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.

- (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.

(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	conversations with convers	(i) engage in conversations with	Student/ Teacher	Activity	978-1-944876-74-6	17	Capítulo 1, Presenta, Paso 2: La exploración
	generally consistent use of register in all time frames	generally consistent use of register in all time frames	Student/ Teacher	Activity	978-1-944876-74-6	34	Capítulo 1, ¡Para saber más!, Paso 1
and processes in the target language at the specified proficiency levels. The interpersonal mode is the			Teacher Only	Narrative	978-1-641590-13-6	TE 363/34	Instructional Strategies, Capítulo 1, Exprésate
ability to understand and exchange information in the target language.			Student/ Teacher	Activity	978-1-944876-74-6	68	Capítulo 2, ¿Qué aprendiste?, Paso 3
The student is expected to:			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

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

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. (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	consistent use of	(i) write with generally consistent use of register items	Student/ Teacher	Activity	978-1-944876-74-6	7	Capítulo 1, Comunica	
	frames items such as correspondence,	items	Student/ Teacher	Activity	978-1-944876-74-6	8	Capítulo 1, ¡Para saber más!, Paso 3	
	and summaries of a		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		
The student is expected to:	The student is expected to:			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	

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
Speaking and Writing. The student communicates in the interpersonal mode using appropriate and frames	(C) write with generally consistent use of	(ii) write in all time frames items	Student/ Teacher	Activity	978-1-944876-74-6	29	Capítulo 1, Presenta, Paso 2
	register and in all time frames items such as correspondence,		Student/ Teacher	Narrative	978-1-944876-74-6	35	Capítulo 1, Estrategia
and processes in the target language at the specified proficiency levels. The interpersonal mode is the	narratives, descriptions, and summaries of a factual nature		Student/ Teacher	Activity	978-1-944876-74-6	48	Capítulo 1, Gramática problemática
ability to understand and exchange information in the target language.			Student/ Teacher	Activity	978-1-944876-74-6	96	Capítulo 2, ¡Para saber más!, Paso 2
The student is expected to:			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
		Teacher Student,	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

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

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	(A) read and analyze information from a	(i) read information from a variety of authentic	Student/ Teacher	Activity	978-1-944876-74-6	28	Capítulo 1, Presenta, Paso 1
uses the interpretive mode in communication with appropriate and applicable grammatical structures	variety of authentic print and electronic resources such as artwork, graphs,	print resources in various literary genres, including texts about past events[,]	Student/ Teacher	Activity	978-1-944876-74-6	78-79	Capítulo 2, Infórmate, Paso 2
and processes in the target language at the specified proficiency levels. The interpretive mode focuses on	media, narratives, and descriptions in various literary	that communicate information on a variety of geographic,	Student/ Teacher	Activity	978-1-944876-74-6	82-83	Capítulo 2, Lectura con audio
comprehending main ideas and identifying some supporting details	genres, including texts about past, present,	scientific, historical, artistic, social, or political features of target culture communities Student Teache Student Teache Student Student	Student/ Teacher	Activity	978-1-944876-74-6	128-129	Capítulo 3, Lectura con audio
in the target language. The student is expected to:	and future events that communicate information on a		Student/ Teacher	Activity	978-1-944876-74-6	142-143	Capítulo 3, Lectura
	variety of geographic, scientific, historical, artistic, social, or political		Student/ Teacher	Narrative	978-1-944876-74-6	163	Capítulo 3, Gráfico
	features of target culture communities		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?

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	(A) read and analyze information from a	(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	Student/ Teacher	Activity	978-1-944876-74-6	12-13	Capítulo 1, Lectura
uses the interpretive mode in communication with appropriate and applicable grammatical structures	such as artwork, graphs,		Student/ Teacher	Activity	978-1-944876-74-6	16	Capítulo 1, Presenta, Paso 1
and processes in the target language at the specified proficiency levels. The interpretive mode focuses on			Student/ Teacher	Activity	978-1-944876-74-6	24-25	Capítulo 1, Lectura
comprehending main ideas and identifying some supporting details	genres, including texts about past, present,		Student/ Teacher	Activity	978-1-944876-74-6	68-69	Capítulo 2, Presenta
in the target language. The student is expected to:	and future events that communicate information on a		Student/ Teacher	Activity	978-1-944876-74-6	90-91	Capítulo 2, Presenta
	variety of geographic, scientific, historical, artistic, social, or political	communities	Student/ Teacher	Activity	978-1-944876-74-6	128-129	Capítulo 3, Lectura con audio
	features of target culture communities		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

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	(A) read and analyze information from a	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 Teac Stud Teac	Student/ Teacher	Narrative	978-1-944876-74-6	12	Capítulo 1, Estrategias
uses the interpretive mode in communication with appropriate and applicable grammatical structures	and electronic resources such as artwork, graphs, reget language ency levels. focuses on deas and genres, including texts about past, present,		Student/ Teacher	Activity	978-1-944876-74-6	16-17	Capítulo 1, Presenta, Paso 1
and processes in the target language at the specified proficiency levels. The interpretive mode focuses on			Student/ Teacher	Activity	978-1-944876-74-6	102-103	Capítulo 2, Lectura con gráfico
comprehending main ideas and identifying some supporting details			Student/ Teacher	Activity	978-1-944876-74-6	107	Capítulo 2, Presenta, Paso 1
in the target language. The student is expected to:	and future events that communicate information on a		Student/ Teacher	Activity	978-1-944876-74-6	167	Capítulo 3, Presenta, Paso 1
	variety of geographic, scientific, historical, artistic, social, or political		Student/ Teacher	Activity	978-1-944876-74-6	192-193	Capítulo 4, Presenta, Paso 1
	features of target culture communities		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?
		9	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

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

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

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

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

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	(A) read and analyze information from a	(viii) analyze information from a variety of	Student/ Teacher	Activity	978-1-944876-74-6	14	Capítulo 1, ¿Qué aprendiste? Paso 1, Paso 2, Paso 3	
uses the interpretive mode in communication with appropriate and applicable grammatical structures	variety of authentic print and electronic resources such as artwork, graphs,	in various literary genres, including texts	in various literary	Student/ Teacher	Activity	978-1-944876-74-6	17	Capítulo 1, Presenta, Paso 2
and processes in the target language at the specified proficiency levels. The interpretive mode focuses on	media, narratives, and descriptions in various literary	about present events[,] that communicate information on a variety	Student/ Teacher	Activity	978-1-944876-74-6	26-27	Capítulo 1, ¿Qué aprendiste? Paso 1, Paso 2, Paso 3	
comprehending main ideas and identifying some supporting details	genres, including texts about past, present,	of geographic, scientific, historical, artistic, social,	Student/ Teacher	Activity	978-1-944876-74-6	70-71	Capítulo 2, Presenta, Paso 2, Paso 3	
in the target language. The student is expected to:	and future events that communicate information on a	or political features of target culture communities	Student/ Teacher	Activity	978-1-944876-74-6	92	Capítulo 2, Presenta, Paso 3	
	variety of geographic, scientific, historical, artistic, social, or political				Student/ Teacher	Activity	978-1-944876-74-6	130-132
	features of target culture communities		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	
		Te Stu	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	

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

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

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

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

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	(B) compare, contrast, and analyze cultural	(i) compare [and] contrast cultural	Student/ Teacher	Activity	978-1-944876-74-6	15	Capítulo 1, ¿Qué aprendiste?, Paso 3				
uses the interpretive mode in communication with appropriate and applicable grammatical structures	practices and perspectives from authentic print and	practices from authentic print resources	Student/ Teacher	Activity	978-1-944876-74-6	27	Capítulo 1, ¿Qué aprendiste?, Paso 3				
and processes in the target language at the specified proficiency levels. The interpretive mode focuses on	electronic resources		Student/ Teacher	Activity	978-1-944876-74-6	70	Capítulo 2, Presenta, Paso 2				
comprehending main ideas and identifying some supporting details			Student/ Teacher	Activity	978-1-944876-74-6	77	Capítulo 2, ¡Para saber más!, Paso 3				
in the target language. The student is expected to:			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
			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					

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	(B) compare, contrast, and analyze cultural	(ii) compare [and] contrast cultural	Student/ Teacher	Activity	978-1-944876-74-6	9	Capítulo 1, Infórmate, Paso 3							
uses the interpretive mode in communication with appropriate and applicable grammatical structures	authentic print and electronic resources	practices from authentic electronic resources	Student/ Teacher	Activity	978-1-944876-74-6	44	Capítulo 1, ¿Qué aprendiste?, Paso 3							
and processes in the target language at the specified proficiency levels. The interpretive mode focuses on			Student/ Teacher	Activity	978-1-944876-74-6	68	Capítulo 2, ¿Qué aprendiste?, Paso 3							
comprehending main ideas and identifying some supporting details			Student/ Teacher	Activity	978-1-944876-74-6	132	Capítulo 3, ¿Qué aprendiste?, Paso 3							
in the target language. The student is expected to:			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							

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	and listening. The student and analyze cultural	(iii) compare [and] contrast cultural perspectives from	Student/ Teacher	Activity	978-1-944876-74-6	5	Capítulo 1, El producto cultural																														
communication with appropriate and applicable grammatical structures	practices and perspectives from authentic print and	authentic print resources	Student/ Teacher	Activity	978-1-944876-74-6	15	Capítulo 1, ¿Qué aprendiste?, Paso 3																														
and processes in the target language at the specified proficiency levels. The interpretive mode focuses on	electronic resources at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details		Student/ Teacher	Activity	978-1-944876-74-6	27	Capítulo 1, ¿Qué aprendiste?, Paso 3																														
comprehending main ideas and identifying some supporting details			Student/ Teacher	Activity	978-1-944876-74-6	55	Capítulo 2, El producto cultural																														
in the target language. The student is expected to:			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																														

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

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

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	(B) compare, contrast, and analyze cultural	(v) analyze cultural practices from authentic	Student/ Teacher	Activity	978-1-944876-74-6	15	Capítulo 1, ¿Qué aprendiste?, Paso 3																												
communication with appropriate and applicable grammatical structures	practices and perspectives from authentic print and	print resources	Student/ Teacher	Activity	978-1-944876-74-6	27	Capítulo 1, ¿Qué aprendiste?, Paso 3																												
and processes in the target language at the specified proficiency levels. The interpretive mode focuses on	electronic resources		Student/ Teacher	Activity	978-1-944876-74-6	65	Capítulo 2, Exploraciones culturales																												
comprehending main ideas and identifying some supporting details			Student/ Teacher	Activity	978-1-944876-74-6	84-87	Capítulo 2, ¿Qué aprendiste?, Paso 3																												
in the target language. The student is expected to:			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																												

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	(B) compare, contrast, and analyze cultural	(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
	practices and perspectives from authentic print and	electronic resources	Student/ Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 2, Conexíón 1, ¿Qué aprendiste?, Paso 3
	electronic resources		Student/ Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 3, Conexíón 1, ¿Qué aprendiste?, Paso 3
comprehending main ideas and identifying some supporting details			Student/ Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 4, Conexíón 1, ¿Qué aprendiste?, Paso 3
in the target language. The student is expected to:			Student/ Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 5, Conexíón 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

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	(B) compare, contrast, and analyze cultural	(vii) analyze cultural perspectives from	Student/ Teacher	Activity	978-1-944876-74-6	15	Capítulo 1, ¿Qué aprendiste?, Paso 3	
uses the interpretive mode in communication with appropriate and applicable grammatical structures	practices and perspectives from authentic print and	authentic print resources	Student/ Teacher	Activity	978-1-944876-74-6	27	Capítulo 1, ¿Qué aprendiste?, Paso 3	
and processes in the target language at the specified proficiency levels. The interpretive mode focuses on	electronic resources		Student/ Teacher	Activity	978-1-944876-74-6	65	Capítulo 2, Exploraciones culturales	
comprehending main ideas and identifying some supporting details			Student/ Teacher	Activity	978-1-944876-74-6	84-87	Capítulo 2, ¿Qué aprendiste?, Paso 3	
in the target language. The student is expected to:			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	

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	(B) compare, contrast, and analyze cultural practices and perspectives from authentic print and	(viii) analyze cultural perspectives from authentic electronic resources	Student/ Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 1, Conexíón 1, ¿Qué aprendiste?, Paso 3
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			Student/ Teacher	Narrative	978-1-944876-74-6	45	Capítulo 1, Estrategias
	electronic resources		Student/ Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 2, Conexíón 1, ¿Qué aprendiste?, Paso 3
			Student/ Teacher	Activity	978-1-944876-74-6	66-68	Capítulo 2, ¿Qué aprendiste?, Paso 3
in the target language. The student is expected to:			Student/ Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 3, Conexíón 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, Conexíón 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, Conexíón 1, ¿Qué aprendiste?, Paso 3

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	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. analyze information from a variety of authentic audio and audiovisual resources from the target culture that communicate	(i) listen to information from a variety of authentic audio resources from the target culture that	Student/ Teacher	Narrative	978-1-944876-74-6	41	Capítulo 1, Estrategias
communication with appropriate and applicable grammatical structures			Teacher Only	Narrative	978-1-641590-13-6	368/64	Instructional Strategies, Capítulo 2, Instrucciones
and processes in the target language at the specified proficiency levels. The interpretive mode focuses on			communicate information in the past [tense] on a variety of	Student/ Teacher	Activity	978-1-944876-74-6	64-67
comprehending main ideas and identifying some supporting details	present, and future on a variety of geographic,	geographic, scientific, historical, artistic, social, or political features of target culture	Student/ Teacher	Narrative	978-1-944876-74-6	64	Capítulo 2, Estrategias
in the target language. The student is expected to:	scientific, historical, artistic, social, or political features of target culture		Student/ Teacher	Activity	978-1-944876-74-6	82-86	Capítulo 2, ¿Qué aprendiste? Paso 1, Paso 2
	communities		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	

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

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	nt analyze information i	(iii) listen to information from a variety of authentic audio resources from the target culture that communicate information in the future [tense] on a	Student/ Teacher	Activity	978-1-944876-74-6	40-43	Capítulo 1, ¿Qué aprendiste? Paso 1, Paso 2
communication with appropriate and applicable grammatical structures	from a variety of authentic audio and audiovisual resources		Student/ Teacher	Activity	978-1-944876-74-6	64-67	Capítulo 2, ¿Qué aprendiste? Paso 1, Paso 2
and processes in the target language at the specified proficiency levels. The interpretive mode focuses on	from the target culture that communicate information in the past,		Student/ Teacher	Activity	978-1-944876-74-6	82-86	Capítulo 2, ¿Qué aprendiste? Paso 1, Paso 2
comprehending main ideas and identifying some supporting details	present, and future on a variety of geographic,	variety of geographic, scientific, historical,	Student/ Teacher	Activity	978-1-944876-74-6	128-131	Capítulo 3, ¿Qué aprendiste? Paso 1, Paso 2
in the target language. The student is expected to:	scientific, historical, artistic, social, or political features of target culture	artistic, social, or political features of target culture communities	Student/ Teacher	Activity	978-1-944876-74-6	148-149	Capítulo 3, Presenta Paso 2, Paso 3
	communities		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

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: (C) listen to and reading and listening. The student analyze information	(iv) listen to information from a variety of	Student/ Teacher	Activity	978-1-944876-74-6	99	Capítulo 2, Infórmate, Paso 2	
uses the interpretive mode in communication with appropriate and applicable grammatical structures	audiovisual resources from the target culture that communicate	authentic audiovisual resources from the target culture	Student/ Teacher	Activity	978-1-944876-74-6	125	Capítulo 3, Infórmate, Paso 2
and processes in the target language at the specified proficiency levels. The interpretive mode focuses on		that communicate	information in the past [tense] on a variety of and future on geographic, scientific, historical, artistic, social,	Student/ Teacher	Activity	978-1-944876-74-6	139
comprehending main ideas and identifying some supporting details	present, and future on a variety of geographic,	geographic, scientific, historical, artistic, social, or political features I of target culture		Student/ Teacher	Activity	978-1-944876-74-6	159
in the target language. The student is expected to:	scientific, historical, artistic, social, or political features of target culture		Student/ Teacher	Activity	978-1-944876-74-6	185	Capítulo 4, Infórmate, Paso 2
communities	communities		Student/ Teacher	Activity	978-1-944876-74-6	212	Capítulo 4, Presenta, Paso 1
		9	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

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	(C) listen to and analyze information	(v) listen to information from a variety of authentic audiovisual	Student/ Teacher	Activity	978-1-944876-74-6	9	Capítulo 1, Infórmate, Paso 2
uses the interpretive mode in communication with appropriate and applicable grammatical structures	from a variety of authentic audio and audiovisual resources	resources from the target culture	Student/ Teacher	Activity	978-1-944876-74-6	20	Capítulo 1, Infórmate, Paso 2
and processes in the target language at the specified proficiency levels. The interpretive mode focuses on	from the target culture that communicate information in the past,	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	98	Capítulo 2, Infórmate, Paso 2
comprehending main ideas and identifying some supporting details	present, and future on a variety of geographic,		Student/ Teacher	Activity	978-1-944876-74-6	125	Capítulo 3, Infórmate, Paso 2
in the target language. The student is expected to:	scientific, historical, artistic, social, or political features of target culture		Student/ Teacher	Activity	978-1-944876-74-6	159	Capítulo 3, Infórmate, Paso 2
	communities		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

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

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

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

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	(C) listen to and analyze information	(x) analyze information from a variety of authentic audiovisual	Student/ Teacher	Activity	978-1-944876-74-6	99	Capítulo 2, Infórmate, Paso 3, Paso 4	
uses the interpretive mode in communication with appropriate and applicable grammatical structures	authentic audio and reso audiovisual resources from the target culture that communicate info	resources from the target culture	resources from	Student/ Teacher	Activity	978-1-944876-74-6	125	Capítulo 3, Infórmate, Paso 3, Paso 4
and processes in the target language at the specified proficiency levels. The interpretive mode focuses on			that communicate information in the past [tense] on a variety of	Student/ Teacher	Activity	978-1-944876-74-6	139	Capítulo 3, Infórmate, Paso 3, Paso 4
comprehending main ideas and identifying some supporting details	present, and future on a variety of geographic,	geographic, scientific, historical, artistic, social,	Student/ Teacher	Activity	978-1-944876-74-6	159	Capítulo 3, Infórmate, Paso 3, Paso 4	
in the target language. The student is expected to:	scientific, historical, artistic, social, or political features of target culture	or political features of target culture communities	Student/ Teacher	Activity	978-1-944876-74-6	185	Capítulo 3, Infórmate, Paso 3, Paso 4	
	communities		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	

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	(C) listen to and analyze information	(xi) analyze information from a variety of authentic audiovisual	Student/ Teacher	Activity	978-1-944876-74-6	9	Capítulo 1, Infórmate, Paso 3, Paso 4									
uses the interpretive mode in communication with appropriate and applicable grammatical structures	from a variety of authentic audio and audiovisual resources from the audiovisual resources target culture that	resources from the	Student/ Teacher	Activity	978-1-944876-74-6	20	Capítulo 1, Infórmate, Paso 3, Paso 4									
and processes in the target language at the specified proficiency levels. The interpretive mode focuses on	from the target culture that communicate information in the past,	communicate information in the present o[tense] n a	Student/ Teacher	Activity	978-1-944876-74-6	98	Capítulo 2, Infórmate, Paso 3, Paso 4									
comprehending main ideas and identifying some supporting details	present, and future on a variety of geographic,	variety of geographic, scientific, historical,	Student/ Teacher	Activity	978-1-944876-74-6	125	Capítulo 3, Infórmate, Paso 3, Paso 4									
in the target language. The student is expected to:	scientific, historical, artistic, social, or political features of target culture		Student/ Teacher	Activity	978-1-944876-74-6	159	Capítulo 3, Infórmate, Paso 3, Paso 4									
	communities			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
						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									

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	(C) listen to and analyze information	(xii) analyze information from a variety of authentic audiovisual	Student/ Teacher	Activity	978-1-944876-74-6	9	Capítulo 1, Infórmate, Paso 3, Paso 4
uses the interpretive mode in communication with appropriate and applicable grammatical structures	from a variety of authentic audio and audiovisual resources	resources from the target culture	Student/ Teacher	Activity	978-1-944876-74-6	139	Capítulo 3, Infórmate, Paso 3, Paso 4
and processes in the target language at the specified proficiency levels. The interpretive mode focuses on	from the target culture that communicate information in the past,	that communicate information in the future [tense] on a variety	Student/ Teacher	Activity	978-1-944876-74-6	159	Capítulo 3, Infórmate,Paso 3, Paso 4
comprehending main ideas and identifying some supporting details	present, and future on a variety of geographic,	of geographic, scientific, historical, artistic, social,	Student/ Teacher	Narrative	978-1-944876-74-6	162	Capítulo 3, Estrategias
in the target language. The student is expected to:	scientific, historical, artistic, social, or political features of target culture	or political features of target culture communities	Student/ Teacher	Activity	978-1-944876-74-6	185	Capítulo 4, Infórmate, Paso 3, Paso 4
	communities		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

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	(D) compare, contrast, and analyze cultural	(i) compare [and] contrast cultural	Student/ Teacher	Activity	978-1-944876-74-6	44	Capítulo 1, ¿Qué aprendiste? Paso 3				
	perspectives from authentic audio and	practices from authentic audio resources	Student/ Teacher	Activity	978-1-944876-74-6	68	Capítulo 2, ¿Qué aprendiste? Paso 3				
and processes in the target language at the specified proficiency levels. The interpretive mode focuses on	audiovisual resources and proficiency levels. ve mode focuses on ng main ideas and me supporting details		Student/ Teacher	Activity	978-1-944876-74-6	87	Capítulo 2, ¿Qué aprendiste? Paso 3				
comprehending main ideas and identifying some supporting details			Student/ Teacher	Activity	978-1-944876-74-6	132	Capítulo 3, ¿Qué aprendiste? Paso 1, Paso 2				
in the target language. The student is expected to:					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					

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	(D) compare, contrast, and analyze cultural	(ii) compare [and] contrast cultural	Student/ Teacher	Activity	978-1-944876-74-6	9	Capítulo 1, Infórmate, Paso 3, Paso 4																																					
communication with appropriate and applicable grammatical structures	authentic audio and audiovisual resources the specified proficiency levels. the interpretive mode focuses on mprehending main ideas and entifying some supporting details	practices from authentic audiovisual resources	Student/ Teacher	Activity	978-1-944876-74-6	21	Capítulo 1, Infórmate, Paso 3, Paso 4																																					
and processes in the target language at the specified proficiency levels. The interpretive mode focuses on			Student/ Teacher	Activity	978-1-944876-74-6	98	Capítulo 2, Infórmate, Paso 3, Paso 4																																					
comprehending main ideas and identifying some supporting details			Student/ Teacher	Activity	978-1-944876-74-6	125	Capítulo 3, Infórmate, Paso 3, Paso 4																																					
in the target language. The student is expected to:			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																																					

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	(D) compare, contrast, and analyze cultural	(iii) compare [and] contrast cultural	Student/ Teacher	Activity	978-1-944876-74-6	44	Capítulo 1, ¿Qué aprendiste? Paso 3
communication with appropriate and applicable grammatical structures	authentic audio and audiovisual resources the specified proficiency levels. The interpretive mode focuses on amprehending main ideas and entifying some supporting details	perspectives from authentic audio resources	Student/ Teacher	Activity	978-1-944876-74-6	68	Capítulo 2, ¿Qué aprendiste? Paso 3
and processes in the target language at the specified proficiency levels. The interpretive mode focuses on			Student/ Teacher	Activity	978-1-944876-74-6	87	Capítulo 2, ¿Qué aprendiste? Paso 3
comprehending main ideas and identifying some supporting details			Student/ Teacher	Activity	978-1-944876-74-6	132	Capítulo 3, ¿Qué aprendiste? Paso 1, Paso 2
in the target language. The student is expected to:		S - S - S - S	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	

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	(D) compare, contrast, and analyze cultural	(iv) compare [and] contrast cultural and	Student/ Teacher	Activity	978-1-944876-74-6	9	Capítulo 1, Infórmate, Paso 3, Paso 4								
uses the interpretive mode in practices and perspectives from applicable grammatical structures authentic audio and	perspectives from authentic audiovisual resources	Student/ Teacher	Activity	978-1-944876-74-6	21	Capítulo 1, Infórmate, Paso 3, Paso 4									
and processes in the target language at the specified proficiency levels. The interpretive mode focuses on	audiovisual resources the specified proficiency levels. the interpretive mode focuses on omprehending main ideas and lentifying some supporting details		Student/ Teacher	Activity	978-1-944876-74-6	98	Capítulo 2, Infórmate, Paso 3, Paso 4								
comprehending main ideas and identifying some supporting details			Student/ Teacher	Activity	978-1-944876-74-6	125	Capítulo 3, Infórmate, Paso 3, Paso 4								
in the target language. The student is expected to:				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
															Student/ Teacher
		Student/ Teacher	Activity	978-1-944876-74-6	270	Capítulo 5, Presenta, Paso 2									

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	(D) compare, contrast, and analyze cultural	(v) analyze cultural practices from authentic	Student/ Teacher	Activity	978-1-944876-74-6	44	Capítulo 1, ¿Qué aprendiste? Paso 3																								
	perspectives from authentic audio and	audio resources	Student/ Teacher	Activity	978-1-944876-74-6	68	Capítulo 2, ¿Qué aprendiste? Paso 3																								
and processes in the target language at the specified proficiency levels. The interpretive mode focuses on	processes in the target language audiovisual resources ne specified proficiency levels. interpretive mode focuses on aprehending main ideas and utifying some supporting details		Student/ Teacher	Activity	978-1-944876-74-6	87	Capítulo 2, ¿Qué aprendiste? Paso 3																								
comprehending main ideas and identifying some supporting details																Student/ Teacher	Activity	978-1-944876-74-6	132	Capítulo 3, ¿Qué aprendiste? Paso 1, Paso 2											
in the target language. The student is expected to:			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																							
					S	S			_																		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																									

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	(D) compare, contrast, and analyze cultural	(vi) analyze cultural perspectives from	Student/ Teacher	Activity	978-1-944876-74-6	9	Capítulo 1, Infórmate, Paso 3, Paso 4																																					
communication with appropriate and applicable grammatical structures	authentic audio and audiovisual resources the specified proficiency levels. The interpretive mode focuses on amprehending main ideas and entifying some supporting details	authentic audiovisual resources	Student/ Teacher	Activity	978-1-944876-74-6	21	Capítulo 1, Infórmate, Paso 3, Paso 4																																					
and processes in the target language at the specified proficiency levels. The interpretive mode focuses on			Student/ Teacher	Activity	978-1-944876-74-6	98	Capítulo 2, Infórmate, Paso 3, Paso 4																																					
comprehending main ideas and identifying some supporting details			Student/ Teacher	Activity	978-1-944876-74-6	125	Capítulo 3, Infórmate, Paso 3, Paso 4																																					
in the target language. The student is expected to:			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																																					

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	(D) compare, contrast, and analyze cultural	(vii) analyze cultural perspectives from	Student/ Teacher	Activity	978-1-944876-74-6	44	Capítulo 1, ¿Qué aprendiste? Paso 3																															
uses the interpretive mode in practices and perspectives from applicable grammatical structures authentic audio and	authentic audio resources	Student/ Teacher	Activity	978-1-944876-74-6	68	Capítulo 2, ¿Qué aprendiste? Paso 3																																
at the specified proficiency levels.	ne interpretive mode focuses on omprehending main ideas and entifying some supporting details		Student/ Teacher	Activity	978-1-944876-74-6	87	Capítulo 2, ¿Qué aprendiste? Paso 3																															
comprehending main ideas and identifying some supporting details			Student/ Teacher	Activity	978-1-944876-74-6	132	Capítulo 3, ¿Qué aprendiste? Paso 1, Paso 2																															
in the target language. The student is expected to:			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																													
											-																	S	Te	Teach Studer				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																																

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 (D) compare, contrast, and analyze cultural practices and perspectives from authentic audio and audiovisual resources	· ·	(viii) analyze cultural perspectives from	Student/ Teacher	Activity	978-1-944876-74-6	9	Capítulo 1, Infórmate, Paso 3, Paso 4									
	perspectives from	authentic audiovisual resources	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										
comprehending main ideas and identifying some supporting details	ehending main ideas and ying some supporting details		Student/ Teacher	Activity	978-1-944876-74-6	125	Capítulo 3, Infórmate, Paso 3, Paso 4									
in the target language. The student is expected to:			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									

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

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

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

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

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

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

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

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

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

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

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

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	(B) plan and produce, with some ease and	(i) plan written presentational	Student/ Teacher	Narrative	978-1-944876-74-6	30	Capítulo 1, Estrategia		
communicates using appropriate and applicable grammatical structures and processes in the target language	clarity of expression, written presentational communications that	communications that are supported with cited examples in multiple	Student/ Teacher	Activity	978-1-944876-74-6	58	Capítulo 2, ¡Para saber más!, Paso 2		
at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages	are supported with cited examples in multiple paragraph length	paragraph length discourse to explain topics that communicate	Student/ Teacher	Narrative	978-1-944876-74-6	88	Capítulo 2, Estrategias		
in the target language. The student's presentation is comprehensible	discourse to explain, express opinions,	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	92	Capítulo 2, Presenta, Paso 2		
to an audience unaccustomed to interacting with language learners. The student is expected to:	describe, and narrate on topics that communicate information on a		artistic, social, or political	artistic, social, or political	Student/ Teacher	Activity	978-1-944876-74-6	122	Capítulo 3, ¡Para saber más!, Paso 1
	variety of geographic, scientific, historical, artistic, social, or political		Student/ Teacher	Activity	978-1-944876-74-6	149	Capítulo 3, Presenta, Paso 3		
	features of target culture communities		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		

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	(B) plan and produce, with some ease and clarity of expression,	(ii) plan written presentational	Student/ Teacher	Activity	978-1-944876-74-6	8	Capítulo 1, ¡Para saber más!, Paso 2
communicates using appropriate and applicable grammatical structures and processes in the target language	written presentational communications that	communications that are supported with cited examples in multiple	Student/ Teacher	Narrative	978-1-944876-74-6	30	Capítulo 1, Estrategia
at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages	are supported with cited examples in multiple paragraph length	paragraph length discourse to express topics that communicate	Student/ Teacher	Activity	978-1-944876-74-6	92	Capítulo 2, Presenta, Paso 2
in the target language. The student's presentation is comprehensible	discourse to explain, express opinions,	information on a variety of geographic,	Student/ Teacher	Narrative	978-1-944876-74-6	88	Capítulo 2, Estrategias
to an audience unaccustomed to interacting with language learners. The student is expected to:	describe, and narrate on topics that communicate information on a	scientific, historical, artistic, social, or political features of target culture	Student/ Teacher	Activity	978-1-944876-74-6	138	Capítulo 3, ¡Para saber más!, Paso 3
	variety of geographic, scientific, historical, artistic, social, or political	communities	Student/ Teacher	Activity	978-1-944876-74-6	149	Capítulo 3, Presenta, Paso 3
	features of target culture communities		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

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	with some ease and	features of target culture communities	Student/ Teacher	Activity	978-1-944876-74-6	8	Capítulo 1, ¡Para saber más!, Paso 2
communicates using appropriate and applicable grammatical structures and processes in the target language	clarity of expression, written presentational communications that		Student/ Teacher	Narrative	978-1-944876-74-6	29	Capítulo 1, Presenta, Paso 2
at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages	are supported with cited examples in multiple		Student/ Teacher	Narrative	978-1-944876-74-6	30	Capítulo 1, Estrategia
in the target language. The student's presentation is comprehensible	discourse to explain, express opinions,		Student/ Teacher	Narrative	978-1-944876-74-6	51	Capítulo 1, En resumen: el IPA
to an audience unaccustomed to interacting with language learners. The student is expected to:	describe, and narrate on topics that communicate information on a		Student/ Teacher	Narrative	978-1-944876-74-6	88	Capítulo 2, Estrategias
	variety of geographic, scientific, historical, artistic, social, or political features of target culture communities		l,	Student/ Teacher	Activity	978-1-944876-74-6	92
			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

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

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	(B) plan and produce, with some ease and	features of target culture communities	Student/ Teacher	Activity	978-1-944876-74-6	8	Capítulo 1, ¡Para saber más!, Paso 2
communicates using appropriate and applicable grammatical structures and processes in the target language	clarity of expression, written presentational communications that		Student/ Teacher	Activity	978-1-944876-74-6	30	Capítulo 1, Presenta, Paso 3
at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages	are supported with cited examples in multiple paragraph length		Student/ Teacher	Narrative	978-1-944876-74-6	30	Capítulo 1, Estrategia
in the target language. The student's presentation is comprehensible	discourse to explain, express opinions,		Student/ Teacher	Activity	978-1-944876-74-6	58	Capítulo 2, ¡Para saber más!, Paso 2
to an audience unaccustomed to interacting with language learners. The student is expected to:	describe, and narrate on topics that communicate information on a		Student/ Teacher	Narrative	978-1-944876-74-6	88	Capítulo 2, Estrategias
	variety of geographic, scientific, historical, artistic, social, or political features of target culture communities		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	

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	peaking and writing. The student with some ease and	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	
communicates using appropriate and applicable grammatical structures and processes in the target language	clarity of expression, written presentational communications that		are supported with	Student/ Teacher	Activity	978-1-944876-74-6	30	Capítulo 1, Presenta, Paso 3
at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages	are supported with cited examples in multiple paragraph length		Student/ Teacher	Narrative	978-1-944876-74-6	30	Capítulo 1, Estrategia	
in the target language. The student's presentation is comprehensible	the target language. The student's discourse to explain,		Student/ Teacher	Activity	978-1-944876-74-6	58	Capítulo 2, ¡Para saber más!, Paso 2	
to an audience unaccustomed to interacting with language learners. The student is expected to:	describe, and narrate on topics that communicate information on a		Student/ Teacher	Narrative	978-1-944876-74-6	88	Capítulo 2, Estrategias	
	variety of geographic, scientific, historical, artistic, social, or political		Student/ Teacher	Activity	978-1-944876-74-6	92	Capítulo 2, Presenta, Paso 2	
features of target culture communities		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	

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	with some ease and	features of target culture communities	Student/ Teacher	Activity	978-1-944876-74-6	8	Capítulo 1, ¡Para saber más!, Paso 3
communicates using appropriate and applicable grammatical structures and processes in the target language	clarity of expression, written presentational communications that		Student/ Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 1, Conexión 1, ¡Para saber más!, Paso 3
at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages	are supported with cited examples in multiple paragraph length		Student/ Teacher	Activity	978-1-944876-74-6	30	Capítulo 1, Presenta, Paso 3
in the target language. The student's presentation is comprehensible	discourse to explain, express opinions, describe, and narrate on		Student/ Teacher	Narrative	978-1-944876-74-6	88	Capítulo 2, Estrategias
to an audience unaccustomed to interacting with language learners. The student is expected to:			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
features of target culture communities		Student/ Teacher	Activity	978-1-944876-74-6	Explorer®	Capítulo 5, Atando cabos sueltos, Ensayo Argumentativo	

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