

Triángulo APreciado Correlations to TEKS

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material	
Subject	Chapter 114. Texas Essential Knowledge and Skills for Languages Other Than English
Course	§114.43. Level V, Intermediate High to Advanced Mid Proficiency (One Credit), Adopted Course Title 2014.
Publisher	Wayside Publishing®
Program Title	Triángulo APreciado
Program ISBN	978-1-944876-76-0 (Student One-Year Digital Package with FlexText® eTextbook + Explorer®); 978-1-944876-74-6 (Student Hardcover Print and One-Year Digital Package with FlexText® eTextbook + Explorer®); 978-1-641590-13-6 (Teacher Softcover Print and One-Year Digital Package with FlexText® eTextbook + Explorer®)
TEKS Coverage (%)	100.00%

(a) General requirements.

- (1) Level V can be offered in high school. Students shall be awarded one credit for successful completion of this course. Successful completion of Level IV, achieving an Intermediate Mid to Intermediate High proficiency level in the four skills of listening, reading, writing, and speaking, or demonstrated equivalent proficiency as determined by the district is a prerequisite for this course.
- (2) Students of logographic languages such as Chinese and Japanese and non-Romance and non-Germanic languages such as Arabic and Russian will require more time to achieve proficiency, especially in reading and writing. Initially, the skill focus should be placed on speaking and listening without ignoring reading and writing in the target language's writing system. As the students become more proficient, a balanced emphasis of all four skills becomes more attainable.

(b) Introduction.

- (1) The study of world languages is an essential part of education. In the 21st century language classroom, students gain an understanding of two basic aspects of human existence: the nature of communication and the complexity of culture. Students become aware of multiple perspectives and means of expression, which lead to an appreciation of difference and diversity. Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively communicate in more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world community.

(2) Communication is the overarching goal of world language instruction. Students should be provided ample opportunities to engage in conversations, to present information to an audience, and to interpret culturally authentic materials in the language of study. The American Council on the Teaching of Foreign Languages (ACTFL) identifies three modes of communication: interpersonal, interpretive, and presentational.

- (A) In the interpersonal mode of communication, students engage in direct oral or written communication with others. Examples of this "two-way" communication include but are not limited to conversing face to face, participating in digital discussions and messaging, and exchanging personal letters.
 - (B) In the interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this type of "one-way" reading or listening include but are not limited to comprehension of digital texts as well as print, audio, and audiovisual materials.
 - (C) In the presentational mode of communication, students present orally or in writing information, concepts, and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this "one-to-many" mode of communication include but are not limited to presenting to a group; creating and posting digital content; or writing reports, compositions, or articles for a magazine or newspaper.
- (3) The use of age-level appropriate and culturally authentic resources is imperative to support the teaching of the essential knowledge and skills for LOTE. The use of culturally authentic resources in world language study enables students to make connections with other content areas, to compare the language and culture studied with their own, and to participate in local and global communities.

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- (4) The three modes of communication (interpersonal, interpretive, and presentational) provide the organizing principle for describing language performance across all ranges of performance: Novice, Intermediate, Advanced, Superior, and Distinguished.
 - (A) The interpersonal mode is characterized by the active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and clarifications can be made accordingly.
 - (B) The interpretive mode focuses on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or the speaker.
 - (C) The presentational mode refers to the creation of oral and written messages in a manner that facilitates interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists.
- (5) All student expectations and modes of communication are aligned with and address the ACTFL National Standards for Foreign Language Education: Communication, Cultures, Connections, Comparisons, and Communities.
- (6) Students will perform on the Intermediate High to Advanced Mid proficiency level as described by the ACTFL Proficiency Guidelines 2012.
 - (A) The Intermediate High to Advanced Mid student communicates in a language other than English using all three modes and all four skills.
 - (B) By the end of Level V, students of logographic languages should perform on an Intermediate Mid to Intermediate High proficiency level for reading and writing. In listening and speaking, students of logographic languages should perform on an Intermediate High to Advanced Low proficiency level.
- (7) Statements containing the word “including” reference content that must be mastered, while those containing the phrase “such as” are intended as possible illustrative examples.

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(c) Knowledge and Skills.

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(1) Interpersonal Communication: Speaking and Writing. The student communicates in the interpersonal mode using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpersonal mode is the ability to understand and exchange information in the target language. The student is expected to:	(A) engage in conversations with generally consistent use of register in all time frames	(i) engage in conversations with generally consistent use of register in all time frames	Student/Teacher	Activity	978-1-944876-74-6	17	Capítulo 1, Presenta, Paso 2: La exploración
			Student/Teacher	Activity	978-1-944876-74-6	34	Capítulo 1, ¡Para saber más!, Paso 1
			Teacher Only	Narrative	978-1-641590-13-6	TE 363/34	Instructional Strategies, Capítulo 1, Exprésate
			Student/Teacher	Activity	978-1-944876-74-6	68	Capítulo 2, ¿Qué aprendiste?, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	96	Capítulo 2, ¡Para saber más!, Paso 1
			Student/Teacher	Activity	978-1-944876-74-6	122	Capítulo 3, ¡Para saber más!, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	137	Capítulo 3, ¡Para saber más!, Paso 1
			Student/Teacher	Activity	978-1-944876-74-6	202	Capítulo 4, Infórmate, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	216	Capítulo 4, ¡Para saber más!, Paso 1
			Student/Teacher	Activity	978-1-944876-74-6	256	Capítulo 5, Presenta, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	263	Capítulo 5, Infórmate, Paso 4

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Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(1) Interpersonal Communication: Speaking and Writing. The student communicates in the interpersonal mode using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpersonal mode is the ability to understand and exchange information in the target language. The student is expected to:	(B) verbally exchange information with generally consistent use of register on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(i) verbally exchange information with generally consistent use of register on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-944876-74-6	15	Capítulo 1, ¿Qué aprendiste?, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	17	Capítulo 1, Presenta, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	37	Capítulo 1, Infórmate, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	125	Capítulo 3, ¡Para saber más!, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	132	Capítulo 3, ¿Qué aprendiste?, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	156	Capítulo 3, ¡Para saber más!, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	194	Capítulo 4, Presenta, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	216	Capítulo 4, Infórmate, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	220	Capítulo 4, Infórmate, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	230	Capítulo 4, Presenta, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	247	Capítulo 5, Infórmate, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	271	Capítulo 5, Presenta, Paso 2

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Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(1) Interpersonal Communication: Speaking and Writing. The student communicates in the interpersonal mode using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpersonal mode is the ability to understand and exchange information in the target language. The student is expected to:	(C) write with generally consistent use of register and in all time frames items such as correspondence, narratives, descriptions, and summaries of a factual nature	(i) write with generally consistent use of register items	Student/Teacher	Activity	978-1-944876-74-6	7	Capítulo 1, Comunica
			Student/Teacher	Activity	978-1-944876-74-6	8	Capítulo 1, ¡Para saber más!, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	35	Capítulo 1, ¡Para saber más!, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	59	Capítulo 2, ¡Para saber más!, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	73	Capítulo 2, Comunica
			Teacher Only	Narrative	978-1-641590-13-6	370/73	Instructional Strategies, Capítulo 2, Comunica
			Student/Teacher	Activity	978-1-944876-74-6	92	Capítulo 2, Presenta, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	138	Capítulo 3, ¡Para saber más!, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	153	Capítulo 3, Comunica
			Student/Teacher	Activity	978-1-944876-74-6	184	Capítulo 4, ¡Para saber más!, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	197	Capítulo 4, Comunica
			Student/Teacher	Activity	978-1-944876-74-6	259	Capítulo 5, ¡Para saber más!, Paso 1

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(1) Interpersonal Communication: Speaking and Writing. The student communicates in the interpersonal mode using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpersonal mode is the ability to understand and exchange information in the target language. The student is expected to:	(C) write with generally consistent use of register and in all time frames items such as correspondence, narratives, descriptions, and summaries of a factual nature	(ii) write in all time frames items	Student/Teacher	Activity	978-1-944876-74-6	29	Capítulo 1, Presenta, Paso 2
			Student/Teacher	Narrative	978-1-944876-74-6	35	Capítulo 1, Estrategia
			Student/Teacher	Activity	978-1-944876-74-6	48	Capítulo 1, Gramática problemática
			Student/Teacher	Activity	978-1-944876-74-6	96	Capítulo 2, ¡Para saber más!, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	113	Capítulo 2, Gramática problemática
			Student/Teacher	Activity	978-1-944876-74-6	121	Capítulo 3, Comunica
			Teacher Only	Narrative	978-1-641590-13-6	378/132	Instructional Strategies, Capítulo 3, Presenta, Paso 1
			Student/Teacher	Activity	978-1-944876-74-6	159	Capítulo 3, Infórmate, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	184	Capítulo 4, ¡Para saber más!, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	246	Capítulo 5, ¡Para saber más!, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	277	Capítulo 5, Infórmate, Paso 3

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(1) Interpersonal Communication: Speaking and Writing. The student communicates in the interpersonal mode using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpersonal mode is the ability to understand and exchange information in the target language. The student is expected to:	(D) produce, with generally consistent use of register, written exchanges that provide information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(i) produce, with generally consistent use of register, written exchanges that provide information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-944876-74-6	8	Capítulo 1, ¡Para saber más!, Paso 2, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	19	Capítulo 1, ¡Para saber más!, Paso 1
			Student/Teacher	Activity	978-1-944876-74-6	57	Capítulo 2, Comunica
			Teacher Only	Narrative	978-1-641590-13-6	366/58	Instructional Strategies, Capítulo 2, Exprésate
			Student/Teacher	Activity	978-1-944876-74-6	59	Capítulo 2, ¡Para saber más!, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	138	Capítulo 3, ¡Para saber más!, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	153	Capítulo 3, Comunica
			Student/Teacher	Activity	978-1-944876-74-6	198	Capítulo 4, Exprésate
			Student/Teacher	Activity	978-1-944876-74-6	215	Capítulo 4, Comunica
			Student/Teacher	Activity	978-1-944876-74-6	261	Capítulo 5, ¡Para saber más!, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	274	Capítulo 5, ¡Para saber más!, Paso 1

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Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and analyze information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(i) read information from a variety of authentic print resources in various literary genres, including texts about past events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-944876-74-6	28	Capítulo 1, Presenta, Paso 1
			Student/Teacher	Activity	978-1-944876-74-6	78-79	Capítulo 2, Infórmate, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	82-83	Capítulo 2, Lectura con audio
			Student/Teacher	Activity	978-1-944876-74-6	128-129	Capítulo 3, Lectura con audio
			Student/Teacher	Activity	978-1-944876-74-6	142-143	Capítulo 3, Lectura
			Student/Teacher	Narrative	978-1-944876-74-6	163	Capítulo 3, Gráfico
			Student/Teacher	Activity	978-1-944876-74-6	188-189	Capítulo 3, Lectura con infografía
			Student/Teacher	Activity	978-1-944876-74-6	206-207	Capítulo 4, Lectura con audio
			Student/Teacher	Activity	978-1-944876-74-6	229-230	Capítulo 4, Presenta, Paso 1
			Student/Teacher	Activity	978-1-944876-74-6	250 - 252	Capítulo 5, ¿Aprecias la cultura hispanohablante?

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(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and analyze information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(ii) read information from a variety of authentic print resources in various literary genres, including texts about present events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-944876-74-6	12-13	Capítulo 1, Lectura
			Student/Teacher	Activity	978-1-944876-74-6	16	Capítulo 1, Presenta, Paso 1
			Student/Teacher	Activity	978-1-944876-74-6	24-25	Capítulo 1, Lectura
			Student/Teacher	Activity	978-1-944876-74-6	68-69	Capítulo 2, Presenta
			Student/Teacher	Activity	978-1-944876-74-6	90-91	Capítulo 2, Presenta
			Student/Teacher	Activity	978-1-944876-74-6	128-129	Capítulo 3, Lectura con audio
			Student/Teacher	Activity	978-1-944876-74-6	132-133	Capítulo 3, Presenta, Paso 1
			Student/Teacher	Activity	978-1-944876-74-6	192-193	Capítulo 4, Presenta, Paso 1
			Student/Teacher	Activity	978-1-944876-74-6	200-201	Capítulo 4, Infórmate Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	250-252	Capítulo 5, Lectura con infografía

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(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and analyze information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(iii) read information from a variety of authentic print resources in various literary genres, including texts about future events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Narrative	978-1-944876-74-6	12	Capítulo 1, Estrategias
			Student/Teacher	Activity	978-1-944876-74-6	16-17	Capítulo 1, Presenta, Paso 1
			Student/Teacher	Activity	978-1-944876-74-6	102-103	Capítulo 2, Lectura con gráfico
			Student/Teacher	Activity	978-1-944876-74-6	107	Capítulo 2, Presenta, Paso 1
			Student/Teacher	Activity	978-1-944876-74-6	167	Capítulo 3, Presenta, Paso 1
			Student/Teacher	Activity	978-1-944876-74-6	192-193	Capítulo 4, Presenta, Paso 1
			Student/Teacher	Activity	978-1-944876-74-6	201	Capítulo 4, Infórmate, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	250-252	Capítulo 5, ¿Aprecias la cultura hispanohablante?
			Student/Teacher	Activity	978-1-944876-74-6	280-281	Capítulo 5, Lectura con audio
			Student/Teacher	Activity	978-1-944876-74-6	285-286	Capítulo 5, Presenta, Paso 1

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(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and analyze information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(iv) read information from a variety of authentic electronic resources in various literary genres, including texts about past events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 2, Conexión 2, ¿Aprecias la cultura hispanohablante?
			Student/Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 3, Conexión 1, ¿Aprecias la cultura hispanohablante?
			Student/Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 3, Conexión 2, ¿Aprecias la cultura hispanohablante?
			Student/Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 3, Conexión 3, ¿Aprecias la cultura hispanohablante?
			Student/Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 4, Conexión 1, ¿Aprecias la cultura hispanohablante?
			Student/Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 4, Conexión 2, ¿Aprecias la cultura hispanohablante?
			Teacher Only	Narrative	978-1-641590-13-6	Explorer®	Capítulos 1 - 5, En resumen: El IPA
			Teacher Only	Narrative	978-1-641590-13-6	Explorer®	Más recursos , Periódicos y revistas

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(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and analyze information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(v) read information from a variety of authentic electronic resources in various literary genres, including texts about present events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-944876-74-6	12	Capítulo 1, Conexión 1
			Student/Teacher	Activity	978-1-944876-74-6	36	Capítulo 1, Conexión 3
			Student/Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 1, Conexión 1, ¿Aprecias la cultura hispanohablante?
			Student/Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 1, Conexión 2, ¿Aprecias la cultura hispanohablante?
			Student/Teacher	Activity	978-1-944876-74-6	103	Capítulo 2, Conexión 3
			Student/Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 3, Conexión 1, ¿Aprecias la cultura hispanohablante?
			Student/Teacher	Activity	978-1-944876-74-6	163	Capítulo 3, Conexión 3
			Student/Teacher	Activity	978-1-944876-74-6	189	Capítulo 4, Conexión 1
			Student/Teacher	Activity	978-1-944876-74-6	252	Capítulo 5, Conexión 1

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(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and analyze information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(vi) read information from a variety of authentic electronic resources in various literary genres, including texts about future events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 1, En resumen: El IPA
			Student/Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 2, En resumen: El IPA, Fuente 3
			Student/Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 3, En resumen, El IPA, Fuente 1
			Student/Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 5, En resumen, El IPA, Fuente 1
			Student/Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 5, Conexión 3, ¿Aprecias la cultura hispanohablante?

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(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and analyze information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(vii) analyze information from a variety of authentic print resources in various literary genres, including texts about past events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-944876-74-6	29	Capítulo 1, Presenta, Paso 2
			Teacher Only	Narrative	978-1-641590-13-6	362/26	Instructional Strategies, Capítulo 1, ¿Qué aprendiste?
			Student/Teacher	Activity	978-1-944876-74-6	79	Capítulo 2, Infórmate, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	82-87	Capítulo 2, ¿Qué aprendiste? Paso 1, Paso 2, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	130-132	Capítulo 3, ¿Qué aprendiste? Paso 1, Paso 2, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	144-146	Capítulo 3, ¿Qué aprendiste? Paso 1, Paso 2, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	164-166	Capítulo 3, ¿Qué aprendiste? Paso 1, Paso 2, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	190-192	Capítulo 4, ¿Qué aprendiste? Paso 1, Paso 2, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	208-211	Capítulo 4, ¿Qué aprendiste? Paso 1, Paso 2, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	230	Capítulo 4, Presenta, Paso 2, Paso 3

Triángulo APreciado Correlations to TEKS

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and analyze information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(viii) analyze information from a variety of authentic print resources in various literary genres, including texts about present events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-944876-74-6	14	Capítulo 1, ¿Qué aprendiste? Paso 1, Paso 2, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	17	Capítulo 1, Presenta, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	26-27	Capítulo 1, ¿Qué aprendiste? Paso 1, Paso 2, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	70-71	Capítulo 2, Presenta, Paso 2, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	92	Capítulo 2, Presenta, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	130-132	Capítulo 3, ¿Qué aprendiste? Paso 1, Paso 2, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	134	Capítulo 3, Presenta, Paso 2, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	192-193	Capítulo 4, Presenta, Paso 1
			Student/Teacher	Activity	978-1-944876-74-6	202	Capítulo 4, Infórmate Paso 3, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	253-255	Capítulo 5, ¿Qué aprendiste? Paso 1, Paso 2, Paso 3

Triángulo APreciado Correlations to TEKS

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and analyze information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(ix) analyze information from a variety of authentic print resources in various literary genres, including texts about future events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-944876-74-6	104-106	Capítulo 2, ¿Qué aprendiste? Paso 1, Paso 2, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	107-108	Capítulo 2, Presenta, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	168-169	Capítulo 3, Presenta, Paso 2, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	193-194	Capítulo 4, Presenta, Paso 2, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	201-202	Capítulo 4, Presenta, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	280-284	Capítulo 5, ¿Qué aprendiste? Paso 1, Paso 2, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	285-286	Capítulo 5, Presenta, Paso 2, Paso 3

Triángulo APreciado Correlations to TEKS

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and analyze information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(x) analyze information from a variety of authentic electronic resources in various literary genres, including texts about past events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-944876-74-6	29	Capítulo 1, Conexión 2, Presenta, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	79	Capítulo 2, Infórmate, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	82-87	Capítulo 2, Conexión 2, ¿Qué aprendiste? Paso 1, Paso 2, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	128-132	Capítulo 3, Conexión 1, ¿Qué aprendiste? Paso 1, Paso 2, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	144-146	Capítulo 3, ¿Qué aprendiste? Paso 1, Paso 2, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	162-166	Capítulo 3, Conexión 3, ¿Qué aprendiste? Paso 1, Paso 2, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	188-189	Capítulo 4, ¿Qué aprendiste? Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	206-211	Capítulo 4, ¿Qué aprendiste? Paso 1, Paso 2, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	229-230	Capítulo 4, Presenta, Paso 2, Paso 3

Triángulo APreciado Correlations to TEKS

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and analyze information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(xi) analyze information from a variety of authentic electronic resources in various literary genres, including texts about present events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-944876-74-6	14	Capítulo 1, ¿Qué aprendiste? Paso 1, Paso 2, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	17	Capítulo 1, Presenta, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	26-27	Capítulo 1, ¿Qué aprendiste? Paso 1, Paso 2, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 2, Conexión 1, Presenta, Paso 2, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 2, Conexión 2, Presenta, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	130-132	Capítulo 3, ¿Qué aprendiste? Paso 1, Paso 2, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 3, Conexión 1, Presenta, Paso 2, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	192-193	Capítulo 4, Presenta, Paso 1
			Student/Teacher	Activity	978-1-944876-74-6	202	Capítulo 4, Infórmate Paso 3, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 5, Conexión 1, ¿Qué aprendiste? Paso 1, Paso 2, Paso 3

Triángulo APreciado Correlations to TEKS

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and analyze information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(xii) analyze information from a variety of authentic electronic resources in various literary genres, including texts about future events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 2, Conexión 3, ¿Qué aprendiste? Paso 1, Paso 2, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 2, Conexión 3, Presenta, Paso 2, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 3, Conexión 3, Presenta, Paso 2, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	194	Capítulo 4, Presenta, Paso 2, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 4, Presenta, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	202	Capítulo 4, Presenta, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 5, ¿Qué aprendiste? Paso 1, Paso 2, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	286	Capítulo 5, Presenta, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 5, Presenta, Paso 3

Triángulo APreciado Correlations to TEKS

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(B) compare, contrast, and analyze cultural practices and perspectives from authentic print and electronic resources	(i) compare [and] contrast cultural practices from authentic print resources	Student/Teacher	Activity	978-1-944876-74-6	15	Capítulo 1, ¿Qué aprendiste?, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	27	Capítulo 1, ¿Qué aprendiste?, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	70	Capítulo 2, Presenta, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	77	Capítulo 2, ¡Para saber más!, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	106	Capítulo 2, ¿Qué aprendiste?, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	146	Capítulo 3, ¿Qué aprendiste?, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	192	Capítulo 4, ¿Qué aprendiste?, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	220	Capítulo 4, Infórmate, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	255	Capítulo 5, ¿Qué aprendiste?, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	270	Capítulo 5, ¿Qué aprendiste?, Paso 3

Triángulo APreciado Correlations to TEKS

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(B) compare, contrast, and analyze cultural practices and perspectives from authentic print and electronic resources	(ii) compare [and] contrast cultural practices from authentic electronic resources	Student/Teacher	Activity	978-1-944876-74-6	9	Capítulo 1, Infórmate, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	44	Capítulo 1, ¿Qué aprendiste?, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	68	Capítulo 2, ¿Qué aprendiste?, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	132	Capítulo 3, ¿Qué aprendiste?, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	166	Capítulo 3, ¿Qué aprendiste?, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	185	Capítulo 4, Infórmate, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	211	Capítulo 4, ¿Qué aprendiste?, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	228	Capítulo 4, ¿Qué aprendiste?, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	277	Capítulo 5, Infórmate, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	284	Capítulo 5, ¿Qué aprendiste?, Paso 3

Triángulo APreciado Correlations to TEKS

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(B) compare, contrast, and analyze cultural practices and perspectives from authentic print and electronic resources	(iii) compare [and] contrast cultural perspectives from authentic print resources	Student/Teacher	Activity	978-1-944876-74-6	5	Capítulo 1, El producto cultural
			Student/Teacher	Activity	978-1-944876-74-6	15	Capítulo 1, ¿Qué aprendiste?, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	27	Capítulo 1, ¿Qué aprendiste?, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	55	Capítulo 2, El producto cultural
			Student/Teacher	Activity	978-1-944876-74-6	65	Capítulo 2, Exploraciones culturales
			Student/Teacher	Activity	978-1-944876-74-6	84-87	Capítulo 2, ¿Qué aprendiste?, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	104-106	Capítulo 2, ¿Qué aprendiste?, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	119	Capítulo 3, El producto cultural
			Student/Teacher	Activity	978-1-944876-74-6	130-132	Capítulo 3, ¿Qué aprendiste?, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	134	Capítulo 3, Presenta, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	146	Capítulo 3, ¿Qué aprendiste?, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	168	Capítulo 3, Presenta, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	181	Capítulo 4, El tema cultural
			Student/Teacher	Activity	978-1-944876-74-6	192	Capítulo 4, ¿Qué aprendiste?, Paso 3

Triángulo APreciado Correlations to TEKS

			Student/ Teacher	Activity	978-1-944876-74-6	194	Capítulo 4, Presenta, Pasos 2, 3
			Student/ Teacher	Activity	978-1-944876-74-6	211	Capítulo 4, ¿Qué aprendiste? Paso 3
			Student/ Teacher	Activity	978-1-944876-74-6	243	Capítulo 5, El tema cultural
			Student/ Teacher	Activity	978-1-944876-74-6	270	Capítulo 5, ¿Qué aprendiste? Paso 3

Triángulo APreciado Correlations to TEKS

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(B) compare, contrast, and analyze cultural practices and perspectives from authentic print and electronic resources	(iv) compare [and] contrast cultural perspectives from authentic electronic resources	Student/Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 1, Conexión 1, ¿Qué aprendiste?, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 2, Conexión 1, ¿Qué aprendiste?, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 3, Conexión 1, ¿Qué aprendiste?, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 4, Conexión 1, ¿Qué aprendiste?, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 5, Conexión 1, ¿Qué aprendiste?, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	66-68	Capítulo 2, ¿Qué aprendiste?, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	139	Capítulo 3 Infórmate, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	159	Capítulo 3, Infórmate, Paso 2, Paso 3, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	166	Capítulo 3, ¿Qué aprendiste? Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	185	Capítulo 4, Infórmate, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	211	Capítulo 4, ¿Qué aprendiste? Paso 3

Triángulo APreciado Correlations to TEKS

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(B) compare, contrast, and analyze cultural practices and perspectives from authentic print and electronic resources	(v) analyze cultural practices from authentic print resources	Student/Teacher	Activity	978-1-944876-74-6	15	Capítulo 1, ¿Qué aprendiste?, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	27	Capítulo 1, ¿Qué aprendiste?, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	65	Capítulo 2, Exploraciones culturales
			Student/Teacher	Activity	978-1-944876-74-6	84-87	Capítulo 2, ¿Qué aprendiste?, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	104-106	Capítulo 2, ¿Qué aprendiste?, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	130-132	Capítulo 3, ¿Qué aprendiste?, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	134	Capítulo 3, Presenta, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	146	Capítulo 3, ¿Qué aprendiste?, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	168	Capítulo 3, Presenta, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	181	Capítulo 4, El tema cultural
			Student/Teacher	Activity	978-1-944876-74-6	192	Capítulo 4, ¿Qué aprendiste?, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	194	Capítulo 4, Presenta, Pasos 2, 3
			Student/Teacher	Activity	978-1-944876-74-6	211	Capítulo 4, ¿Qué aprendiste? Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	243	Capítulo 5, El tema cultural
			Student/Teacher	Activity	978-1-944876-74-6	270	Capítulo 5, ¿Qué aprendiste? Paso 3

Triángulo APreciado Correlations to TEKS

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(B) compare, contrast, and analyze cultural practices and perspectives from authentic print and electronic resources	(vi) analyze cultural practices from authentic electronic resources	Student/Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 1, Conexión 1, ¿Qué aprendiste?, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 2, Conexión 1, ¿Qué aprendiste?, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 3, Conexión 1, ¿Qué aprendiste?, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 4, Conexión 1, ¿Qué aprendiste?, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 5, Conexión 1, ¿Qué aprendiste?, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	66-68	Capítulo 2, ¿Qué aprendiste?, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	139	Capítulo 3 Infórmate, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	159	Capítulo 3, Infórmate, Paso 2, Paso 3, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	166	Capítulo 3, ¿Qué aprendiste? Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	185	Capítulo 4, Infórmate, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	211	Capítulo 4, ¿Qué aprendiste? Paso 3

Triángulo APreciado Correlations to TEKS

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(B) compare, contrast, and analyze cultural practices and perspectives from authentic print and electronic resources	(vii) analyze cultural perspectives from authentic print resources	Student/Teacher	Activity	978-1-944876-74-6	15	Capítulo 1, ¿Qué aprendiste?, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	27	Capítulo 1, ¿Qué aprendiste?, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	65	Capítulo 2, Exploraciones culturales
			Student/Teacher	Activity	978-1-944876-74-6	84-87	Capítulo 2, ¿Qué aprendiste?, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	104-106	Capítulo 2, ¿Qué aprendiste?, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	130-132	Capítulo 3, ¿Qué aprendiste?, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	134	Capítulo 3, Presenta, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	146	Capítulo 3, ¿Qué aprendiste?, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	168	Capítulo 3, Presenta, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	181	Capítulo 4, El tema cultural
			Student/Teacher	Activity	978-1-944876-74-6	192	Capítulo 4, ¿Qué aprendiste?, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	194	Capítulo 4, Presenta, Pasos 2, 3
			Student/Teacher	Activity	978-1-944876-74-6	211	Capítulo 4, ¿Qué aprendiste? Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	243	Capítulo 5, El tema cultural
			Student/Teacher	Activity	978-1-944876-74-6	270	Capítulo 5, ¿Qué aprendiste? Paso 3

Triángulo APreciado Correlations to TEKS

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(B) compare, contrast, and analyze cultural practices and perspectives from authentic print and electronic resources	(viii) analyze cultural perspectives from authentic electronic resources	Student/Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 1, Conexión 1, ¿Qué aprendiste?, Paso 3
			Student/Teacher	Narrative	978-1-944876-74-6	45	Capítulo 1, Estrategias
			Student/Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 2, Conexión 1, ¿Qué aprendiste?, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	66-68	Capítulo 2, ¿Qué aprendiste?, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 3, Conexión 1, ¿Qué aprendiste?, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	139	Capítulo 3 Infórmate, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	159	Capítulo 3, Infórmate, Pasos 2,3,4
			Student/Teacher	Activity	978-1-944876-74-6	166	Capítulo 3, ¿Qué aprendiste? Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	185	Capítulo 4, Infórmate, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 4, Conexión 1, ¿Qué aprendiste?, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	211	Capítulo 4, ¿Qué aprendiste? Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 5, Conexión 1, ¿Qué aprendiste?, Paso 3

Triángulo APreciado Correlations to TEKS

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and analyze information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(i) listen to information from a variety of authentic audio resources from the target culture that communicate information in the past [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Narrative	978-1-944876-74-6	41	Capítulo 1, Estrategias
			Teacher Only	Narrative	978-1-641590-13-6	368/64	Instructional Strategies, Capítulo 2, Instrucciones
			Student/Teacher	Activity	978-1-944876-74-6	64-67	Capítulo 2, ¿Qué aprendiste? Paso 1, Paso 2
			Student/Teacher	Narrative	978-1-944876-74-6	64	Capítulo 2, Estrategias
			Student/Teacher	Activity	978-1-944876-74-6	82-86	Capítulo 2, ¿Qué aprendiste? Paso 1, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	128-131	Capítulo 3, ¿Qué aprendiste? Paso 1, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	206-210	Capítulo 3, ¿Qué aprendiste? Paso 1, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	224-228	Capítulo 4, ¿Qué aprendiste? Paso 1, Paso 2

Triángulo APreciado Correlations to TEKS

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and analyze information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(ii) listen to information from a variety of authentic audio resources from the target culture that communicate information in the present [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-944876-74-6	40-43	Capítulo 1, ¿Qué aprendiste? Paso 1, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	64-67	Capítulo 2, ¿Qué aprendiste? Paso 1, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	82-86	Capítulo 2, ¿Qué aprendiste? Paso 1, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	128-131	Capítulo 3, ¿Qué aprendiste? Paso 1, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	148-149	Capítulo 3, Presenta Paso 2, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	162-165	Capítulo 3, ¿Qué aprendiste? Paso 1, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	206-210	Capítulo 4, ¿Qué aprendiste? Paso 1, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	224-228	Capítulo 4, ¿Qué aprendiste? Paso 1, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	256	Capítulo 5, Infórmate, Paso 1
			Student/Teacher	Activity	978-1-944876-74-6	277	Capítulo 5, Presenta, Paso 1
			Student/Teacher	Activity	978-1-944876-74-6	280-284	Capítulo 5, ¿Qué aprendiste? Paso 1, Paso 2

Triángulo APreciado Correlations to TEKS

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and analyze information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(iii) listen to information from a variety of authentic audio resources from the target culture that communicate information in the future [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-944876-74-6	40-43	Capítulo 1, ¿Qué aprendiste? Paso 1, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	64-67	Capítulo 2, ¿Qué aprendiste? Paso 1, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	82-86	Capítulo 2, ¿Qué aprendiste? Paso 1, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	128-131	Capítulo 3, ¿Qué aprendiste? Paso 1, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	148-149	Capítulo 3, Presenta Paso 2, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	162-165	Capítulo 3, ¿Qué aprendiste? Paso 1, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	256	Capítulo 5, Infórmate, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	277	Capítulo 5, Presenta, Paso 1
			Student/Teacher	Activity	978-1-944876-74-6	280-284	Capítulo 5, ¿Qué aprendiste? Paso 1, Paso 2

Triángulo APreciado Correlations to TEKS

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and analyze information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(iv) listen to information from a variety of authentic audiovisual resources from the target culture that communicate information in the past [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-944876-74-6	99	Capítulo 2, Infórmate, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	125	Capítulo 3, Infórmate, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	139	Capítulo 3, Infórmate, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	159	Capítulo 3, Infórmate, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	185	Capítulo 4, Infórmate, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	212	Capítulo 4, Presenta, Paso 1
			Student/Teacher	Activity	978-1-944876-74-6	263	Capítulo 5, Infórmate, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	270	Capítulo 5, Presenta, Paso 1

Triángulo APreciado Correlations to TEKS

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and analyze information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(v) listen to information from a variety of authentic audiovisual resources from the target culture that communicate information in the present [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-944876-74-6	9	Capítulo 1, Infórmate, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	20	Capítulo 1, Infórmate, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	98	Capítulo 2, Infórmate, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	125	Capítulo 3, Infórmate, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	159	Capítulo 3, Infórmate, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	185	Capítulo 4, Infórmate, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	212	Capítulo 4, Presenta, Paso 1
			Student/Teacher	Activity	978-1-944876-74-6	247	Capítulo 5, Infórmate, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	263	Capítulo 5, Infórmate, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	270	Capítulo 5, Presenta, Paso 1

Triángulo APreciado Correlations to TEKS

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and analyze information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(vi) listen to information from a variety of authentic audiovisual resources from the target culture that communicate information in the future [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-944876-74-6	9	Capítulo 1, Infórmate, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	139	Capítulo 3, Infórmate, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	159	Capítulo 3, Infórmate, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	185	Capítulo 4, Infórmate, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	247	Capítulo 5, Infórmate, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	270	Capítulo 5, Presenta, Paso 1
			Student/Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 5, Infórmate, Paso 2
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and analyze information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(vii) analyze information from a variety of authentic audio resources from the target culture that communicate information in the past [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Narrative	978-1-944876-74-6	42	Capítulo 1, Estrategias
			Student/Teacher	Activity	978-1-944876-74-6	68	Capítulo 2, ¿Qué aprendiste? Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	87	Capítulo 2, ¿Qué aprendiste? Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	132	Capítulo 3, ¿Qué aprendiste? Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	211	Capítulo 4, ¿Qué aprendiste? Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	228	Capítulo 4, ¿Qué aprendiste? Paso 3

Triángulo APreciado Correlations to TEKS

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and analyze information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(viii) analyze information from a variety of authentic audio resources from the target culture that communicate information in the present [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-944876-74-6	44	Capítulo 1, ¿Qué aprendiste? Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	68	Capítulo 2, ¿Qué aprendiste? Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	87	Capítulo 2, ¿Qué aprendiste? Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	132	Capítulo 3, ¿Qué aprendiste? Paso 1, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	148-149	Capítulo 3, Presenta Paso 2, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	166	Capítulo 3, ¿Qué aprendiste?, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	211	Capítulo 4, ¿Qué aprendiste? Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	228	Capítulo 4, ¿Qué aprendiste? Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	256	Capítulo 5, Infórmate, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	277	Capítulo 5, Infórmate, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	284	Capítulo 5, ¿Qué aprendiste? Paso 3

Triángulo APreciado Correlations to TEKS

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and analyze information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(ix) analyze information from a variety of authentic audio resources from the target culture that communicate information in the future [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-944876-74-6	44	Capítulo 1, ¿Qué aprendiste? Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	68	Capítulo 2, ¿Qué aprendiste? Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	87	Capítulo 2, ¿Qué aprendiste? Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	132	Capítulo 3, ¿Qué aprendiste? Paso 1, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	148-149	Capítulo 3, Presenta Paso 2, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	166	Capítulo 3, ¿Qué aprendiste?, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	211	Capítulo 4, ¿Qué aprendiste? Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	228	Capítulo 4, ¿Qué aprendiste? Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	256	Capítulo 5, Infórmate, Paso 1, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	277	Capítulo 5, Presenta, Paso 1
			Student/Teacher	Activity	978-1-944876-74-6	284	Capítulo 5, ¿Qué aprendiste? Paso 3

Triángulo APreciado Correlations to TEKS

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and analyze information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(x) analyze information from a variety of authentic audiovisual resources from the target culture that communicate information in the past [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-944876-74-6	99	Capítulo 2, Infórmate, Paso 3, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	125	Capítulo 3, Infórmate, Paso 3, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	139	Capítulo 3, Infórmate, Paso 3, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	159	Capítulo 3, Infórmate, Paso 3, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	185	Capítulo 3, Infórmate, Paso 3, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	212-213	Capítulo 4, Presenta, Paso 2, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	263	Capítulo 5, Infórmate, Paso 3, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	271	Capítulo 5, Presenta, Paso 2

Triángulo APreciado Correlations to TEKS

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and analyze information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(xi) analyze information from a variety of authentic audiovisual resources from the target culture that communicate information in the present o[tense] n a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-944876-74-6	9	Capítulo 1, Infórmate, Paso 3, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	20	Capítulo 1, Infórmate, Paso 3, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	98	Capítulo 2, Infórmate, Paso 3, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	125	Capítulo 3, Infórmate, Paso 3, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	159	Capítulo 3, Infórmate, Paso 3, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	185	Capítulo 4, Infórmate, Paso 3, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	212	Capítulo 4, Presenta, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	247	Capítulo 5, Infórmate, Paso 3, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	263	Capítulo 5, Infórmate, Paso 3, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	270	Capítulo 5, Presenta, Paso 2

Triángulo APreciado Correlations to TEKS

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and analyze information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(xii) analyze information from a variety of authentic audiovisual resources from the target culture that communicate information in the future [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-944876-74-6	9	Capítulo 1, Infórmate, Paso 3, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	139	Capítulo 3, Infórmate, Paso 3, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	159	Capítulo 3, Infórmate, Paso 3, Paso 4
			Student/Teacher	Narrative	978-1-944876-74-6	162	Capítulo 3, Estrategias
			Student/Teacher	Activity	978-1-944876-74-6	185	Capítulo 4, Infórmate, Paso 3, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	247	Capítulo 5, Infórmate, Paso 3, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	270	Capítulo 5, Presenta, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 5, Infórmate, Paso 3, Paso 4

Triángulo APreciado Correlations to TEKS

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(D) compare, contrast, and analyze cultural practices and perspectives from authentic audio and audiovisual resources	(i) compare [and] contrast cultural practices from authentic audio resources	Student/Teacher	Activity	978-1-944876-74-6	44	Capítulo 1, ¿Qué aprendiste? Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	68	Capítulo 2, ¿Qué aprendiste? Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	87	Capítulo 2, ¿Qué aprendiste? Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	132	Capítulo 3, ¿Qué aprendiste? Paso 1, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	149	Capítulo 3, Presenta Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	166	Capítulo 3, ¿Qué aprendiste?, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	211	Capítulo 4, ¿Qué aprendiste? Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	228	Capítulo 4, ¿Qué aprendiste? Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	256	Capítulo 5, Infórmate, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	277	Capítulo 5, Presenta, Paso 3, Paso 4

Triángulo APreciado Correlations to TEKS

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(D) compare, contrast, and analyze cultural practices and perspectives from authentic audio and audiovisual resources	(ii) compare [and] contrast cultural practices from authentic audiovisual resources	Student/Teacher	Activity	978-1-944876-74-6	9	Capítulo 1, Infórmate, Paso 3, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	21	Capítulo 1, Infórmate, Paso 3, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	98	Capítulo 2, Infórmate, Paso 3, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	125	Capítulo 3, Infórmate, Paso 3, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	159	Capítulo 3, Infórmate, Paso 3, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	185	Capítulo 4, Infórmate, Paso 3, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	212	Capítulo 4, Presenta, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	247	Capítulo 5, Infórmate, Paso 3, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	263	Capítulo 5, Infórmate, Paso 3, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	270	Capítulo 5, Presenta, Paso 2

Triángulo APreciado Correlations to TEKS

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(D) compare, contrast, and analyze cultural practices and perspectives from authentic audio and audiovisual resources	(iii) compare [and] contrast cultural perspectives from authentic audio resources	Student/Teacher	Activity	978-1-944876-74-6	44	Capítulo 1, ¿Qué aprendiste? Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	68	Capítulo 2, ¿Qué aprendiste? Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	87	Capítulo 2, ¿Qué aprendiste? Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	132	Capítulo 3, ¿Qué aprendiste? Paso 1, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	149	Capítulo 3, Presenta Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	166	Capítulo 3, ¿Qué aprendiste?, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	211	Capítulo 4, ¿Qué aprendiste? Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	228	Capítulo 4, ¿Qué aprendiste? Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	256	Capítulo 5, Infórmate, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	277	Capítulo 5, Presenta, Paso 3, Paso 4

Triángulo APreciado Correlations to TEKS

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(D) compare, contrast, and analyze cultural practices and perspectives from authentic audio and audiovisual resources	(iv) compare [and] contrast cultural and perspectives from authentic audiovisual resources	Student/Teacher	Activity	978-1-944876-74-6	9	Capítulo 1, Infórmate, Paso 3, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	21	Capítulo 1, Infórmate, Paso 3, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	98	Capítulo 2, Infórmate, Paso 3, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	125	Capítulo 3, Infórmate, Paso 3, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	159	Capítulo 3, Infórmate, Paso 3, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	185	Capítulo 4, Infórmate, Paso 3, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	212	Capítulo 4, Presenta, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	247	Capítulo 5, Infórmate, Paso 3, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	263	Capítulo 5, Infórmate, Paso 3, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	270	Capítulo 5, Presenta, Paso 2

Triángulo APreciado Correlations to TEKS

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(D) compare, contrast, and analyze cultural practices and perspectives from authentic audio and audiovisual resources	(v) analyze cultural practices from authentic audio resources	Student/Teacher	Activity	978-1-944876-74-6	44	Capítulo 1, ¿Qué aprendiste? Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	68	Capítulo 2, ¿Qué aprendiste? Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	87	Capítulo 2, ¿Qué aprendiste? Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	132	Capítulo 3, ¿Qué aprendiste? Paso 1, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	149	Capítulo 3, Presenta Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	166	Capítulo 3, ¿Qué aprendiste?, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	211	Capítulo 4, ¿Qué aprendiste? Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	228	Capítulo 4, ¿Qué aprendiste? Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	256	Capítulo 5, Infórmate, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	277	Capítulo 5, Presenta, Paso 3, Paso 4

Triángulo APreciado Correlations to TEKS

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(D) compare, contrast, and analyze cultural practices and perspectives from authentic audio and audiovisual resources	(vi) analyze cultural perspectives from authentic audiovisual resources	Student/Teacher	Activity	978-1-944876-74-6	9	Capítulo 1, Infórmate, Paso 3, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	21	Capítulo 1, Infórmate, Paso 3, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	98	Capítulo 2, Infórmate, Paso 3, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	125	Capítulo 3, Infórmate, Paso 3, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	159	Capítulo 3, Infórmate, Paso 3, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	185	Capítulo 4, Infórmate, Paso 3, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	212	Capítulo 4, Presenta, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	247	Capítulo 5, Infórmate, Paso 3, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	263	Capítulo 5, Infórmate, Paso 3, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	270	Capítulo 5, Presenta, Paso 2

Triángulo APreciado Correlations to TEKS

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(D) compare, contrast, and analyze cultural practices and perspectives from authentic audio and audiovisual resources	(vii) analyze cultural perspectives from authentic audio resources	Student/Teacher	Activity	978-1-944876-74-6	44	Capítulo 1, ¿Qué aprendiste? Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	68	Capítulo 2, ¿Qué aprendiste? Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	87	Capítulo 2, ¿Qué aprendiste? Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	132	Capítulo 3, ¿Qué aprendiste? Paso 1, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	149	Capítulo 3, Presenta Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	166	Capítulo 3, ¿Qué aprendiste?, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	211	Capítulo 4, ¿Qué aprendiste? Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	228	Capítulo 4, ¿Qué aprendiste? Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	256	Capítulo 5, Infórmate, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	277	Capítulo 5, Presenta, Paso 3, Paso 4

Triángulo APreciado Correlations to TEKS

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(D) compare, contrast, and analyze cultural practices and perspectives from authentic audio and audiovisual resources	(viii) analyze cultural perspectives from authentic audiovisual resources	Student/Teacher	Activity	978-1-944876-74-6	9	Capítulo 1, Infórmate, Paso 3, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	21	Capítulo 1, Infórmate, Paso 3, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	98	Capítulo 2, Infórmate, Paso 3, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	125	Capítulo 3, Infórmate, Paso 3, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	159	Capítulo 3, Infórmate, Paso 3, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	185	Capítulo 4, Infórmate, Paso 3, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	212	Capítulo 4, Presenta, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	247	Capítulo 5, Infórmate, Paso 3, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	263	Capítulo 5, Infórmate, Paso 3, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	270	Capítulo 5, Presenta, Paso 2

Triángulo APreciado Correlations to TEKS

(3) Presentational communication: speaking and writing.

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:	(A) plan, produce, and present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(i) plan spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-944876-74-6	17	Capítulo 1, Presenta, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	45	Capítulo 1, Presenta, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	70	Capítulo 2, Presenta, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	92	Capítulo 2, Presenta, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	108	Capítulo 2, Presenta, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	134	Capítulo 3, Presenta, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	159	Capítulo 3, Infórmate, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	169	Capítulo 3, Presenta, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	256	Capítulo 5, Presenta, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	271	Capítulo 5, Presenta, Paso 2

Triángulo APreciado Correlations to TEKS

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:	(A) plan, produce, and present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(ii) plan spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to express opinions on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-944876-74-6	17	Capítulo 1, Presenta, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	29	Capítulo 1, Presenta, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	45	Capítulo 1, Presenta, Paso 2
			Student/Teacher	Narrative	978-1-944876-74-6	71	Capítulo 2, Estrategias
			Student/Teacher	Activity	978-1-944876-74-6	76	Capítulo 2, Presenta, Paso 2
			Student/Teacher	Narrative	978-1-944876-74-6	77	Capítulo 2, Estrategias
			Student/Teacher	Activity	978-1-944876-74-6	92	Capítulo 2, Presenta, Paso 2
			Student/Teacher	Narrative	978-1-944876-74-6	77	Capítulo 2, Estrategias
			Student/Teacher	Activity	978-1-944876-74-6	159	Capítulo 3, Infórmate, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	220	Capítulo 4, Infórmate, Paso 3

Triángulo APreciado Correlations to TEKS

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:	(A) plan, produce, and present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(iii) plan spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to describe topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-944876-74-6	45	Capítulo 1, Presenta, Paso 2
			Student/Teacher	Narrative	978-1-944876-74-6	77	Capítulo 2, Estrategias
			Student/Teacher	Activity	978-1-944876-74-6	159	Capítulo 3, Infórmate, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	169	Capítulo 3, Presenta, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	213	Capítulo 4, Presenta, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	220	Capítulo 4, Infórmate, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	256	Capítulo 5, Presenta, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	271	Capítulo 5, Presenta, Paso 2

Triángulo APreciado Correlations to TEKS

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:	(A) plan, produce, and present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(iv) plan spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 1, Conexión 3, ¿Qué aprendiste?, Presenta, Paso 3
			Student/Teacher	Narrative	978-1-944876-74-6	77	Capítulo 2, Estrategias
			Student/Teacher	Activity	978-1-944876-74-6	97	Capítulo 2, ¡Para saber más!, Paso 1, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	108	Capítulo 2, Presenta, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	115	Capítulo 2, En resumen: el IPA
			Student/Teacher	Activity	978-1-944876-74-6	134	Capítulo 3, Atando cabos sueltos
			Student/Teacher	Activity	978-1-944876-74-6	159	Capítulo 3, Infórmate, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	169	Capítulo 3, Presenta, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	177	Capítulo 3, En resumen: el IPA
			Student/Teacher	Activity	978-1-944876-74-6	194	Capítulo 4, Presenta, Paso 3

Triángulo APreciado Correlations to TEKS

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:	(A) plan, produce, and present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(v) produce spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-944876-74-6	17	Capítulo 1, Presenta, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	45	Capítulo 1, Presenta, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	76	Capítulo 2, Presenta, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	108	Capítulo 2, Presenta, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	159	Capítulo 3, Infórmate, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	169	Capítulo 3, Presenta, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	213	Capítulo 4, Presenta, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	220	Capítulo 4, Infórmate, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	256	Capítulo 5, Presenta, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	271	Capítulo 5, Presenta, Paso 2

Triángulo APreciado Correlations to TEKS

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:	(A) plan, produce, and present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(vi) produce spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to express opinions on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-944876-74-6	17	Capítulo 1, Presenta, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 1, Conexión 3, ¿Qué aprendiste?, Presenta, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	45	Capítulo 1, Presenta, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	76	Capítulo 2, Presenta, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	108	Capítulo 2, Presenta, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	159	Capítulo 2, Infórmate, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	220	Capítulo 4, Infórmate, Paso 3
(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:	(A) plan, produce, and present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(vii) produce spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to describe topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-944876-74-6	17	Capítulo 1, Presenta, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	45	Capítulo 1, Presenta, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	159	Capítulo 3, Infórmate, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	169	Capítulo 3, Presenta, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	213	Capítulo 4, Presenta, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	220	Capítulo 4, Infórmate, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	256	Capítulo 5, Presenta, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	271	Capítulo 5, Presenta, Paso 2

Triángulo APreciado Correlations to TEKS

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:	(A) plan, produce, and present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(viii) produce spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 1, Conexión 3, ¿Qué aprendiste?, Presenta, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	108	Capítulo 2, Presenta, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	213	Capítulo 4, Presenta, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	115	Capítulo 2, En resumen: el IPA
			Student/Teacher	Activity	978-1-944876-74-6	134	Capítulo 3, Atando cabos sueltos
			Student/Teacher	Activity	978-1-944876-74-6	159	Capítulo 3, Infórmate, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	169	Capítulo 3, Presenta, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	177	Capítulo 3, En resumen: el IPA
			Student/Teacher	Activity	978-1-944876-74-6	194	Capítulo 4, Presenta, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	257	Capítulo 5, Presenta, Paso 3

Triángulo APreciado Correlations to TEKS

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:	(A) plan, produce, and present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(ix) present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-944876-74-6	17	Capítulo 1, Presenta, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	45	Capítulo 1, Presenta, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 1, Conexión 3, ¿Qué aprendiste?, Presenta, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	76	Capítulo 2, Presenta, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	108	Capítulo 2, Presenta, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	159	Capítulo 3, Infórmate, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	169	Capítulo 3, Presenta, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	213	Capítulo 4, Presenta, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	256	Capítulo 5, Presenta, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	271	Capítulo 5, Presenta, Paso 3

Triángulo APreciado Correlations to TEKS

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:	(A) plan, produce, and present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(x) present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to express opinions on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-944876-74-6	17	Capítulo 1, Presenta, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	45	Capítulo 1, Presenta, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	76	Capítulo 2, Presenta, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	108	Capítulo 2, Presenta, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	159	Capítulo 2, Infórmate, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	185	Capítulo 4, Infórmate, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	220	Capítulo 4, Infórmate, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	247	Capítulo 5, Infórmate, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	263	Capítulo 5, Infórmate, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	277	Capítulo 5, Infórmate, Paso 4

Triángulo APreciado Correlations to TEKS

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:	(A) plan, produce, and present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(xi) present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to describe topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-944876-74-6	17	Capítulo 1, Presenta, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 1, Conexión 3, ¿Qué aprendiste?, Presenta, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	159	Capítulo 3, Infórmate, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	169	Capítulo 3, Presenta, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	213	Capítulo 4, Presenta, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	220	Capítulo 4, Infórmate, Paso 4
			Student/Teacher	Activity	978-1-944876-74-6	256	Capítulo 5, Presenta, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	271	Capítulo 5, Presenta, Paso 3

Triángulo APreciado Correlations to TEKS

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:	(A) plan, produce, and present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(xii) present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 1, Conexión 3, ¿Qué aprendiste?, Presenta, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	108	Capítulo 2, Presenta, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	213	Capítulo 4, Presenta, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	115	Capítulo 2, En resumen: el IPA
			Student/Teacher	Activity	978-1-944876-74-6	134	Capítulo 3, Atando cabos sueltos
			Student/Teacher	Activity	978-1-944876-74-6	159	Capítulo 3, Infórmate, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	169	Capítulo 3, Presenta, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	177	Capítulo 3, En resumen: el IPA
			Student/Teacher	Activity	978-1-944876-74-6	194	Capítulo 4, Presenta, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	257	Capítulo 5, Presenta, Paso 3

Triángulo APreciado Correlations to TEKS

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:	(B) plan and produce, with some ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(i) plan written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Narrative	978-1-944876-74-6	30	Capítulo 1, Estrategia
			Student/Teacher	Activity	978-1-944876-74-6	58	Capítulo 2, ¡Para saber más!, Paso 2
			Student/Teacher	Narrative	978-1-944876-74-6	88	Capítulo 2, Estrategias
			Student/Teacher	Activity	978-1-944876-74-6	92	Capítulo 2, Presenta, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	122	Capítulo 3, ¡Para saber más!, Paso 1
			Student/Teacher	Activity	978-1-944876-74-6	149	Capítulo 3, Presenta, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	231	Capítulo 4, Atando cabos sueltos, Ensayo argumentativo
			Student/Teacher	Activity	978-1-944876-74-6	287	Capítulo 5, Atando cabos sueltos, Ensayo argumentativo
			Teacher Only	Narrative	978-1-641590-13-6	380/154	Instructional Strategies, Capítulo 3, Exprésate

Triángulo APreciado Correlations to TEKS

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:	(B) plan and produce, with some ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(ii) plan written presentational communications that are supported with cited examples in multiple paragraph length discourse to express topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-944876-74-6	8	Capítulo 1, ¡Para saber más!, Paso 2
			Student/Teacher	Narrative	978-1-944876-74-6	30	Capítulo 1, Estrategia
			Student/Teacher	Activity	978-1-944876-74-6	92	Capítulo 2, Presenta, Paso 2
			Student/Teacher	Narrative	978-1-944876-74-6	88	Capítulo 2, Estrategias
			Student/Teacher	Activity	978-1-944876-74-6	138	Capítulo 3, ¡Para saber más!, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	149	Capítulo 3, Presenta, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	287	Capítulo 5, Atando cabos sueltos, Ensayo argumentativo
			Student/Teacher	Activity	978-1-944876-74-6	261	Capítulo 5, ¡Para saber más!, Paso 3
			Teacher Only	Narrative	978-1-641590-13-6	382/166	Instructional Strategies, Capítulo 3, ¿Qué aprendiste?, Paso 3

Triángulo APreciado Correlations to TEKS

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:	(B) plan and produce, with some ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(iii) plan written presentational communications that are supported with cited examples in multiple paragraph length discourse to describe topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-944876-74-6	8	Capítulo 1, ¡Para saber más!, Paso 2
			Student/Teacher	Narrative	978-1-944876-74-6	29	Capítulo 1, Presenta, Paso 2
			Student/Teacher	Narrative	978-1-944876-74-6	30	Capítulo 1, Estrategia
			Student/Teacher	Narrative	978-1-944876-74-6	51	Capítulo 1, En resumen: el IPA
			Student/Teacher	Narrative	978-1-944876-74-6	88	Capítulo 2, Estrategias
			Student/Teacher	Activity	978-1-944876-74-6	92	Capítulo 2, Presenta, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	155	Capítulo 3, ¡Para saber más!, Paso 1
			Student/Teacher	Activity	978-1-944876-74-6	159	Capítulo 3, Infórmate, Paso 1
			Student/Teacher	Activity	978-1-944876-74-6	261	Capítulo 5, ¡Para saber más!, Paso 3

Triángulo APreciado Correlations to TEKS

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:	(B) plan and produce, with some ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(iv) plan written presentational communications that are supported with cited examples in multiple paragraph length discourse to narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Narrative	978-1-944876-74-6	30	Capítulo 1, Estrategia
			Student/Teacher	Narrative	978-1-944876-74-6	Explorer®	Capítulo 1, Conexión 1, ¿Qué aprendiste?, Presenta, Paso 3 (essay)
			Student/Teacher	Narrative	978-1-944876-74-6	Explorer®	Capítulo 1, Conexión 2, ¿Qué aprendiste?, Presenta, Paso 3 (presentación)
			Student/Teacher	Narrative	978-1-944876-74-6	88	Capítulo 2, Estrategias
			Student/Teacher	Activity	978-1-944876-74-6	92	Capítulo 2, Presenta, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	149	Capítulo 3, Presenta, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	231	Capítulo 4, Atando cabos sueltos
			Student/Teacher	Activity	978-1-944876-74-6	287	Capítulo 5, Atando cabos sueltos

Triángulo APreciado Correlations to TEKS

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			Student/Teacher	Activity	978-1-944876-74-6	30	Capítulo 1, Presenta, Paso 3
			Student/Teacher	Narrative	978-1-944876-74-6	30	Capítulo 1, Estrategia
			Student/Teacher	Activity	978-1-944876-74-6	58	Capítulo 2, ¡Para saber más!, Paso 2
			Student/Teacher	Narrative	978-1-944876-74-6	88	Capítulo 2, Estrategias
			Student/Teacher	Activity	978-1-944876-74-6	168	Capítulo 3, Presenta, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 4, Conexión 3, Atando cabos sueltos, Ensayo Argumentativo
			Student/Teacher	Activity	978-1-944876-74-6	261	Capítulo 5, ¡Para saber más!, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 5, Conexión 3, Atando cabos sueltos, Ensayo Argumentativo

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			Student/Teacher	Activity	978-1-944876-74-6	30	Capítulo 1, Presenta, Paso 3
			Student/Teacher	Narrative	978-1-944876-74-6	30	Capítulo 1, Estrategia
			Student/Teacher	Activity	978-1-944876-74-6	58	Capítulo 2, ¡Para saber más!, Paso 2
			Student/Teacher	Narrative	978-1-944876-74-6	88	Capítulo 2, Estrategias
			Student/Teacher	Activity	978-1-944876-74-6	92	Capítulo 2, Presenta, Paso 2
			Student/Teacher	Activity	978-1-944876-74-6	149	Capítulo 3, Presenta, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	261	Capítulo 5, ¡Para saber más!, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 5, Atando cabos sueltos, Ensayo Argumentativo

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(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:	(B) plan and produce, with some ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(vii) produce written presentational communications that are supported with cited examples in multiple paragraph length discourse to describe topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-944876-74-6	8	Capítulo 1, ¡Para saber más!, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 1, Conexión 1, ¡Para saber más!, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	30	Capítulo 1, Presenta, Paso 3
			Student/Teacher	Narrative	978-1-944876-74-6	88	Capítulo 2, Estrategias
			Student/Teacher	Activity	978-1-944876-74-6	231	Capítulo 4, Atando cabos sueltos, Ensayo persuasivo
			Student/Teacher	Activity	978-1-944876-74-6	261	Capítulo 5, ¡Para saber más!, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 5, Atando cabos sueltos, Ensayo Argumentativo

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(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:	(B) plan and produce, with some ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(viii) produce written presentational communications that are supported with cited examples in multiple paragraph length discourse to narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Narrative	978-1-944876-74-6	30	Capítulo 1, Estrategia
			Student/Teacher	Narrative	978-1-944876-74-6	Explorer®	Capítulo 1, Estrategia
			Student/Teacher	Narrative	978-1-944876-74-6	Explorer®	Capítulo 1, Conexión 2, ¿Qué aprendiste?, Presenta, Paso 3 (presentación)
			Student/Teacher	Narrative	978-1-944876-74-6	88	Capítulo 2, Estrategias
			Student/Teacher	Activity	978-1-944876-74-6	92	Capítulo 2, Presenta, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	149	Capítulo 3, Presenta, Paso 3
			Student/Teacher	Activity	978-1-944876-74-6	231	Capítulo 4, Atando cabos sueltos
			Student/Teacher	Activity	978-1-944876-74-6	287	Capítulo 5, Atando cabos sueltos
			Student/Teacher	Activity	978-1-944876-74-6	261	Capítulo 5, ¡Para saber más!, Paso 3