

# Instructional Material Program: REPORTERS FRANCOPHONES 2

2011 Florida Next Generation World Languages Standards

**COURSE TITLE(S):** French 2

**COURSE CODE(S):** 0701330

<b>STANDARD 1: Interpretive Listening:</b> The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.		
Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
WL.K12.IL.1.1	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.	SE: p. 9 (act. 10b, 10c), p. 11 (act. 12a), p. 13 (act. 14b), p. 14 (act. 15b), p. 15 (act. 17a), p. 17 (act. 21a, 21b), p. 21 (act. 1a, 1b), p. 26 (act. 6a), p. 56 (act. 28), p. 63 (act. 1a, 1b), p. 67 (act. 4b), p. 74 (act. 12), p. 76 (act. 15), p. 94 (act. 18a, 18b), p. 102 (act. 1a), p. 103 (act. 1b, 1c), p. 126 (act. 2b), p. 127 (act. 2c), p. 212 (act. 2c), p. 255 (act. 8b, 8c), p. 270 (act. 1a, 1b), p. 271 (act. 1c)
WL.K12.IL.1.2	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.	SE: p. 9 (act. 10b, 10c), p. 13 (act. 14b), p. 14 (act. 15b), p. 17 (act. 21a, 21b, 21c), p. 25 (act. 4a, 4b), p. 42 (act. 4a, 4b), p. 45 (act. 7b, 7c, 8a, 8b, 8c), p. 70 (act. 7b, 7c), p. 90 (act. 9), p. 94 (act. 18a, 18b), p. 109 (act. 4b, 4d), p. 221 (act. 15)
WL.K12.IL.1.3	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.	SE: p. 15 (act. 17a, 17b), p. 21 (act. 1a), p. 26 (act. 6a), p. 63 (act. 1a, 1b), p. 76 (act. 15), p. 105 (act. 1a, 1b), p. 147 (act. 1a, 1b), p. 189 (act. 1a, 1b)

WL.K12.IL.1.4	Identify key points and essential details on familiar topics presented in a variety of media.	SE: p. 6 (act. 6a, 6b), p. 11 (act. 12a), p. 74 (act. 12), p. 77 (act. 17), p. 102 (act. 1a), p. 103 (act. 1b, 1c), p. 115 (act. 10), p. 127 (act. 2d), p. 159 (act. 12), p. 215 (act. 6b, 6c), p. 237 (act. 4d)
WL.K12.IL.1.5	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.	SE: p. 102 (act. 1a), p. 103 (act. 1b, 1c), p. 126 (act. 2b) TE: p. 38 (act. 1a 'Boost your teaching-Listening comprehension')
WL.K12.IL.1.6	Demonstrate understanding of multiple-step directions and instructions, in familiar settings.	SE: p. 182 (Jeu: Jacques a dit...) TE: p. 148 (act. 2a 'Boost your teaching'), p. 200 (act. 15 'Boost your teaching')
WL.K12.NH.1.1	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.	SE: p. 13 (act. 14b), p. 45 (act. 7c, 8c), p. 127 (act. 2f) TE: p. 171 (act. 2a 'Differentiated instruction')
WL.K12.NH.1.2	Demonstrate understanding of short conversations in familiar contexts.	SE: p. 152 (act. 6b), p. 153 (act. 6c), p. 173 (act. 6d), p. 196 (act. 8b, 8c, 8d), p. 212 (act. 2c), p. 236 (act. 4c)
WL.K12.NH.1.3	Demonstrate understanding of short, simple messages and announcements on familiar topics.	SE: p. 2 (act. 2b), p. 52 (act. 23), p. 119 (act. 20), p. 192 (act. 3b), p. 228 (act. 1b), p. 231 (act. 1a, 1b), p. 255 (act. 8b, 8c), p. 259 (act. 11), p. 260 (act. 16), p. 270 (act. 1a, 1b), p. 271 (act. 1c)
WL.K12.NH.1.4	Demonstrate understanding of key points on familiar topics presented through a variety of media.	SE: p. 170 (act. 2b), p. 192 (act. 3b), p. 195 (act. 7b, 7c) TE: p. 105 (act. 1 'Differentiated instruction')
WL.K12.NH.1.5	Demonstrate understanding of simple stories or narratives.	SE: p. 126 (act. 2b), p. 127 (act. 2c) TE: p. 38 (act. 1a 'Boost your teaching'), p. 124 (act. 1 'Boost your teaching')

<p><b>WL.K12.NH.1.6</b></p>	<p>Follow directions or instructions to complete a task when expressed in short conversations.</p>	<p>SE: p. 9 (act. 10c), p. 14 (act. 15b), p. 17 (act. 21a, 21b), p. 42 (act. 4b), p. 221 (act. 15)</p>
<p><b>STANDARDS 2: Interpretative Reading:</b> The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.</p>		
<p>Benchmark code</p>	<p>Benchmark</p>	<p>Activities where benchmark is directly addressed in-depth in major tool.</p>
<p><b>WL.K12.IL.2.1</b></p>	<p>Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.</p>	<p>SE: p. 0 (act. 1a), p. 2 (act. 2a), p. 14 (act. 15a), p. 17 (act. 22), p. 23 (act. 2a), p. 28 (act. 9, 10), p. 39 (act. 1a, 1b), p. 44 (act. 7a), p. 61 (act. 1b), p. 70 (act. 7a), p. 72 (act. 9, 10), p. 83 (act. 1a, 1b), p. 108 (act. 3a), p. 109 (act. 3b), p. 111 (act. 6c), p. 125 (act. 1a), p. 129 (act. 4a), p. 131 (act. 6b), p. 150 (act. 3a), p. 151 (act. 5a), p. 154 (act. 8a), p. 173 (act. 6a, 6b), p. 186 (act. 1a, 1c), p. 195 (act. 7a), p. 196 (act. 8a), p. 211 (act. 1a, 1b), p. 213 (act. 3a, 3b), p. 214 (act. 5a, 5b), p. 215 (act. 6a), p. 233 (act. 2a, culture), p. 235 (act. 3a), p. 249 (act. 1a), p. 252 (act. 5a), p. 254 (act. 7a), p. 255 (act. 8a)</p>
<p><b>WL.K12.IL.2.2</b></p>	<p>Interpret written literary text in which the writer tells or asks about familiar topics.</p>	<p>SE: p. 4 (act. 4a), p. 5 (act. 4b, 4c), p. 6 (Culture), p. 7 (act. 7a, 7b), p. 10 (act. 11a, 11b, 11c), p. 23 (act. 2a), p. 46 (act. 10, 11), p. 69 (act. 6a), p. 87 (act. 4a, 4b), p. 110 (Culture), p. 111 (act. 6a, 6b, 6c), p. 125 (act. 1a, 1b, 1c, Culture), p. 129 (act. 4b, 4c, 5a), p. 131 (act. 6b, 6c, 6d, 7a), p. 132 (act. 8, 9), p. 153 (act. 7a, 7b), p. 191 (act. 2b, 2c, Culture), p. 194 (act. 6a, 6b), p. 197 (act. 9a, 9b, 9c), p. 211 (act. 1b, 1c, Culture), p. 212 (act. 2a, 2b), p. 216 (act. 7, 8), p. 229 (act. 2), p. 236 (Culture), p. 250 (act. 2a)</p>
<p><b>WL.K12.IL.2.3</b></p>	<p>Determine the meaning of a message and identify the author's purpose of authentic written texts such as advertisements and public announcements.</p>	<p>SE: p. 2 (act. 2a), p. 17 (act. 22), p. 23 (act. 2a), p. 27 (act. 7b), p. 39 (act. 1a, 1b), p. 44 (act. 7a), p. 65 (act. 2a), p. 67 (act. 3a), p. 68 (act. 5a), p. 71 (act. 8a), p. 83 (act. 1a, 1b), p. 111 (act. 6a, 6b, 6c), p. 125 (act. 1a), p. 131 (act. 7a), p. 149 (act. 2a), p. 152 (act. 6a), p. 169 (act. 1a), p. 186 (act. 1a, 1b, 1c), p. 187 (act. 1d), p. 213 (act. 3a, 3b), p. 214 (act. 5a, 5b), p. 233 (act. 2a), p. 236 (act. 4a, 4b), p. 249 (act. 1a)</p>

		1a)
<b>WL.K12.IL.2.4</b>	Demonstrate understanding of vocabulary used in context when following written directions.	SE: p. 3 (act. 3a), p. 41 (act. 2d), p. 46 (act. 10), p. 67 (act. 3b), p. 71 (act. 7d), p. 87 (act. 4c), p. 109 (act. 3b), p. 127 (act. 2e), p. 151 (act. 5c), p. 155 (act. 8c), p. 172 (act. 4b), p. 173 (act. 6a), p. 213 (act. 3c), p. 235 (act. 3b, 3c), p. 237 (act. 4d), p. 250 (act. 2c), p. 254 (act. 7d)
<b>WL.K12.NH.2.1</b>	Determine the main idea from simple texts that contain familiar vocabulary used in context.	SE: p. 4 (act. 4a), p. 5 (act. 4b, 4c), p. 7 (act. 7a, 7b), p. 10 (act. 11a, 11b, 11c), p. 17 (act. 22), p. 23 (act. 2a, 2b, 2c), p. 27 (act. 7b), p. 28 (act. 10), p. 39 (act. 1a, 1c, Culture), p. 41 (act. 2a, 2b, 2c, 3a), p. 53 (act. 25b), p. 61 (act. 1a, 1c), p. 65 (act. 2b, Culture), p. 67 (act. 3a), p. 69 (act. 6a), p. 71 (act. 8a), p. 72 (act. 9, 10), p. 83 (act. 1a, 1b, 1c, Culture), p. 85 (act. 2a, 2b), p. 87 (act. 4a, 4b), p. 88 (act. 6, 7), p. 89 (act. 8), p. 93 (act. 16), p. 107 (act. 2b, Culture), p. 108 (act. 3a), p. 109 (act. 3c), p. 110 (Culture), p. 111 (act. 6a, 6b, 6c), p. 112 (act. 7, 8), p. 125 (act. 1b, Culture), p. 132 (act. 8, 9), p. 150 (act. 4), p. 153 (act. 7a, 7b), p. 154 (act. 8a), p. 156 (act. 9, 10), p. 159 (act. 15), p. 169 (act. 1a, 1b, Culture), p. 172 (act. 4a), p. 173 (act. 6a, 6b), p. 174 (act. 7, 8), p. 191 (act. 2b, 2c, Culture), p. 192 (act. 3a), p. 193 (act. 5), p. 194 (act. 6a), p. 197 (act. 9a), p. 198 (act. 10, 11), p. 203 (act. 20), p. 211 (act. 1b, Culture), p. 229 (act. 2), p. 235 (act. 3c), p. 238 (act. 7)
<b>WL.K12.NH.2.2</b>	Identify the elements of story such as setting, theme, and characters.	SE: p. 23 (act. 2a), p. 87 (act. 4a), p. 111 (act. 6a), p. 126 (act. 2a), p. 129 (act. 4b, 4c), p. 131 (act. 6b, 6c, 7a), p. 145 (act. 1a, 1b, 1c)
<b>WL.K12.NH.2.3</b>	Demonstrate understanding of signs and notices in public places.	SE: p. 14 (act. 15a), p. 39 (act. 1a, 1b), p. 83 (1a, 1b), p. 149 (act. 2a), p. 152 (act. 6a), p. 154 (act. 8a), p. 155 (act. 8b), p. 169 (act. 1a), p. 173 (act. 6a, 6b), p. 186 (act. 1a, 1b), p. 187 (act. 1d), p. 213 (act. 3a, 3b), p. 214 (act. 5a, 5b), p. 233 (act. 2a), p. 235 (act. 3a, 3d), p. 236 (act. 4a, 4b)
<b>WL.K12.NH.2.4</b>	Identify key, detailed information needed to fill out forms.	SE: p. 2 (act. 2b), p. 9 (act. 10c), p. 127 (act. 2c)

<b>STANDARD 3: Interpersonal Communication:</b> The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.		
Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
WL.K12.IL.3.1	Initiate and engage in a conversation on familiar topics.	SE: p. 0 (act. 1b), p. 12 (act. 13c), p. 13 (act. 14a, 14c), p. 29 (act. 11), p. 41 (act. 2e, 2f, 3b), p. 43 (act. 6b), p. 85 (act. 2c), p. 229 (act. 2)
WL.K12.IL.3.2	Interact with others in everyday situations.	SE: p. 3 (act. 3b, 3c, 3d), p. 12 (act. 13c), p. 13 (act. 14a, 14c), p. 14 (act. 15c), p. 15 (act. 18), p. 45 (act. 9), p. 57 (act. Mini-projet 2), p. 127 (act. 3), p. 237 (act. 5a, 5b)
WL.K12.IL.3.3	Express and react to feelings and emotions in real life situations.	SE: p. 145 (act. 3), p. 127 (act. 3), p. 166 (act. 25), p. 187 (act. 2)
WL.K12.IL.3.4	Exchange information about familiar academic and social topics including participation in an interview.	SE: p. 2 (act. 2c), p. 5 (act. 4c), p. 8 (act. 8a, 8b), p. 9 (act. 10a), p. 11 (act. 12b), p. 16 (act. 19, 20), pp. 18-19 (Le jeu de l'oie), p. 25 (act. 4c, 4d, 4e), p. 29 (act. 11), p. 63 (act. 1b), p. 71 (act. 8b), p. 107 (act. 2a, Culture), p. 110 (act. 5a, 5b, Culture), p. 125 (act. Culture), p. 129 (act. 5a, 5b), p. 131 (act. 6a, 6d), p. 145 (act. 3), p. 170 (act. 2c), p. 173 (act. 6c), p. 191 (act. Culture), p. 192 (act. 3c), p. 194 (act. 6c), p. 195 (act. 7a, 7d), p. 196 (act. 8a, 8e), p. 197 (act. 9d, 9e), p. 211 (Culture), p. 233 (Culture), p. 235 (act. 3d), p. 236 (Culture), p. 249 (1c, Culture), p. 251 (act. 3a, 4), p. 253 (act. 6c), p. 255 (act. 8d), p. 271 (act. 2)
WL.K12.IL.3.5	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.	SE: p. 3 (act. 3b, 3c, 3d), p. 13 (act. 14a, 14c), p. 14 (act. 15c), p. 15 (act. 18), p. 237 (act. 5a, 5b)
WL.K12.IL.3.6	Recount and restate information received in a conversation in order to clarify meaning.	SE: p. 36 (act. 20, 21, 22), p. 56 (act. 28), p. 80 (act. 20, 21), p. 98 (act. 25, 26), p. 122 (act. 25, 26), p. 182 (act. 18, 19), p. 208 (act. 27, 28), p. 224 (act. 19, 20, 21), p. 246 (act. 18), p. 266 (act. 30, 31)

<p><b>WL.K12.IL.3.7</b></p>	<p>Exchange general information about a few topics outside personal and academic fields of interest.</p>	<p>SE: pp. 18-19 (Le jeu de l’oie), p. 39 (Culture), p. 46 (act. 12), p. 65 (Culture), p. 67 (act. 3c, 4a), p. 122 (act. 24), p. 199 (act. 12), p. 228 (act. 1a), p. 229 (act. 2), p. 271 (act. 1d)</p>
<p><b>WL.K12.IL.3.8</b></p>	<p>Initiate, engage, and exchange basic information to solve a problem.</p>	<p>SE: p. 16 (act. 20), pp. 18-19 (Le jeu de l’oie), p. 36 (act. 19), p. 47 (act. 13), p. 70 (act. 7a), p. 80 (act. 19), p. 87 (act. 5), p. 98 (act. 24), p. 140 (act. 19), p. 191 (act. 2a), p. 224 (act. 18), p. 246 (act. 17)</p>
<p><b>WL.K12.NH.3.1</b></p>	<p>Engage in short social interactions using phrases and simple sentences.</p>	<p>SE: p. 3 (act. 3b, 3c, 3d), p. 7 (act. 7c), p. 12 (act. 13c), p. 13 (act. 14a, 14c), p. 14 (act. 15c), p. 15 (act. 18), pp. 18-19 (Le jeu de l’oie), p. 30 (act. 12, 13), p. 31 (act. 14, 15), p. 33 (act. 16, 17, 18), p. 36 (act. 19), p. 45 (act. 9), p. 48 (act. 14, 15, 16), p. 49 (act. 17), p. 50 (act. 18, 19), p. 51 (act. 20, 21, 22), p. 52 (act. 24), p. 53 (act. 25a), p. 56 (act. 27), p. 74 (act. 12), p. 75 (act. 13, 14), p. 76 (act. 16), p. 77 (act. 17, 18), p. 85 (act. 2a), p. 87 (act. 4d), p. 91 (act. 10, 11, 12, 13), p. 93 (act. 14, 15, 16), p. 94 (act. 17, 19, 20), p. 95 (act. 21, 22, 23), p. 110 (act. 5a, 5b), p. 115 (act. 10, 11), p. 116 (act. 12, 13, 14), p. 117 (act. 15, 16, 17, 18), p. 119 (act. 19, 21, 22, 23), p. 135 (act. 10, 11, 12), p. 136 (act. 13, 14, 15), p. 137 (act. 16, 17, 18), p. 140 (act. 20, 21, 22), p. 159 (act. 12, 13, 14, 15), p. 160 (act. 16, 17, 18), p. 161 (act. 19, 20), p. 163 (act. 21, 22, 23, 24), p. 172 (act. 4a, 4b, 5), p. 176 (act. 9), p. 177 (act. 10, 11, 12), p. 179 (act. 13, 14, 15, 16), p. 182 (act. 18, 19), p. 193 (act. 4), p. 200 (act. 13, 14, 15), p. 201 (act. 16), p. 202 (act. 17, 18), p. 203 (act. 19, 20, 21, 22), p. 205 (act. 23, 24, 25), p. 213 (act. 4), p. 218 (act. 10, 11), p. 219 (act. 12), p. 220 (act. 13, 14), p. 221 (act. 15, 16, 17), p. 240 (act. 9, 10), p. 241 (act. 11), p. 242 (act. 12, 13), p. 243 (act. 14, 15, 16), p. 250 (act. 2c), p. 259 (act. 12, 13), p. 260 (act. 14, 15, 17, 18), p. 261 (act. 19, 20, 21, 22), p. 262 (act. 23), p. 263 (act. 24, 25, 26, 27, 28)</p>
<p><b>WL.K12.NH.3.2</b></p>	<p>Exchange information about familiar tasks, topics, and activities, including personal</p>	<p>SE: p. 3 (act. 3b), p. 7 (act. 7c), p. 8 (act. 8b), p. 9 (act. 9a, 9b, 9c), p. 12 (act. 13a, 13b, 13c), pp. 18-19 (Le jeu de l’oie), p. 23 (act. 2d, Culture), p. 24 (act. 3b), p. 25 (act. 4c, 4d, 4e,</p>

	information.	5), p. 26 (act. 6d, 6e), p. 27 (act. 7c), p. 39 (Culture), p. 41 (act. 2f), p. 42 (act. 4c), p. 43 (act. 5, 6a, 6b), p. 61 (act. 3), p. 73 (act. 11), p. 85 (act. 2c, 3), p. 87 (act. 4d), p. 91 (act. 13), p. 95 (act. 22), p. 98 (act. 24), p. 103 (act. 2), p. 110 (act. 5c, Culture), p. 169 (act. 1c), p. 170 (act. 2c), p. 187 (act. 2), p. 212 (act. 2d), p. 214 (act. 5c), p. 215 (act. 6d), p. 237 (act. 4e, 5a, 5b), p. 250 (act. 2b)
<b>WL.K12.NH.3.3</b>	Exchange information using simple language about personal preferences, needs, and feelings.	SE: p. 8 (act. 8b), p. 9 (act. 9a, 9b, 9c), p. 12 (act. 13a, 13b, 13c), p. 13 (act. 14a, 14c), p. 16 (act. 19), pp. 18-19 (Le jeu de l'oie), p. 21 (act. 1b), p. 23 (act. 2d), p. 24 (act. 3b), p. 29 (act. 11), p. 41 (act. 2e, 3b), p. 46 (act. 12), p. 53 (act. 26), p. 67 (act. 3c), p. 69 (act. 6b), p. 73 (act. 11), p. 85 (act. 2c), p. 103 (act. 2), p. 105 (act. 1b), p. 106 (act. 2c), p. 109 (act. 4d), p. 110 (act. 5c), p. 149 (act. 2c), p. 150 (act. 3b, 4), p. 151 (act. 5a, 5d), p. 153 (act. 6d, 7c), p. 155 (act. 8d), p. 197 (act. 9e), p. 216 (act. 8), p. 217 (act. 9), p. 229 (act. 2), p. 237 (act. 5a, 5b), p. 239 (act. 8)
<b>WL.K12.NH.3.4</b>	Ask and answer a variety of questions about personal information.	SE: p. 9 (act. 9a), p. 12 (act. 13a, 13c), pp. 18-19 (Le jeu de l'oie), p. 23 (act. 2d), p. 24 (act. 3b), p. 25 (act. 4c, 4d, 4e, 5), p. 61 (act. 3), p. 87 (act. 4d), p. 91 (act. 13), p. 98 (act. 24), p. 103 (act. 2), p. 141 (Mini-projet 2), p. 214 (act. 5c)
<b>WL.K12.NH.3.5</b>	Exchange information about meeting someone including where to go, how to get there, and what to do and why.	SE: p. 16 (act. 19, 20), p. 29 (act. 11), p. 45 (act. 9), p. 53 (act. 26), p. 98 (act. 24)
<b>WL.K12.NH.3.6</b>	Use basic language skills supported by body language and gestures to express agreement and disagreement.	SE: p. 89 (act. 8), p. 131 (act. 6a, 6d), p. 157 (act. 11), p. 217 (act. 9), p. 229 (act. 2), p. 250 (act. 2b), p. 271 (act. 1d)
<b>WL.K12.NH.3.7</b>	Ask for and give simple directions to go somewhere or to complete a task.	SE: p. 3 (act. 3b), p. 16 (act. 20), p. 71 (act. 8b), p. 80 (act. 19), p. 182 (act. 17), p. 187 (act. 2), p. 266 (act. 29)

WL.K12.NH.3.8	Describe a problem or a situation with sufficient details in order to be understood.	SE: p. 11 (act. 11d), p. 25 (act. 5), p. 27 (act. 7a, 7c, 8), p. 39 (Culture), p. 47 (act. 13), p. 53 (act. 25b), p. 85 (act. 3), p. 126 (act. 2a), p. 199 (act. 12), p. 208 (act. 26)
<b>STANDARD 4: Presentational Speaking:</b> The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.		
Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
WL.K12.IL.4.1	Present information on familiar topics using a series of sentences with sufficient details.	SE: p. 6 (act. 6c), p. 58 (act. Projet final), p. 67 (act. 4c), p. 103 (act. 3), p. 125 (act. 1d), p. 133 (C'est vous les reporters!), p. 170 (act. 2c)
WL.K12.IL.4.2	Describe people, objects, and situations using a series of sequenced sentences.	SE: p. 6 (act. 6c), p. 89 (C'est vous les reporters!), p. 129 (act. 4d), p. 141 (Mini-projet 2), p. 157 (C'est vous les reporters!), p. 199 (C'est vous les reporters!), p. 209 (Mini-projet 1), p. 217 (C'est vous les reporters!), p. 239 (C'est vous les reporters!)
WL.K12.IL.4.3	Express needs, wants, and plans using a series of sentences that include essential details.	SE: p. 226 (Projet final), p. 247 (act. Mini-projet 1), p. 271 (act. 3) TE: p. 53 (act. 'Differentiated instruction')
WL.K12.IL.4.4	Provide a logical sequence of instructions on how to make something or complete a task.	SE: p. 226 (Projet final), p. 247 (act. Mini-projet 1) TE: p. 106 (act. 2c 'Boost your teaching'), p. 107 (act. 2c 'Differentiated instruction')
WL.K12.IL.4.5	Present a short skit or play using well-structured sentences.	SE: p. 15 (act. 18), p. 57 (Mini-projet 2), p. 271 (act. 3), p. 237 (act. 5b)
WL.K12.IL.4.6	Describe events in chronological order using connected sentences with relevant details.	SE: p. 129 (act. 4d), p. 141 (Mini-projet 2) TE: p. 27 (act. 7a 'Differentiated instruction'), p. 176 (act. 'Boost your teaching')



WL.K12.NH.4.1	Provide basic information on familiar topics using phrases and simple sentences.	SE: p. 6 (act. 6c), p. 9 (act. 9b), p. 67 (4c), p. 89 (C'est vous les reporters!), p. 133 (C'est vous les reporters!), p. 157 (C'est vous les reporters!), p. 183 (Mini-projet 2), p. 184 (Projet final), p. 267 (Mini-projet 2)
WL.K12.NH.4.2	Describe aspects of daily life using complete sentences.	SE: p. 37 (Mini-projet 1), p. 57 (Mini-projet 2), p. 170 (act. 2c), 226 (Projet final), p. 267 (Mini-projet 2)  TE: p. 32 (act. 'Boost your teaching'), p. 35 (act. 'Boost your teaching')
WL.K12.NH.4.3	Describe familiar experiences or events using both general and specific language.	SE: p. 141 (Mini-projet 2), p. 257 (C'est vous les reporters!)  TE: p. 44 (act. 7a 'Boost your teaching'), p. 139 (act. 'Differentiated instruction')
WL.K12.NH.4.4	Present personal information about one's self and others.	SE: p. 6 (act. 6c), p. 7 (act. 7c), p. 89 (C'est vous les reporters!)  TE: p. 47 (act. 12 'Differentiated instruction')
WL.K12.NH.4.5	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.	SE: p. 131 (act. 6c)  TE: p. 124 (act. 1 'Boost your teaching'), p. 130 (act. 6 'Boost your teaching'), p. 131 (act. 6c 'Differentiated instruction'), p. 133 (act. 8 'Differentiated instruction')
WL.K12.NH.4.6	Use verbal and non-verbal communication when making announcements or introductions.	SE: p. 271 (act. 3), p. 184 (Projet final), p. 199 (C'est vous les reporters!)  TE: p. 265 (act. 'Differentiated instruction')

**STANDARD 5: Presentational Writing:**

The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
WL.K12.IL.5.1	Write on familiar topics and experiences using main ideas and supporting details.	p. 5 (act. 5), p. 29 (C'est vous les reporters!), p. 47 (C'est vous les reporters!), p. 61 (act. 2), p. 81 (Mini-projet 1), p. 113 (C'est vous les reporters!), p. 142 (Projet final), p. 145 (act. 2b), p. 187 (act. 3)

<b>WL.K12.IL.5.2</b>	Describe a familiar event or situation using a variety of sentences and with supporting details.	SE: p. 99 (Mini-projet 2), p. 123 (Mini-projet 1) TE: p. 138 (act. 'Boost your teaching'), p. 139 (act. 'Differentiated instruction')
<b>WL.K12.IL.5.3</b>	Express and support opinions on familiar topics using a series of sentences.	SE: p. 167 (Mini-projet 1), p. 187 (act. 3), p. 267 (Mini-projet 2), p. 268 (Projet final)
<b>WL.K12.IL.5.4</b>	Compare and contrast information, concepts, and ideas.	SE: p. 27 (act. 7c), p. 68 (act. 5b), p. 99 (Mini-projet 2), p. 69 (act. 6c), p. 88 (act. 7), p. 187 (act. 3), p. 203 (act. 22), p. 247 (Mini-projet 1)
<b>WL.K12.IL.5.5</b>	Develop questions to obtain and clarify information.	SE: p. 25 (act. 4d), p. 170 (act. 2c) TE: p. 5 (act. 5 'Differentiated instruction'), p. 72 (act. 9 'Boost your teaching')
<b>WL.K12.IL.5.6</b>	Conduct research and write a detailed plan (e.g., a trip to a country where the target language is spoken).	SE: p. 29 (C'est vous les reporters!), p. 58 (act. Projet final), p. 73 (C'est vous les reporters!), p. 100 (Projet final), p. 103 (act. 3), p. 145 (act. 2a) p. 175 (C'est vous les reporters!), p. 268 (Projet final)
<b>WL.K12.IL.5.7</b>	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.	SE: p. 29 (C'est vous les reporters!), p. 37 (Mini-projet 1), p. 73 (C'est vous les reporters!), p. 103 (act. 3), p. 141 (Mini-projet 2), p. 175 (C'est vous les reporters!), p. 184 (Projet final), p. 187 (act. 3), p. 225 (Mini-projet 2), p. 229 (act. 3), p. 247 (act. Projet final), p. 268 (Projet final)
<b>WL.K12.NH.5.1</b>	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.	SE: p. 5 (act. 4b, 5), p. 11 (act. 11d), p. 29 (C'est vous les reporters!), p. 43 (act. 6a), p. 47 (C'est vous les reporters!), p. 68 (act. 5b), p. 69 (act. 6c), p. 94 (act. 17), p. 117 (act. 18), p. 153 (act. 7c), p. 175 (C'est vous les reporters!), p. 183 (Mini-projet 2), p. 187 (act. 3), p. 203 (act. 22), p. 208 (Mon lexique), p. 229 (act. 3), p. 251 (act. 4), p. 253 (act. 6b)
<b>WL.K12.NH.5.2</b>	Write simple statements to describe aspects of daily life.	SE: p. 15 (act. 16), p. 27 (act. 8), p. 36 (act. Mon lexique), p. 37 (Mini-projet 1), p. 43 (act. 6a), p. 61 (act. 2)

WL.K12.NH.5.3	Write a description of a familiar experience or event.	SE: p. 123 (Mini-projet 1), p. 71 (act. 7e) TE: p. 94 (act. 22 'Boost your teaching'), p. 117 (act. 18 'Boost your teaching')
WL.K12.NH.5.4	Write short personal notes using a variety of media.	SE: p. 47 (C'est vous les reporters!), p. 81 (Mini-projet 1), p. 89 (C'est vous les reporters!), p. 99 (Mini-projet 2), p. 100 (Projet final), p. 103 (act. 2), p. 123 (Mini-projet 1), p. 183 (Mini-projet 2), p. 199 (C'est vous les reporters!), p. 209 (Mini-projet 1), p. 225 (Mini-projet 2), p. 247 (Mini-projet 1)
WL.K12.NH.5.5	Request information in writing to obtain something needed.	TE: p. 256 (act. 10 'Boost your teaching'), p. 220 (act. 15 'Boost your teaching'), 245 (act. 'Differentiated instruction'), p. 193 (act. 'Warm-up')
WL.K12.NH.5.6	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).	SE: p. 29 (C'est vous les reporters!), p. 81 (Mini-projet 1), p. 103 (act. 3) TE: p. 96 (act. 'Boost your teaching')
WL.K12.NH.5.7	Pre-write by generating ideas from multiple sources based upon teacher directed topics.	SE: p. 73 (C'est vous les reporters!), p. 89 (C'est vous les reporters!), p. 142 (Projet final), p. 175 (C'est vous les reporters!), p. 184 (Projet final), p. 226 (Projet final), p. 247 (Mini-projet 1), p. 267 (Mini-projet 2), p. 268 (Projet final)

**STANDARD 6: Culture:**

The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
WL.K12.IL.6.1	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.	SE: p. 7 (act. 7c), p. 23 (act. 2b, Culture), p. 25 (act. 4a, 4b), p. 27 (act. 27b), p. 65 (act. 2b, Culture), p. 68 (act. 5a, 5b), p. 87 (act. 4a), p. 108 (act. 3a), p. 109 (act. 3c, 4a, 4b, 4c, 4d), p. 153 (act. 6d, 7c), p. 156 (act. 9, 10), p. 169 (act. 1c), p. 170 (act. 2c), p. 174 (act. 7, 8), p. 193 (act. 5), p. 209 (Mini-projet 1), p. 233 (act. 2a, Culture), p. 239 (act. 8)

<p><b>WL.K12.IL.6.2</b></p>	<p>Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.</p>	<p>SE: p. 21 (act. 1b), p. 63 (act. 1a, 1b), p. 65 (act. 2b), p. 67 (act. 3a, 3c, 4a, 4b, 4c), p. 83 (act. 1b, Culture), p. 105 (act. 1a, 1b), p. 113 (act. 9), p. 149 (Culture), p. 169 (act. 1a, 1b, Culture), p. 170 (act. 2a, 2b), p. 193 (act. 5), p. 209 (Mini-projet 1), p. 215 (act. 6b, 6c), p. 228 (act. 1b), p. 233 (act. 2a, 2b, Culture), p. 235 (act. 3a, 2d), p. 236 (act. 4a, 4b), p. 238 (act. 6, 7)</p>
<p><b>WL.K12.IL.6.3</b></p>	<p>Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.</p>	<p>SE: p. 4 (act. 4a), p. 5 (act. 4b, 4c, 5), p. 6 (act. 6a, 6b, 6c), p. 10 (act. 11a, 11b, 11c), p. 47 (13, C'est vous les reporters!), p. 61 (act. 1a), p. 88 (act. 6, 7), p. 89 (C'est vous les reporters!), p. 125 (act. 1d, Culture), p. 129 (act. 4a, 4b, 4c, 5a), p. 131 (act. 7a), p. 135 (act. 10), p. 145 (act. 1a, 1b, 1c, 2a, 2b, 3), p. 191 (act. 2b, 2c, Culture), p. 216 (act. 7, 8), p. 217 (C'est vous les reporters!)</p>
<p><b>WL.K12.IL.6.4</b></p>	<p>Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).</p>	<p>SE: p. 0 (act. 1a, 1b), p. 14 (act. 15a, 15b), p. 16 (act. 19, 20), pp. 18-19 (Le jeu de l'oie), p. 21 (act. 1a), p. 23 (act. 2a), p. 28 (act. 10), p. 29 (act. 11), p. 39 (act. 1a, 1c, Culture), p. 41 (act. 2a, 2b, 3a), p. 47 (act. 13), p. 56 (act. 27), p. 105 (act. 1b), p. 107 (act. 2a, 2b, Culture), p. 110 (act. 5b, Culture), p. 112 (act. 7, 8), p. 216 (act. 7, 8), p. 131 (act. 6a, 6b, 6c, 6d, 7a), p. 132 (act. 8), p. 189 (act. 1a, 1b), p. 191 (act. 2a), p. 192 (act. 3a, 3b), p. 211 (act. 1a, Culture), p. 216 (act. 7, 8), p. 217 (C'est vous les reporters!), p. 229 (act. 2, 3)</p>
<p><b>WL.K12.NH.6.1</b></p>	<p>Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.</p>	<p>SE: p. 15 (act. 16), p. 23 (Culture), p. 25 (act. 4a, 4b, 4c, 4d, 4e), p. 27 (act. 7c), p. 39 (Culture), p. 41 (act. 2f, 3b), p. 42 (act. 4a, 4c), p. 46 (act. 12), p. 65 (Culture), p. 125 (Culture), p. 129 (act. 5b), p. 153 (act. 6d, 7c), p. 169 (act. 1c), p. 170 (act. 2c), p. 175 (C'est vous les reporters!), p. 191 (Culture), p. 199 (act. 12), p. 211 (Culture), p. 214 (act. 5c), p. 233 (act. Culture), p. 237 (act. 4e), p. 239 (C'est vous les reporters!), p. 249 (act. 1c, Culture)</p>
<p><b>WL.K12.NH.6.2</b></p>	<p>Identify examples of common beliefs and attitudes and their relationship to practices</p>	<p>SE: p. 2 (act. 2a), p. 3 (act. 3a, 3b, 3c, 3d), p. 7 (act. 7a, 7b), p. 17 (act. 22), p. 68 (act. 5a, 5b), p. 71 (act. 8a), p. 149 (Culture), p. 152 (act. 6a, 6b), p. 153 (act. 6c, 7a, 7b), p. 154 (act. 8a), p.</p>

	in the cultures studied.	155 (act. 8b), p. 169 (act. 1a, 1b, Culture), p. 170 (act. 2a, 2b), p. 171 (act. 3b), p. 174 (act. 7, 8), p. 193 (act. 5), p. 195 (act. 7a, 7b, 7c, 7d), p. 211 (act. 1b, 1c), p. 214 (act. 5a, 5b), p. 228 (act. 1b), p. 233 (act. 2a, 2b, Culture), p. 238 (act. 6, 7), p. 249 (act. 1a, 1b), p. 270 (act. 1a, 1b), p. 271 (act. 1c, 1d, 2)
<b>WL.K12.NH.6.3</b>	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)	SE: p. 0 (act. 1a, 1b), p. 16 (act. 19, 20), p. 125 (act. 1a, 1b, 1c), p. 129 (act. 4a, 4b, 4c, 5a), p. 131 (act. 7a), p. 132 (act. 8), p. 191 (act. 2b, 2c, Culture)
<b>WL.K12.NH.6.4</b>	Identify cultural artifacts, symbols, and images of the target culture(s).	SE: p. 16 (act. 19, 20), pp. 18-19 (Le jeu de l'oie), p. 44 (act. 7a), p. 72 (act. 10), p. 73 (C'est vous les reporters!), p. 83 (act. 1a), p. 129 (act. 5a), p. 131 (act. 6a), p. 147 (act. 1a, 1b), p. 156 (act. 9, 10), p. 157 (C'est vous les reporters!), p. 198 (act. 10, 11), p. 199 (C'est vous les reporters!), p. 205 (act. 25), p. 231 (act. 1a, 1b), p. 256 (act. 9, 10), p. 257 (C'est vous les reporters!)
<b>STANDARD 7: Connections:</b> The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.		
Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
<b>WL.K12.IL.7.1</b>	Access information in the target language to reinforce previously acquired content area knowledge.	SE: p. 107 (Comparaison culturelle), p. 129 (act. 5b), p. 131 (act. 7b), p. 133 (C'est vous les reporters!)
<b>WL.K12.IL.7.2</b>	Access new information on historic and/or contemporary influences that underlie selected cultural practices from	SE: p. 6 (act. 6c), p. 129 (act. 4a, 4b, 4c) TE: p. 22 (act. 2a 'Boost your teaching'), p. 128 (act. 4a 'Boost your teaching')

	the target language and culture to obtain new knowledge in the content areas.	
WL.K12.NH.7.1	Use vocabulary acquired in the target language to access new knowledge from other disciplines.	SE: p. 28 (act. 10), p. 65 (Connexion: Géographie), p. 72 (act. 9, 10), p. 88 (act. 6, 7), p.112 (act. 7, 8), p. 132 (act. 8, 9), p. 156 (act. 9, 10), p. 157 (act. 11), p. 211 (Connexion: Art), p. 216 (act. 7, 8), p. 217 (C'est vous les reporters!), p. 256 (act. 9, 10)
WL.K12.NH.7.2	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.	SE: p. 17 (act. 22), p. 68 (act. 5a, 5b), p. 129 (act. 4b), p. 145 (act. 1a), p. 154 (act. 8a), p. 186 (act. 1a, 1b), p. 187 (act. 3), p. 199 (C'est vous les reporters!), p. 214 (act. 5a, 5b), p. 226 (Projet final), p. 252 (act. 5a), p. 253 (act. 5b), p. 254 (act. 7a, 7b, 7c)

**STANDARD 8: Comparisons:**

The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
WL.K12.IL.8.1	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.	SE: p. 8 (act. 8b), p. 23 (2d, Comparaison culturelle), p. 25 (act. 4c, 4d, 4e), p. 26 (act. 6d), p. 27 (act. 7c), p. 65 (Culture), p. 67 (act. 3b), p. 149 (act. 2c), p. 169 (act. 1c), p. 173 (act. 6a), p. 175 (C'est vous les reporters!), p. 199 (act. 12), p. 214 (act. 5c), p. 233 (Culture), p. 237 (act. 4e), p. 255 (act. 8d)
WL.K12.IL.8.2	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.	SE: p. 67 (act. 3b), p. 186 (act. 1c), p. 90 (Magnifying glass box), p. 114 (Magnifying glass box)TE: p. 231 (act. 1 'Differentiated instruction'), p. 50 (act 'Boost your teaching'), p. 113 (act. 7 'Differentiated instruction')

<p><b>WL.K12.IL.8.3</b></p>	<p>Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.</p>	<p>SE: p. 0 (act. 1b), p. 29 (C'est vous les reporters!), p. 46 (act. 12), p. 65 (Connexion: Géographie), p. 73 (act. 11), p. 110 (Comparaison culturelle), p. 113 (C'est vous les reporters!), p. 125 (Comparaison culturelle), p. 129 (act. 5b), p. 131 (act. 7b), p. 191 (Comparaison culturelle), p. 239 (C'est vous les reporters!), p. 249 (Comparaison culturelle)</p>
<p><b>WL.K12.NH.8.1</b></p>	<p>Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.</p>	<p>SE: p. 23 (act. 2c), p. 28 (act. 9), p. 41 (act. 2d), p. 56 (act. 28), p. 71 (act. 7d), p. 87 (act. 4c), p. 151 (act. 5c), p. 172 (act. 4b)</p>
<p><b>WL.K12.NH.8.2</b></p>	<p>Compare basic sound patterns and grammatical structures between the target language and own language.</p>	<p>SE: p. 67 (act. 3b)  TE: p. 50 (act. 'Boost your teaching'), p. 87 (act. 4c), p. 251 (act. 2a 'Differentiated instruction')</p>
<p><b>WL.K12.NH.8.3</b></p>	<p>Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)</p>	<p>SE: p. 15 (act. 16), p. 39 (Comparaison culturelle), p. 41 (act. 2f, 3b), p. 107 (act. 2c, Comparaison culturelle), p. 192 (act. 3c), p. 199 (act. 12), p. 236 (Culture)</p>

**STANDARD 9: Communities:**

The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
<p><b>WL.K12.IL.9.1</b></p>	<p>Use the target language to participate in different activities for personal enjoyment and enrichment.</p>	<p>SE: pp. 18-19 (Le jeu de l'oie), p. 25 (act. 5), p. 36 (act. 19), p. 41 (act. 2c), p. 43 (act. 5), p. 45 (act. 9), p. 53 (act. 26), p. 56 (act. 27), p. 57 (Mini-projet 2), p. 80 (act. 19), p. 85 (act. 3), p. 95 (act. 23), p. 98 (act. 24), p. 132 (act. 8), p. 193 (act. 4), p. 247 (Mini-projet 1)</p>

<b>WL.K12.IL.9.2</b>	Communicate with people locally and/or around the world, through e-mail, video, online communities and/or face-to face encounters.	SE: p. 7 (act. 7c), p. 13 (act. 14a, 14c), p. 14 (act. 15c), p. 15 (act. 18), p. 37 (Mini-projet 1), p. 99 (Mini-projet 2), p. 167 (Mini-projet 1), p. 184 (Projet final), p. 187 (act. 2), p. 271 (act. 3)
<b>WL.K12.NH.9.1</b>	Use key target language vocabulary to communicate with others within and beyond the school setting.	SE: p. 7 (act. 7c), p. 13 (act. 14a, 14c), p. 14 (act. 15c), p. 15 (act. 18), p. 16 (act. 20), p. 37 (Mini-projet 1), p. 57 (Mini-projet 2), p. 123 (Mini-projet 1), p. 141 (Mini-projet 2), p. 175 (C'est vous les reporters!), p. 187 (act. 3), p. 225 (Mini-projet 2), p. 226 (Projet final), p. 229 (act. 3), p. 247 (Mini-projet 1), p. 267 (Mini-projet 2), p. 268 (Projet final)
<b>WL.K12.NH.9.2</b>	Use communication tools to establish a connection with a peer from a country where the target language is spoken.	SE: p. 7 (act. 7c), p. 81 (Mini-projet 1), p. 167 (Mini-projet 1), p. 175 (C'est vous les reporters!), p. 187 (act. 2, 3)

**MATH, ELA, and ELL benchmarks**

Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
<b>MA.K12.MTR.1.1</b>	Actively participate in effortful learning both individually and collectively.	SE: p. 17 (act. 22), p. 107 (act. 2b), p. 123 (Mini-projet 1), p. 225 (Mini-projet 2), p. 226 (Projet final)
<b>MA.K12.MTR.2.1</b>	Demonstrate understanding by representing problems in multiple ways.	SE: p. 10 (act. 11a), p. 27 (act. 7b), p. 37 (Mini-projet 1), p. 123 (Mini-projet 1), p. 141 (Mini-projet 2), p. 145 (act. 1a), p. 187 (act. 3), p. 209 (Mini-projet 2), p. 226 (Projet final), p. 250 (act. 2a), p. 251 (act. 4)
<b>MA.K12.MTR.3.1</b>	Complete tasks with mathematical fluency.	SE: p. 4 (act. 4a)  TE: p. 120 (act. 'Boost your teaching'), p. 194 (act. 7b 'Boost your teaching'), p. 214 (act. 'Warm-up')
<b>MA.K12.MTR.4.1</b>	Engage in discussions that reflect on the	SE: p. 214 (act. 5c)



	mathematical thinking of self and others.	TE: p. 68 (act. 5a/5b ‘Boost your teaching’), p. 86 (act. 4 ‘Boost your teaching’), p. 207 (act. ‘Boost your teaching’)
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts.	SE: p. 33 (act. 18), p. 141 (Mini-projet 2), p. 246 (act. 17), p. 255 (act. 7e)
MA.K12.MTR.6.1	Assess the reasonableness of solutions.	SE: p. 13 (act. 14b), p. 125 (act. 1b), p. 131 (act. 6b), p. 170 (act. 2c), p. 214 (act. 5c), p. 226 (Projet final), p. 254 (act. 7b), p. 255 (act. 8b), p. 267 (Mini-projet 2)
MA.K12.MTR.7.1	Apply mathematics to real-world contexts.	SE: p. 4 (act. 4a), p. 5 (act. 5), p. 226 (act. Projet final)  TE: p. 207 (act. ‘Boost your teaching’)
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	SE: p. 29 (act. 11), p. 61 (act. 1b), p. 88 (act. 7), p. 125 (act. 1a), p. 132 (act. 9), p. 154 (act. 8a), p. 156 (act. 9), p. 187 (act. 1d), p. 228 (act. 1c)
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	SE: p. 28 (act. 10), p. 72 (act. 9, 10), p. 88 (act. 6, 7), p. 112 (act. 7, 8), p. 129 (act. 4b, 4c), p. 131 (act. 6c, 6d), p. 132 (act. 9), p. 145 (act. 1a, 1b, 1c), p. 156 (act. 9, 10), p. 174 (act. 7, 8), p. 198 (act. 10, 11), p. 216 (act. 7, 8), p. 238 (act. 6, 7), p. 256 (act. 9, 10)
ELA.K12.EE.3.1	Make inferences to support comprehension.	SE: p. 2 (act. 2a), p. 9 (act. 10a), p. 23 (act. 2a), p. 39 (act. 1a), p. 44 (act. 7a), p. 61 (act. 1b), p. 70 (act. 7a), p. 83 (act. 1a), p. 107 (act. 2a), p. 109 (act. 4a), p. 125 (act. 1a), p. 129 (act. 4a), p. 149 (act. 2a), p. 169 (act. 1a), p. 170 (act. 2a), p. 186 (act. 1a), p. 191 (act. 2a), p. 195 (act. 7a), p. 211 (act. 1a, 1b), p. 228 (act. 1a), p. 233 (act. 2a), p. 236 (act. 4a, 4b), p. 249 (act. 1a), p. 254 (act. 7a), p. 255 (act. 8a)
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	SE: p. 13 (act. 14c), p. 43 (act. 6b), p. 53 (act. 26), p. 57 (Mini-projet 2), p. 58 (Projet final), p. 67 (act. 3c, 4c), p. 68 (act. 5b), p. 73 (act. 11), p. 81 (Mini-projet 1), p. 89 (act. 8), p. 91 (act. 13), p. 100 (Projet final), p. 131 (act. 6d), p. 142 (Projet final), p. 157 (act. 11), p. 171 (act. 3c), p. 184 (Projet Final), p. 194 (act. 6c), p. 214 (act. 5c), p. 226 (Projet final), p. 229 (act. 2), p. 247 (Mini-projet 1), p. 267 (Mini-projet 2), p. 268

		(Projet final)
<b>ELA.K12.EE.5.1</b>	Use the accepted rules governing a specific format to create quality work.	SE: p. 29 (C'est vous les reporters!), p. 37 (Mini-projet 1), p. 58 (Projet final), p. 68 (act. 5b), p. 73 (C'est vous les reporters!), p. 81 (Mini-projet 1), p. 99 (Mini-projet 2), p. 100 (Projet final), p. 103 (act. 3), p. 123 (Mini-projet 1), p. 141 (Mini-projet 2), p. 142 (Projet final), p. 145 (act. 2), p. 183 (Mini-projet 2), p. 184 (Projet Final), p. 187 (act. 3), p. 199 (C'est vous les reporters!), p. 209 (Mini-projet 1), p. 225 (Mini-projet 2), p. 226 (Projet final), p. 247 (Mini-projet 1), p. 268 (Projet final), p. 271 (act. 3)
<b>ELA.K12.EE.6.1</b>	Use appropriate voice and tone when speaking or writing.	SE: p. 3 (act. 3a, 3b, 3c, 3d), p. 29 (C'est vous les reporters!), p. 37 (Mini-projet 1), p. 47 (C'est vous les reporters!), p. 58 (Projet final), p. 67 (act. 4c), p. 73 (C'est vous les reporters!), p. 81 (Mini-projet 1), p. 89 (C'est vous les reporters!), p. 99 (Mini-projet 2), p. 100 (Projet final), p. 103 (act. 3), p. 123 (Mini-projet 1), p. 133 C'est vous les reporters!), p. 141 (Mini-projet 2), p. 142 (Projet final), p. 145 (act. 2), p. 167 (Mini-projet 1), p. 175 (C'est vous les reporters!), p. 183 (Mini-projet 2), p. 184 (Projet Final), p. 187 (act. 3), p. 209 (Mini-projet 1), p. 225 (Mini-projet 2), p. 226 (Projet final), p. 247 (Mini-projet 1), p. 257 (C'est vous les reporters!), p. 268 (Projet final), p. 271 (act. 3)
<b>ELD.K12.ELL.SI.1</b>	English language learners communicate for social and instructional purposes within the school setting.	SE: pp. 18-19 (Le jeu de l'oie), p. 25 (act. 5), p. 36 (act. 19), p. 39 (act. 1b), p. 43 (act. 5), p. 45 (act. 9), p. 46 (act. 10), p. 57 (Mini-projet 2), p. 67 (act. 3b), p. 80 (act. 19), p. 183 (Mini-projet 2), p. 247 (Mini-projet 1)