p>	<p>Taller de escritura, second paragraph, and second</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992324</p>	<p>Unit 2, Week 5, p. 393</p>	<p>Mi turno activities</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992331</p>	<p>Unit 4, Week 4, p. 357</p>	<p>Taller de escritura</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992331</p>	<p>Unit 4, Week 4, p. 357</p>	<p>Mi turno activities</p>
			<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
			<p>Teacher Only</p>	<p>Narrative</p>			
			<p>Teacher Only</p>	<p>Activity</p>			
			<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
			<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
			<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard Spanish conventions, including:                      (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;                      (ii) irregular verbs;                      (iii) collective nouns;                      (iv) adjectives, including those indicating origin, and their comparative and superlative forms                      (v) conjunctive adverbs;                      (vi) prepositions and prepositional phrases and their influence on subject-verb agreement;                      (vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite;                      (viii) subordinating conjunctions to form complex sentences                      (ix) capitalization of initials, acronyms, and organizations;                      (x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and                      (xi) correct spelling of words with grade-appropriate orthographic patterns and rules</p>	<p>(xxxvi) edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328992324</p>	<p>Unit 2, Week 5, p. 394</p>	<p>Taller de escritura, including chart</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328992324</p>	<p>Unit 2, Week 5, p. 394</p>	<p>Mi turno activities</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Narrative	9780328992331	Unit 3, Week 4, p. 149	Taller de escritura, including charts
			Student/Teacher	Narrative	9780328992331	Unit 4, Week 5, p. 396	Lenguaje y normas, including chart
			Student/Teacher	Activity	9780328992331	Unit 4, Week 5, p. 396	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard Spanish conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) irregular verbs; (iii) collective nouns; (iv) adjectives, including those indicating origin, and their comparative and superlative forms (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite; (viii) subordinating conjunctions to form complex sentences (ix) capitalization of initials, acronyms, and organizations; (x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules	(xxxvii) edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic rules	Student/Teacher	Narrative	9780328992324	Unit 2, Week 5, p. 394	Taller de escritura, including chart
			Student/Teacher	Activity	9780328992324	Unit 2, Week 5, p. 394	Mi turno activities
			Student/Teacher	Narrative	9780328992331	Unit 3, Week 4, p. 149	Taller de escritura, including charts
			Student/Teacher	Narrative	9780328992331	Unit 4, Week 5, p. 396	Lenguaje y normas, including chart
			Student/Teacher	Activity	9780328992331	Unit 4, Week 5, p. 396	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(E) publish written work for appropriate audiences	(i) publish written work for appropriate audiences	Student/Teacher	Narrative	9780328992324	Unit 1, Week 5, p. 187	Taller de escritura, First paragraph
			Student/Teacher	Activity	9780328992324	Unit 1, Week 5, p. 187	Mi turno
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 5, p. 395	Taller de escritura, First paragraph
			Student/Teacher	Narrative	9780328992331	Unit 3, Week 5, p. 184	Taller de escritura, First paragraph
			Student/Teacher	Activity	9780328992324	Unit 2, Week 6, p. 414	Colaborar
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	(i) compose literary texts using genre characteristics	Student/Teacher	Narrative	9780328992324	Unit 1, Week 2, p. 82	Taller de escritura, First paragraph
			Student/Teacher	Activity	9780328992324	Unit 1, Week 2, p. 82	Mi turno activities
			Student/Teacher	Narrative	9780328992324	Unit 1, Week 2, p. 83	Taller de escritura, First paragraph
			Student/Teacher	Narrative	9780328992324	Unit 1, Week 3, p. 119	Taller de escritura, First paragraph
			Student/Teacher	Activity	9780328992324	Unit 1, Week 2, p. 83	Mi turno activities
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	(ii) compose literary texts using craft	Student/Teacher	Narrative	9780328992324	Unit 1, Week 2, p. 82	Taller de escritura, First paragraph
			Student/Teacher	Activity	9780328992324	Unit 1, Week 2, p. 82	Mi turno activities
			Student/Teacher	Narrative	9780328992324	Unit 1, Week 2, p. 83	Taller de escritura, First paragraph
			Student/Teacher	Narrative	9780328992324	Unit 1, Week 3, p. 116	Escribir para un lector, First paragraph
			Student/Teacher	Activity	9780328992324	Unit 1, Week 3, p. 116	Mi turno
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft	(i) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	Student/Teacher	Narrative	9780328992324	Unit 1, Week 1, p. 38	Escribir para un lector, First paragraph
			Student/Teacher	Activity	9780328992324	Unit 1, Week 1, p. 38	Mi turno
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 6, p. 406	Colaborar y comentar, First paragraph
			Student/Teacher	Activity	9780328992324	Unit 2, Week 6, p. 406	¡A intentarlo!
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft	(ii) compose informational texts, including brief compositions that convey information about a topic using genre characteristics	Student/Teacher	Narrative	9780328992324	Unit 2, Week 2, p. 285	Taller de escritura, First paragraph
			Student/Teacher	Activity	9780328992324	Unit 2, Week 2, p. 286	Mi turno activities

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 2, p. 286	Taller de escritura
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 6, p. 406	Las palabras justas entire page except ¡A intentar!
			Student/Teacher	Activity	9780328992324	Unit 2, Week 6, p. 406	¡A intentarlo!
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft	(iii) compose informational texts, including brief compositions that convey information about a topic using craft	Student/Teacher	Narrative	9780328992324	Unit 2, Week 3, p. 326	Usar el formato, top half of page
			Student/Teacher	Activity	9780328992324	Unit 2, Week 3, p. 326	Second Mi turno
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 2, p. 286	Taller de escritura
			Student/Teacher	Activity	9780328992324	Unit 2, Week 2, p. 286	Mi turno activities
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	(C) compose argumentative texts, including opinion essays, using genre characteristics and craft	(i) compose argumentative texts, including opinion essays, using genre characteristics	Student/Teacher	Narrative	9780328992324	Unit 1, Week 3, p. 112	Reflexionar y comentar
			Student/Teacher	Activity	9780328992324	Unit 1, Week 3, p. 112	Usar la evidencia del texto
			Student/Teacher	Narrative	9780328992324	Unit 1, Week 6, pp. 198-199	Dirígete a tu público, entire spread except ¡A intentar!
			Student/Teacher	Narrative	9780328992331	Unit 3, Week 3, p. 122	Taller de escritura
			Student/Teacher	Activity	9780328992324	Unit 1, Week 6, pp. 198-199	¡A intentarlo! / Side notes
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	(C) compose argumentative texts, including opinion essays, using genre characteristics and craft	(ii) compose argumentative texts, including opinion essays, using craft	Student/Teacher	Narrative	9780328992324	Unit 2, Week 5, p. 390	Escribir para un lector, first paragraph
			Student/Teacher	Activity	9780328992324	Unit 1, Week 6, pp. 198-199	¡A intentarlo!
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 3, p. 384	Taller de escritura
			Student/Teacher	Narrative	9780328992331	Unit 3, Week 1, p. 47	Organizar un ensayo de opinión
			Student/Teacher	Activity	9780328992331	Unit 3, Week 1, p. 47	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
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	(D) compose correspondence that requests information	(i) compose correspondence that requests information	Student/Teacher	Narrative	9780328992324	Unit 1, Week 6, p. 202	Ampliar la investigación, Full page
			Student/Teacher	Activity	9780328992324	Unit 1, Week 6, p. 203	Colaborar
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 6, p. 410	Ampliar la investigación, Full page
			Student/Teacher	Activity	9780328992324	Unit 2, Week 6, p. 411	Colaborar
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(A) generate and clarify questions on a topic for formal and informal inquiry	(i) generate questions on a topic for formal inquiry	Student/Teacher	Narrative	9780328992324	Unit 1, Week 6, p. 202	Ampliar la investigación, Full page
			Student/Teacher	Activity	9780328992324	Unit 1, Week 6, p. 203	Colaborar
			Student/Teacher	Narrative	9780328992331	Unit 4, Week 6, p. 414	Ampliar la investigación, Full page
			Student/Teacher	Narrative	9780328992331	Unit 4, Week 6, p. 415	Ampliar la investigación, First paragraph
			Student/Teacher	Activity	9780328992331	Unit 4, Week 6, p. 415	Colaborar
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(A) generate and clarify questions on a topic for formal and informal inquiry	(ii) generate questions on a topic for informal inquiry	Student/Teacher	Narrative	9780328992324	Unit 1, Week 6, p. 192	Generar preguntas
			Student/Teacher	Activity	9780328992331	Unit 4, Week 2, p. 247	Intercambiar ideas
			Student/Teacher	Activity	9780328992331	Unit 3, Week 6, p. 190	Colaborar
			Student/Teacher	Activity	9780328992331	Unit 4, Week 6, p. 404	Colaborar
			Student/Teacher	Activity	9780328992331	Unit 5, Week 6, p. 610	Colaborar
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(A) generate and clarify questions on a topic for formal and informal inquiry	(iii) clarify questions on a topic for formal inquiry	Student/Teacher	Narrative	9780328992331	Unit 4, Week 6, p. 414	Ampliar la investigación, Full page
			Student/Teacher	Activity	9780328992331	Unit 4, Week 6, p. 409	Colaborar
			Student/Teacher	Narrative	9780328992331	Unit 4, Week 6, p. 415	Ampliar la investigación, First paragraph

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9780328992331	Unit 4, Week 6, p. 415	Colaborar
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(A) generate and clarify questions on a topic for formal and informal inquiry	(iv) clarify questions on a topic for informal inquiry	Student/Teacher	Narrative	9780328992324	Unit 1, Week 6, p. 192	Generar preguntas
			Student/Teacher	Activity	9780328992324	Unit 1, Week 6, p. 192	Colaborar
			Student/Teacher	Activity	9780328992331	Unit 3, Week 6, p. 190	Colaborar
			Student/Teacher	Activity	9780328992331	Unit 4, Week 6, p. 404	Colaborar
			Student/Teacher	Activity	9780328992331	Unit 5, Week 6, p. 610	Colaborar
			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	9780328992324	Unit 2, Week 6, p. 400	Artículos de investigación
			Student/Teacher	Activity	9780328992324	Unit 2, Week 6, p. 400	Artículos de investigación
			Student/Teacher	Narrative	9780328992331	Unit 3, Week 6, p. 190	Artículos de investigación
			Student/Teacher	Activity	9780328992331	Unit 3, Week 6, p. 190	Artículos de investigación
			Student/Teacher	(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	9780328992324	Unit 2, Week 6, p. 400	Artículos de investigación
			Student/Teacher	Activity	9780328992324	Unit 2, Week 6, p. 400	Artículos de investigación
			Student/Teacher	Narrative	9780328992331	Unit 3, Week 6, p. 190	Artículos de investigación
			Student/Teacher	Activity	9780328992331	Unit 3, Week 6, p. 190	Artículos de investigación
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			



Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(C) identify and gather relevant information from a variety of sources	(i) identify relevant information from a variety of sources	Student/Teacher	Narrative	9780328992324	Unit 1, Week 6, p. 196	Hacer una investigación, 1st paragraph
			Student/Teacher	Activity	9780328992324	Unit 1, Week 6, p. 197	Colaborar
			Student/Teacher	Narrative	9780328992324	Unit 1, Week 6, p. 197	Hacer una investigación, 1st paragraph
			Student/Teacher	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(C) identify and gather relevant information from a variety of sources	(ii) gather relevant information from a variety of sources	Student/Teacher	Narrative	9780328992324	Unit 1, Week 6, p. 196	Hacer una investigación, 1st paragraph
			Student/Teacher	Activity	9780328992324	Unit 1, Week 6, p. 197	Colaborar
			Student/Teacher	Narrative	9780328992324	Unit 1, Week 6, p. 197	Hacer una investigación, 1st paragraph
			Student/Teacher	Activity	9780328992324	Unit 1, Week 6, p. 195	Colaborar
			Student/Teacher	Activity	9780328992331	Unit 4, Week 6, p. 409	Colaborar
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(D) understand credibility of primary and secondary sources	(i) understand credibility of primary sources	Student/Teacher	Narrative	9780328992324	Unit 2, Week 6, p. 408	Afinar la investigación, 1st paragraph
			Student/Teacher	Activity	9780328992324	Unit 2, Week 6, p. 409	Colaborar
			Student/Teacher	Narrative	9780328992331	Unit 4, Week 6, p. 412	Afinar la investigación, 1st paragraph
			Student/Teacher	Activity	9780328992331	Unit 4, Week 6, p. 413	Colaborar
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(D) understand credibility of primary and secondary sources	(ii) understand credibility of secondary sources	Student/Teacher	Narrative	9780328992324	Unit 1, Week 6, p. 197	Afinar la investigación, 2nd paragraph
			Student/Teacher	Activity	9780328992324	Unit 1, Week 6, p. 197	Colaborar
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 6, p. 408	Afinar la investigación, 1st paragraph
			Student/Teacher	Narrative	9780328992331	Unit 4, Week 6, p. 412	Afinar la investigación, 1st paragraph
			Student/Teacher	Narrative	9780328992331	Unit 4, Week 6, p. 412	Afinar la investigación, 1st paragraph

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9780328992324	Unit 2, Week 6, p. 409	Colaborar
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(E) demonstrate understanding of information gathered	(i) demonstrate understanding of information gathered	Student/Teacher	Narrative	9780328992324	Unit 1, Week 6, p. 197	Hacer una investigación, 1st paragraph
			Student/Teacher	Activity	9780328992324	Unit 1, Week 6, p. 197	Colaborar first two paragraphs
			Student/Teacher	Narrative	9780328992324	Unit 2, Week 6, p. 405	Hacer una investigación, 1st paragraph
			Student/Teacher	Activity	9780328992324	Unit 2, Week 6, p. 405	Colaborar
			Student/Teacher	Activity	9780328992331	Unit 3, Week 6, p. 195	Colaborar
			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:	(F) differentiate between paraphrasing and plagiarism when using source materials	(i) differentiate between paraphrasing and plagiarism when using source materials	Student/Teacher	Narrative	9780328992324	Unit 1, Week 6, p. 200	Afinar la investigación
			Student/Teacher	Activity	9780328992324	Unit 1, Week 6, p. 200	Colaborar
			Student/Teacher	Narrative	9780328992331	Unit 3, Week 6, p. 194	Hacer una investigación, 1st paragraph
			Student/Teacher	Activity	9780328992324	Unit 1, Week 6, p. 201	Colaborar
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(G) develop a bibliography	(i) develop a bibliography	Student/Teacher	Narrative	9780328992331	Unit 3, Week 6, p. 198	Afinar la investigación
			Student/Teacher	Activity	9780328992331	Unit 3, Week 6, p. 198	Colaborar
			Student/Teacher	Narrative	9780328992331	Unit 5, Week 6, p. 618	Afinar la investigación
			Student/Teacher	Activity	9780328992331	Unit 5, Week 6, p. 618	Colaborar
			Student/Teacher	Activity	9780328992331	Unit 3, Week 6, p. 199	Colaborar
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	(i) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	Student/Teacher	Narrative	9780328992324	Unit 2, Week 6, p. 414	¡A celebrar!, 1st paragraph
			Student/Teacher	Activity	9780328992331	Unit 5, Week 6, p. 620	Entire Page
			Student/Teacher	Activity	9780328992324	Unit 1, Week 6, p. 206	Colaborar
			Student/Teacher	Activity	9780328992331	Unit 4, Week 6, p. 418	Colaborar
			Student/Teacher	Activity	9780328992331	Unit 5, Week 6, p. 621	Colaborar
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			