

Instructional Material Program: REPORTEROS 2

2011 Florida Next Generation World Languages Standards

COURSE TITLE(S): Spanish 2

COURSE CODE(S): 0708350

STANDARD 1: Interpretive Listening: 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 clues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.	SE: p. 167 (act. 9b), p. 298 (act. 1), p. 18 (act. 5a, 5b), p. 39 (act. 6b), p. 87 (act. 6a)
WL.K12.IL.1.2	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.	SE: p. 13 (act. 1b), pp. 18-19 (act. 5b), p. 19 (act. 6), p. 27 (act. 16), p. 39 (act. 6b), p. 56 (act. 1a-c), p. 61 (act. 1b), p. 71 (act. 12b, 12c), p. 109 (act. 1b), p. 116 (act. 9b), p. 133 (act. 2d), p. 159 (act. 1b), p. 163 (act. 6b), (act. 2b), p. 189 (act. 8c), p. 207 (act. 1b), p. 213 (act. 8b), p. 214 (act. 9b), p. 215 (act. 10b), p. 237 (act. 10b, 10c), p. 250 (act. 1a, 1b, 1c, 1d), p. 255 (act. 1b), p. 279 (act. 3a-b), p. 282 (act. 8b-c), p. 298 (act. 1a, 1b)
WL.K12.IL.1.3	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.	SE: p. 221 (act. 18), p. 19 (act. 6), p. 71 (act. 12b, 12c), p. 75 (act. 20)

WL.K12.IL.1.4	Identify key points and essential details on familiar topics presented in a variety of media.	SE: p. 75 (act. 20), p. 109 (act. 1b), p. 116 (act. 9d), p. 133 (act. 2e), p. 202 (act. 1a, 1b, 1c), p. 261 (act. 6a), p. 299 (act. 1d)
WL.K12.IL.1.5	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.	SE: p. 87 (act. 6a, 6b), p. 259 (act. 4b, 4c), p. 280 (act. 5b)
WL.K12.IL.1.6	Demonstrate understanding of multiple-step directions and instructions, in familiar settings.	SE: p. 262 (act. 8b), p. 263 (act. 9)
WL.K12.NH.1.1	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.	SE: p. 163 (act. 5), p. 262 (act. 8b), p. 182 (act. 2b), p. 237 (act. 10b, 10c)
WL.K12.NH.1.2	Demonstrate understanding of short conversations in familiar contexts.	SE: p. 23 (act. 11b), p. 42 (act. 9d), pp. 112-113 (act. 4a), p. 188 (act. 8b), p. 235 (act. 7a), p. 236 (act. 9b, 9c), p. 243 (act. 19)
WL.K12.NH.1.3	Demonstrate understanding of short, simple messages and announcements on familiar topics.	SE: p. 202 (act. 1), p. 71 (act. 12b), p. 19 (act. 6), p. 75 (act. 20a, 20b)
WL.K12.NH.1.4	Demonstrate understanding of key points on familiar topics presented through a variety of media.	SE: p. 13 (act. 1b), p. 250 (act. 1a, 1b, 1c), p. 56 (act. 1)
WL.K12.NH.1.5	Demonstrate understanding of simple stories or narratives.	SE: p. 56 (act. 1a, 1b, 1c), p. 116 (act. 9b, 9d), p. 132 (act. 2b)
WL.K12.NH.1.6	Follow directions or instructions to complete a task when expressed in short conversations.	SE: pp. 18-19 (act. 5a), p. 271 (act. 24b), p. 262 (8a, 8b)

STANDARDS 2: Interpretative Reading:

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.

Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
WL.K12.IL.2.1	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes	SE: p. 17 (act. 3c), p. 21 (act. 9a, 9b), p. 24 (act. 14), p. 39 (act. 6a), p. 70 (act. 11b), pp. 118-119 (act. 12a), p. 131 (act. 1a), p. 137 (act. 7b), p. 140 (act. 10), pp. 154-155 (act. 1a), p. 186 (act. 5a, 5c), p. 190 (act. 11), p. 214 (act. 9a, 9c), p. 218 (act. 13), pp. 228-229 (act. 11), p. 233 (act. 4a), p. 265 (act. 12b, Cultura, 13), p. 286 (act. 15)
WL.K12.IL.2.2	Interpret written literary text in which the writer tells or asks about familiar topics.	SE: pp. 90-91 (act. 11b, 11c, 11d), p. 104 (act. 1), p. 139 (act. 9b), p. 285 (act. 11a, 11b)
WL.K12.IL.2.3	Determine the meaning of a message and identify the author's purpose of authentic written texts such as advertisements and public announcements.	SE: p. 37 (act. 3a), pp. 84-85 (act. 2c), p. 135 (act. 6a, 6b), p. 164 (act. 7a), p. 166 (act. 8a), p. 278 (act. 2a)
WL.K12.IL.2.4	Demonstrate understanding of vocabulary used in context when following written directions.	SE: p. 43 (act. 10a), p. 68 (act. 9a), p. 169 (act. 10b), p. 183 (act. 3a), p. 231 (act. 2a), p. 235 (act. 8a), p. 278 (act. 2b)
WL.K12.NH.2.1	Determine the main idea from simple texts that contain familiar vocabulary used in context	SE: p. 15 (act. 2b), pp. 20-21 (act. 8a), p. 22 (act. 11a), p. 23 (act. 12), pp. 34-35 (act. 1c), p. 36 (act. 2b), p. 37 (act. 3a), p. 39 (act. 7a, 7b), p. 42 (act. 9b), p. 44 (act. 11, 12, 13), pp. 62-63 (act. 2b, 2c), p. 64-65 (act. 3a), p. 67 (act. 8a), p. 69 (act. 10a), p. 70 (act. 11a), p. 72 (act. 13), p. 83 (act. 1a, 1b), pp. 84-85 (act. 2b), p. 85 (act. 4a), p. 86 (act. 5a, 5b), pp. 88-89 (act. 8), p. 89 (act. 10a), p. 92 (act. 12, 13), p. 96 (act. 15 a), pp. 110-111 (act. 2b), pp. 112-113 (act. 3a-c), p. 119 (act. 14a), p. 120 (act. 15), p. 131 (act. 1a, 1b), p. 135 (act. 4b), p. 140 (act. 11), pp. 154-155 (act. 1b, 1c, 1d), p. 161 (act. 2b, 2c), p. 162 (act. 3a), p.

		163 (act. 6a), p. 165 (act. 7b), p. 166 (act. 8a, 8b, 8c), p. 169 (act. 11a), p. 170 (act. 12), p. 181 (act. 1a, 1b), p. 184 (act. 4a), p. 185 (act. 4b), p. 187 (act. 7a), p. 189 (act. 9a, 9b), p. 190 (act. 12, 13), p. 209 (act. 2b), p. 210 (act. 3a), p. 212 (act. 7a), p. 213 (act. 7b), p. 214 (act. 9b), p. 217 (act. 11a, 12a), p. 218 (act. 13, 14), pp. 221-223 (act. 17, 19-23), pp. 228-229 (act. 1b), p. 233 (act. 4b, 4c, 4d), p. 236 (act. 9a), p. 234 (act. 6a), p. 238 (act. 11), p. 243 (act. 21), p. 252 (act. 4), pp. 256-257 (act. 2b, 2c), p. 258 (act. 3a), p. 261 (act. 5b, 7), p. 263 (act. 11), p. 266 (act. 14), pp. 276-277 (act. 1b), p. 281 (act. 7), p. 283 (act. 10a), p. 285 (act. 12a), p. 286 (act. 13, 14)
WL.K12.NH.2.2	Identify the elements of story such as setting, theme, and characters.	SE: p. 91 (act. 11a, 11b, 11c, 11d), p. 136 (act. 7a), p. 137 (act. 7b, 8)
WL.K12.NH.2.3	Demonstrate understanding of signs and notices in public places.	SE: pp. 34-35 (act. 1a), p. 38 (act. 4a), pp. 40-41 (act. 8a), p. 46 (act. 15), p. 164 (act. 7a), p. 166 (act. 8a), p. 183 (act. 3a), pp. 228-229 (act. 1a), p. 278 (act. 2b)
WL.K12.NH.2.4	Identify key, detailed information needed to fill out forms.	SE: p. 13 (act. 1a), p. 17 (act. 3b), p. 61 (act. 1a), p. 109 (act. 1a), p. 117 (act. 10), p. 159 (act. 1a), p. 185 (act. 4d), p. 207 (act. 1a), p. 255 (act. 1a)
STANDARD 3: Interpersonal Communication: 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. 15 (act. 2a, Cultura), p. 17 (act. 3a, 3c, 4b), pp. 20-21 (act. 8b), p. 21 (act. 10), p. 23 (act. 13), p. 24 (act. 15), pp. 27-29 (act. 17-29), p. 33 (Miniproyecto 1), pp. 34-35 (act. 1a, 1b), p. 36 (act. 2a, 2c, 2d), p. 37 (act. 3b), p. 38 (act. 4b, 5), p. 39 (act. 6c), p. 41 (act. 8b-d), p. 42 (act. 9b-c), p. 43 (act. 9e), p. 44 (act. 13, 14), pp. 47-49 (act. 16, 18-21), p. 52 (act. 22), pp. 62-63 (act. 2a, 2b, 2c, Cultura), p. 64-65 (act. 3b,

		<p>3c, 3d), p. 65 (act. 4a-b), p. 66 (act. act. 5), p. 67 (act. 8b, Conexión: Matemáticas), p. 68 (act. 9c), p. 69 (act. 10b, Cultura), p. 70 (act. 11c), p. 71 (act. 12a, 12d), p. 72 (act. 14, 15, 16), p. 75 (act. 17, 18, 19, 21, 22, 24, 24), p. 80 (act. 25, 26), p. 83 (act. 1c, Cultura), p. 77 (act. 24), pp. 84-85 (act. 2a, 2c, 2d), p. 85 (act. 4b), pp.86-87 (act. 5c), p. 87 (act. 7a), p. 89 (act. 10b), pp. 90-91 (act. 11a, 11c, 11d, 11e, 11f), p. 92 (act. 12, 14), pp. 96-97 (act. 15-19), p. 100 (act. 21, 22), p. 101 (Miniproyecto 2), p. 102 (Proyecto final), pp. 110-111 (act. 2a, 2c, Cultura), p. 114 (act. 5a, 5b, 5c, 6), p. 115 (act. 7a, 8), p. 116 (act. 9a, 9c), p. 119 (act. 14b), p. 120 (act. 16, 18), p. 123-125 (act. 19-22, 24), p. 128 (act. 25), p. 131 (act. Cultura), p. 132 (act. 2a, 2b, Cultura), p. 133 (act. 2c), p. 135 (act. 4c, 4d), p. 137 (act. 7c, 7e, 8), p. 139 (act. 9a, 9c), p. 140 (act. 12, 13), pp. 143-147 (act. 14-19, 21, 22, 23), p. 150 (act. 25, 26), pp. 154-155 (act. 1d), p. 156 (act. 5), p. 161 (act. 2a, Cultura), p. 163 (act. 5), p. 165 (act. 7c, 7d, 7e, 7f), p. 166 (act. 8b), p. 167 (act. 8d, 8e, 9a), p. 170 (act. 13, 14, 15), pp. 173-175 (act. 16-22), p. 178 (act. 24, 25), p. 182 (act. 2a), p. 183 (act. 3a, 3b, Cultura), 185 (act. 4e, 4f), p. 186 (act. 5a, 5b), p. 187 (act. 6, 7b, Cultura), p. 188 (act. 8a, 8c, 8d), pp. 193-195 (act. 15-21), p. 198 (act. 22, 23), p. 207 (act. 1a), p. 208-209 (act. 2a, 2c, Cultura), p. 210 (act. 3b), p. 211 (act. 5a, 5b, 5c, 6), p. 213 (act. 7c, 8a, 8c), p. 214 (act. 9d), p. 215 (act. 9e, 10a, 10c, 10d), p. 217 (act. 11b, 11d, 12b), p. 218 (act. 15, 16), p. 226 (act. 24, 25, 26), pp. 228-229 (act. 1a, 1b, 1c, Cultura), p. 231 (act. 2, 3), p. 233 (act. 4e), p. 234 (act. 6b), p. 235 (act. 7b), p. 236 (act. 9c), p. 241-243 (act. 15-18, 20), p. 246 (act. 22, 23), pp. 256-257 (act. 2a, 2d, Cultura), p. 258 (act. 3c), p. 259 (act. 4a, 4d), p. 261 (act. 5a, 5c, 7), p. 262 (act. 8a), p. 263 (act. 8c, 8d, 11), p. 266 (act. 16), p. 268-271 (act. 17-24), p. 274 (act. 25, 26), pp. 276-277 (act. 1a, 1c, Cultura), p. 278 (act. 2c), p. 279 (act. 3c), p. 280 (act. 5a, 5c, 5e), p. 281 (act. 6a, 6b, 7), p. 282 (act. 8a), p. 283 (act. 8d, 8e, 10b), p.</p>
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		285 (act. 11c, 11d, 12b), p. 286 (act. 14, 15), pp. 289-291 (act. 16-21), p. 294 (act. 22)
WL.K12.IL.3.2	Interact with others in everyday situations.	SE: p. 67 (act. 7), p. 97 (act. 19), p. 137 (act. 8), 217 (act. 11d), p. 237 (act. 10a), p. 300 (act. 5)
WL.K12.IL.3.3	Express and react to feelings and emotions in real life situations.	SE: p. 105 (act. 3), p. 162 (act. 3b, 4), p. 163 (act. 5)
WL.K12.IL.3.4	Exchange information about familiar academic and social topics including participation in an interview.	SE: p. 53 (Miniproyecto 2), p. 61 (act. 1a), p. 67 (act. 7), p. 70 (act. 11c), p. 72 (act. 16), p. 81 (Miniproyecto 1), p. 85 (act. 3), p. 106 (act. 5), p. 120 (act. 16), p. 135 (act. 4a), p. 139 (act. 9d), p. 140 (act. 12), p. 159 (act. 1), p. 169 (act. 10a, 11b), p. 179 (act. Miniproyecto 1), p. 190 (act. 14), p. 199 (Miniproyecto 2), p. 200 (Proyecto final), p. 210 (act. 3a), p. 227 (Miniproyecto 1), p. 231 (act. 2b, 2c, 3), p. 233 (act. 5), p. 235 (act. 8b), p. 247 (Miniproyecto 2), p. 248 (Proyecto final), p. 266 (act. 15b), p. 296 (Proyecto final)
WL.K12.IL.3.5	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.	SE: p. 204 (act. 5), p. 58 (act. 5) TE: p. 184 (Boost your teaching). p.189 (Differentiated instruction), p. 217 (act. 11d)
WL.K12.IL.3.6	Recount and restate information received in a conversation in order to clarify meaning.	SE: p. 58 (act. 5: Estrategias), p. 199 (Estrategias) TE: p. 252 (act. 5)
WL.K12.IL.3.7	Exchange general information about a few topics outside personal and academic fields of interest.	SE: p. 21 (act. 8b), p. 39 (act. 6c), p. 169 (act. 11c), p. 199 (Miniproyecto 2), p. 252 (act. 5a), p. 263 (act. 9, 10), p. 265 (act. 12a), p. 283 (act. 9)
WL.K12.IL.3.8	Initiate, engage, and exchange basic information to solve a problem.	SE: p. 19 (act. 7), p. 38 (act. 5), p. 43 (act. 10b), p. 235 (act. 8b) TE: p. 186 (Boost your teaching)
WL.K12.NH.3.1	Engage in short social interactions using phrases and simple sentences.	SE: p. 23 (act. 13), p. 114 (act. 6), p. 169 (act. 10b), p. 189 (act 10), p. 213 (act. 7c)

WL.K12.NH.3.2	Exchange information about familiar tasks, topics, and activities, including personal information.	SE: pp. 34-35 (act. 1d), p. 68 (act. 9c), p. 101 (Miniproyecto 2), p. 115 (act. 7b), p. 135 (act. 5), p. 161 (act. 2d), p. 182 (act. 2c), p. 235 (act. 8b), p. 237 (act. 10d)
WL.K12.NH.3.3	Exchange information using simple language about personal preferences, needs, and feelings.	SE: p. 15 (act. 2c), p. 17 (act. 3d), p. 22 (act. 11a), p. 58 (act. 5), p. 83 (act. 1a), p. 86 (act. 5a), pp. 88-89 (act. 8), p. 87 (act. 7b), p. 102 (Proyecto final), p. 105 (act. 3) p. 114 (act. 5c), p. 115 (act. 7c), pp. 118-119 (act. 12b), p. 163 (act. 6c, 6d), p. 212 (act. 7a), p. 280 (act.5d)
WL.K12.NH.3.4	Ask and answer a variety of questions about personal information.	SE: p. 247 (Miniproyecto 2), p. 4 (act. 7c), p. 35 (act. 1d), p. 97 (act. 19), p. 123 (act. 20)
WL.K12.NH.3.5	Exchange information about meeting someone including where to go, how to get there, and what to do and why.	SE: p. 23 (act. 13), p. 58 (act. 5)
WL.K12.NH.3.6	Use basic language skills supported by body language and gestures to express agreement and disagreement.	SE: p. 71 (act. 12d), p. 23 (act. 13), p. 10 (act. 16b)
WL.K12.NH.3.7	Ask for and give simple directions to go somewhere or to complete a task.	SE: p. 263 (act. 9) TE: p. 275 (Miniproyecto 1: Collaboration)
WL.K12.NH.3.8	Describe a problem or a situation with sufficient details in order to be understood.	SE: p. 67 (act. 7), p. 163 (act. 5), p. 137 (act. 8), p. 204 (act. 5)

STANDARD 4: Presentational Speaking:

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. 43 (act. 10b), p. 53 (Miniproyecto 2), p. 58 (act. 5), p. 59 (act. 2), p. 140 (act. 12), p. 151 (Miniproyecto 2), p. 155 (act. 3), p. 157 (act. 2) p. 200 (Proyecto final), p. 203

		(act. 3), p. 215 (act. 10d), p. 251 (act. 3)
WL.K12.IL.4.2	Describe people, objects, and situations using a series of sequenced sentences.	SE: p. 25 (¡Eres reportero/a!), p. 33 (Miniproyecto 1), p. 57 (act. 3), p. 65 (act. 4c), p. 73 (¡Eres reportero/a!), p. 105 (act. 3), p. 107 (act. 2), p. 133 (act. 3), p. 137 (act. 8), p. 151 (Miniproyecto 2), p. 155 (act. 3), p. 156 (act. 5), p. 238 (act. 12, 13, 14), p. 299 (act. 3)
WL.K12.IL.4.3	Express needs, wants, and plans using a series of sentences that include essential details.	SE: p. 247 (Miniproyecto 2), p. 252 (act. 5), p. 65 (act. 3b)
WL.K12.IL.4.4	Provide a logical sequence of instructions on how to make something or complete a task.	SE: p. 275 (act. Miniproyecto 1), p. 57 (act. 3), p. 105 (act. 105) TE: p. 40 (Boost your teaching)
WL.K12.IL.4.5	Present a short skit or play using well-structured sentences.	SE: p. 106 (act. 5), p. 199 (Miniproyecto 2), p. 204 (act. 5), p. 23 (act. 13), p. 43 (act. 10b)
WL.K12.IL.4.6	Describe events in chronological order using connected sentences with relevant details.	SE: p. 136 (act. 7a), p. 137 (act. 8), p. 137 (act. 8), p. 299 (act. 3)
WL.K12.NH.4.1	Provide basic information on familiar topics using phrases and simple sentences.	SE: p. 205 (act. 2), p. 217 (act. 11c), p. 253 (act. 2), p. 301 (act. 2)
WL.K12.NH.4.2	Describe aspects of daily life using complete sentences.	SE: p. 57 (act. 3), p. 279 (act. 4), p. 300 (act. 5)
WL.K12.NH.4.3	Describe familiar experiences or events using both general and specific language.	SE: p. 280 (act. 5e), p. 295 (Miniproyecto 2), p. 299 (act. 3), p. 89 (act. 9)
WL.K12.NH.4.4	Present personal information about one's self and others.	SE: p. 129 (Miniproyecto 1), p. 133 (act. 3), p. 199 (Miniproyecto 2), p. 247 (Miniproyecto 2)
WL.K12.NH.4.5	Retell the main idea of a simple, culturally authentic story in the target language	SE: p. 285 (act. 11b, 12a), p. 234 (act. 6a), p. 91 (act. 11b)

	with prompting and support.	
WL.K12.NH.4.6	Use verbal and non-verbal communication when making announcements or introductions.	SE: p. 151 (act. Miniproyecto 2), p. 199 (Miniproyecto 2), p. 247 (Miniproyecto 2), p. 175 (Miniproyecto 1), p. 195 (Miniproyecto 2)
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.	SE: p. 17 (act. 4a), p. 39 (act. 6d), p. 45 (¡Eres reportero/a!), p. 53 (Miniproyecto 2), p. 57 (act. 2), p. 58 (act. 4), p. 59 (act. 2), pp. 64-65 (act. 3d), p. 67 (act. 6), p. 69 (act. 10c), p. 141 (¡Eres reportero/a!), p. 145 (act. 20), p. 156 (act. 4), p. 167 (act. 9a), p. 179 (Miniproyecto 1), p. 191 (¡Eres reportero/a!), p. 203 (act. 2), p. 210 (act. 4), p. 219 (¡Eres reportero/a!), p. 233 (act. 4e), p. 235 (act. 8a), p. 237 (act. 10d), p. 243 (act. 21), p. 251 (act. 2), p. 252 (act. 4), p. 261 (act. 6 b), p. 267 (¡Eres reportero/a!)
WL.K12.IL.5.2	Describe a familiar event or situation using a variety of sentences and with supporting details.	SE: p. 101 (act. Miniproyecto 2), p. 129 (Miniproyecto 1), p. 137 (act. 7d, 8), p. 156 (act. 4), p. 175 (act. 23), p. 287 (¡Eres reportero/a!), p. 295 (Miniproyecto 2), p. 300 (act. 4)
WL.K12.IL.5.3	Express and support opinions on familiar topics using a series of sentences.	SE: p. 179 (Miniproyecto 1), p. 204 (act. 4), p. 227 (Miniproyecto 1), p. 250 (act. 1d)
WL.K12.IL.5.4	Compare and contrast information, concepts, and ideas.	SE: p. 21 (act. 8c), p. 59 (act. 1), p. 107 (act. 1), pp. 112-113 (act. 4a), p. 115 (act. 7d), p. 124 (act. 23), p. 116 (act. 9d, 9e), p. 117 (act. 10, 11), p. 119 (act. 13), p. 129 (act. Miniproyecto 1), p. 157 (act. 1), p. 171 (¡Eres reportero/a!), p. 205 (act. 1), p. 253 (act. 1), p. 287 (¡Eres reportero/a!), p. 301 (act. 1)
WL.K12.IL.5.5	Develop questions to obtain and clarify information.	SE: p. 81 (Miniproyecto 1), p. 182 (act. 2c), p. 199 (Miniproyecto 2)

		TE: p. 245 (Boost your teaching)
WL.K12.IL.5.6	Conduct research and write a detailed plan (e.g., a trip to a country where the target language is spoken).	SE: p. 275 (Miniproyecto 1), p. 299 (act. 2), p. 267 (act. ¡Eres reportero/a!) TE: p. 110 (Boost your teaching)
WL.K12.IL.5.7	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.	SE: p. 247 (Miniproyecto 2), p. 295 (act. Miniproyecto 2), p. 248 (act. Proyecto final), p. 200 (act. Proyecto final)
WL.K12.NH.5.1	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.	SE: p. 25 (act. ¡Eres reportero/a!), p. 47 (act. 17), p. 54 (Proyecto final), p. 57 (act. 2), p. 59 (act. 2), pp. 64-65 (act. 3d), p. 67 (act. 6), p. 68 (act. 9b), p. 73 (act. ¡Eres reportero/a!), p. 85 (act. 3), p. 93 (act. ¡Eres reportero/a!), p. 97 (act. 20), p. 102 (act. Proyecto final), p. 105 (act. 2), p. 106 (act. 4), p. 103 (act. 4b), p. 114 (act. 6), p. 115 (act. 7d), p. 119 (act. 13), p. 121 (¡Eres reportero/a!), p. 129 (Miniproyecto 1), p. 151 (Miniproyecto 2), p. 163 (act. 6d), p. 169 (act. 10d, 11c), p. 171 (¡Eres reportero/a!), p. 188 (act. 8d), p. 200 (Proyecto final), p. 211 (act. 5d, 6), 217 (act. 11c), p. 233 (act. 5), p. 239 (¡Eres reportero/a!), p. 248 (Proyecto final), p. 252 (act. 4), p. 253 (act. 1), p. 263 (act. 10), p. 266 (act. 15a), p. 275 (Miniproyecto 1), p. 283 (act. 9), p. 287 (¡Eres reportero/a!), p. 299 (act. 2)
WL.K12.NH.5.2	Write simple statements to describe aspects of daily life.	SE: p. 37 (act. 37), p. 43 (act. 10b), p. 165 (act. 7f), p. 217 (act. 11d), p. 247 (Miniproyecto 2), p. 268 (act. 19), p. 271 (act. 21b)
WL.K12.NH.5.3	Write a description of a familiar experience or event.	SE: p. 89 (act. 9), p. 101 (Miniproyecto 2), p. 137 (act. 7d, 8), p. 143 (act. 16), p. 152 (act. Proyecto final), p. 155 (act. 2), p. 279 (act. 3d), p. 296 (Proyecto final)
WL.K12.NH.5.4	Write short personal notes using a variety of media.	SE: p. 58 (act. 4), p. 106 (act. 4), p. 156 (act. 4), p. 175 (act. 22)
WL.K12.NH.5.5	Request information in writing to obtain something needed.	SE: p. 43 (act. 10B) TE: p. 24 (act.14, Extension)

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. 25 (¡Eres reportero/a!), p. 73 (¡Eres reportero/a!), p. 45 (act. ¡Eres reportero/a!), p. 102 (act. Proyecto final)
WL.K12.NH.5.7	Pre-write by generating ideas from multiple sources based upon teacher directed topics.	SE: p. 33 (act. Miniproyecto 1), p. 53 (act. Miniproyecto 2), p. 54 (Proyecto final), p. 101 (act. Miniproyecto 2), p. 296 (Proyecto 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. 39 (act. 6c, 6d), p. 41 (act. 8a), p. 44 (act. 11, 12, 13, 14), p. 92 (act. 13, 14), pp. 110-111 (act. 2b, 2c), p. 120 (act. 15, 16), p. 121 (¡Eres reportero/a!), p. 156 (act. 4), p. 170 (act. 12, 13), p. 171 (¡Eres reportero/a!), p. 209 (Cultura), p. 259 (act. 4a, 4b), p. 278 (act. 2a, 2b), p. 280 (act. 5b, 5c, 5d), p. 282 (act. 8a, 8b, 8c), p. 283 (act. 8e), p. 286 (act. 13, 14), p. 287 (¡Eres reportero/a!)
WL.K12.IL.6.2	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.	SE: p. 17 (act. 4b), p. 36 (act. 2a-c), p. 37 (act. 3a-c), p. 38 (act. 4a), p. 42 (act. 9a, 9b), p. 57 (act. 3), p. 181 (act. 1a), p. 279 (act. 3a, 3b, 3d, 4), p. 295 (Miniproyecto 2), p. 296 (Proyecto final)
WL.K12.IL.6.3	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.	SE: pp. 90-91 (act. 11a-d), p. 120 (act. 15), p. 135 (act. 4a, 4b, 4d, 6a, 6b), p. 140 (act. 10-12), p. 141 (¡Eres reportero/a!), p. 283 (act. 10b)

<p>WL.K12.IL.6.4</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. 13 (act. 1a, 1b), pp. 18-19 (act. 5a, 5b), p. 21 (act. 9a, 9b), p. 22 (act. 11a), p. 24 (act. 14, 15), p. 39 (act. 7a, 7b), p. 56 (act. 1a, 1b), p. 61 (act. 1a, 1b), p. 81 (act. Miniproyecto 1), p. 83 (act. 1a-b), pp. 84-85 (act. 2a, 2b), p. 85 (act. 4a), p. 86 (act. 5a), pp. 88-89 (act. 8), p. 89 (act. 10a), pp. 90-91 (act. 11a, 11b, 11c, 11d), p. 104 (act. 1), p. 105 (act. 2, 3), p. 106 (act. 4), p. 107 (act. 1), p. 109 (act. 1a, 1b), p. 121 (¡Eres reportero/a!), p. 131 (act. 1b), p. 135 (act. 4a, 4b, 4d, 6a, 6b), p. 140 (act. 10, 11, 12), p. 141 (¡Eres reportero/a!), p. 159 (act. 1a, 1b), p. 170 (act. 14), p. 190 (act. 12, 13), p. 207 (act. 1a, 1b), p. 215 (act. 10a, 10b), p. 217 (act. 12a), p. 218 (act. 13, 14, 15), p. 255 (act. 1a, 1b), pp. 256-257 (act. 2b), p. 259 (act. 4c, 4d), p. 261 (act. 7), p. 262 (act. 8b), p. 263 (act. 9, 11), p. 265 (act. 12c, Cultura, 13), pp. 276-277 (act. 1b, 1c), p. 281 (Cultura), p. 282 (act. 8a, 8b, 8c), p. 285 (act. 12a), p. 298 (act. 1a, 1b, 1c), p. 299 (act. 1d, 2)</p>
<p>WL.K12.NH.6.1</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: pp. 34-35 (act. 1a, 1b, 1c, 1d), p. 54 (Proyecto final), p. 59 (act. 1, 2), p. 68 (act. 9a, 9c), p. 81 (act. Miniproyecto 1), p. 85 (act. 4b), p. 87 (act. 7a), p. 101 (act. Miniproyecto 2), pp. 102-103 (Proyecto final), p. 120 (act. 18), p. 129 (Miniproyecto 1), p. 238 (act. 12, 13), p. 253 (act. 1, 2), p. 266 (act. 14), p. 267 (¡Eres reportero/a!), p. 278 (act. 2a, 2b), p. 280 (act. 5e), p. 286 (act. 13), p. 301 (act. 1, 2)</p>
<p>WL.K12.NH.6.2</p>	<p>Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.</p>	<p>SE: p. 154 (act. 1), p. 161 (act. 2b, 2c), p. 164 (act. 7a)</p>
<p>WL.K12.NH.6.3</p>	<p>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,</p>	<p>SE: pp. 34-35 (act. 1a), p. 135 (act. 4a, 4b, 4d, 6a, 6b), p. 259 (act. 4a-d), pp. 276-277 (act. 1b, 1c), p. 285 (act. 12a), p. 286 (act. 13, 14)</p>

	recreation, famous international figures, movies, etc.)	
WL.K12.NH.6.4	Identify cultural artifacts, symbols, and images of the target culture(s).	SE: p. 15 (act. 2a), p. 120 (act.17), p. 1a (act. 1), p. 18 (act. 5a), p. 135 (act. 4a), p. 257 (act. 2a)
STANDARD 7: Connections: 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.
WL.K12.IL.7.1	Access information in the target language to reinforce previously acquired content area knowledge.	SE: p. 13 (act. 1a, 1b), pp. 20-21 (act. 8b), p. 24 (act. 15), p. 67 (act. 7.2, 8a, Cultura), p. 81 (act. Miniproyecto 1), p. 115 (act. 7a, 7b, 7c), p. 139 (act. 9a, 9b, 9d), p. 140 (act.13), p. 141 (act. ¡Eres reportero/a!), p. 159 (1a, 1b), p. 169 (act. 10b, 10c, 10d), p. 183 (3a, 3b, Conexión: Deportes), p. 184 (act. 4a), p. 191 ¡Eres reportero/a!), p. 199 (Miniproyecto 2), p. 200 (Proyecto final), p. 203 (act. 2), p. 207 (act. 1a, 1b), p. 213 (act. 7b, 7c), p. 227 (Miniproyecto 1), p. 234 (act. 6a, 6b), p. 239 (¡Eres reportero/a!), p. 248 (Proyecto final), p. 250 (act. 1a, 1c, 1d), p. 255 (act. 1a, 1b), p. 262 (act. 8b), p. 296 (Proyecto final), p. 298 (act. 1a, 1b, 1c)
WL.K12.IL.7.2	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.	SE: p. 17 (act. 4b), pp. 18-19 (act. 5a), p. 39 (act. 7a, 7b), p. 61 (act. 1a, 1b), 72 (act. 13, 14), pp. 112-113 (act. 3a, 3c), p. 114 (act. 5a, 5b, 5c, 6), p. 120 (act. 15, 17), p. 135 (act. 4a, 4b, 4d, 6a, 6b), p. 140 (act. 10, 11, 12), p. 154 (act. 1), p. 187 (7a, 7b), p. 190 (11, 12, 13, 14), p. 238 (act. 11), p. 265 (act. 12b, 12c), p. 266 (act. 14, 15a, 15b, 16), p. 283 (Conexión: Literatura, act. 10a, 10b), p. 285 (act. 11a, 11b, 11d, 12a, 12b)
WL.K12.NH.7.1	Use vocabulary acquired in the target language to access new knowledge from other disciplines.	SE: p. 21 (act. 10), p. 65 (act. 4c), p. 67 (Conexión: Geografía), p. 70 (act. 11a, 11b), p. 73 ¡Eres reportero/a!), pp. 90-91 (act. 11b, 11c, 11d), p. 104 (act. 1), p. 121 (¡Eres reportero/a!, act. 1), p. 135 (Conexión), p. 205 (act. 2), p. 215 (act. 10a, 10b, 10c, 10d),

		p. 218 (act. 13, 14, 15, 16), p. 219 (¡Eres reportero/a!), p. 233 (act. 4a, 4b, 4c, 4d, 4e), p. 24 (Proyecto final), p. 258 (act. 3a), p. 266 (act. 14, 16)
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. 20 (act. 8a), p. 22 (act. 11a), pp. 34-35 (act. 1a), p. 65 (act. 3a), p. 182 (act. 2c), p. 185 (act. 4c), p. 214 (act. 9a, 9b, 9c), p. 247 (Miniproyecto 2), p. 266 (act. 16)
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. 17 (act. 4b), p. 129 (Miniproyecto 1), p. 131 (Cultura), p. 171 (¡Eres reportero/a!), p. 279 (act. 3c), p. 280 (act. 5e), p. 301 (act. 1, 2)
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. 161 (Cultura), p. 15 (act. 1a, 1b), p. 144 (Magnifying glass), p. 188 (act. 8c)
WL.K12.IL.8.3	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.	SE: p. 63 (Conexión: Geografía), pp. 64-65 (act. 3d), p. 67 (Conexión: Geografía), p. 72 (act. 15), p. 83 (Cultura), p. 85 (act. 4b), p. 89 (act. 10b), p. 119 (act. 14b), p. 132 (Cultura), p. 169 (act. 11b), p. 183 (act. Conexión: Deportes), p. 187 (Cultura), p. 191 (¡Eres reportero/a!), p. 208 (act. 2c, Cultura), pp. 256-257 (act. 2d, Cultura), p. 266 (act. 16), p. 283 (act. 10b)

WL.K12.NH.8.1	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.	SE: pp. 20-21 (act. 8c), p. 24 (act.15), pp. 34-35 (act. 1b), p. 37 (act. 3b), p. 41 (act. 8a), p. 44 (act. 14), p. 45 (act. ¡Eres reportero/a!), p. 68 (act. 9c), p. 111 (act. Cultura), pp. 112-113 (act. 3c), p. 120 (act. 16, 18), p. 215 (act. 10c), p. 229 (act. Cultura), p. 238 (act. 12, 13), p. 239 (¡Eres reportero/a!), p. 253 (act. 1, 2), p. 287 (¡Eres reportero/a!)
WL.K12.NH.8.2	Compare basic sound patterns and grammatical structures between the target language and own language.	SE: p. 36 (act. 2d), p. 188 (act. 8c), p. 76 (Magnifying glass), p. 278 (act. 2c)
WL.K12.NH.8.3	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)	SE: p. 15 (Cultura), p. 17 (act. 4a, 4b), p. 20 (act. 8a), p. 24 (act.15), p. 25 (act. ¡Eres reportero/a!), p. 59 (act. 1, 2), p. 69 (act. Cultura), p. 85 (act. Cultura, 4b), p. 107 (act. 1, 2), pp. 110-111 (2c, Cultura), p. 132 (Cultura), p. 140 (act. 13), p. 157 (act. 1, 2), p. 171 (act. ¡Eres reportero/a!), p. 181 (act. Cultura), p. 205 (act. 1, 2), p. 217 (act. 12b), pp. 256-257 (act. 2d, Cultura), p. 258 (act. 3b), p. 261 (act. 7), p. 263 (act. 11), p. 265 (act. 12c, 12e), p. 277 (Cultura), p. 279 (act. 3c), p. 280 (act. 5e), p. 283 (act. 8d), p. 286 (act. 13, 14), p. 301 (act. 1, 2)
<p>STANDARD 9: Communities:</p> <p>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.</p>		
Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
WL.K12.IL.9.1	Use the target language to participate in different activities for personal enjoyment and enrichment.	SE: p. 25 (act. ¡Eres reportero/a!), p. 45 (¡Eres reportero/a!), p. 81 (Miniproyecto 1), p. 101 (act. Miniproyecto), p. 215 (act. 10d), p. 219 ¡Eres reportero/a!), p. 275 (Miniproyecto 1), p. 155 (act. 2, 3), p. 156 (act. 5), p. 247 (Miniproyecto 2), p. 299 (act. 2, 3), p. 300 (act. 5)
WL.K12.IL.9.2	Communicate with people locally and/or around the world, through e-mail,	SE: p. 33 (act. Miniproyecto), p. 54 (Proyecto final), pp. 102-103 (Proyecto final), p. 129 (Miniproyecto 1), p. 151 (Miniproyecto 2), p.

	video, online communities and/or face-to face encounters.	251 (act. 3a, 3b), p. 275 (Miniproyecto 1)
WL.K12.NH.9.1	Use key target language vocabulary to communicate with others within and beyond the school setting.	SE: p. 37 (act. 3c), p. 38 (act. 5), p. 53 (act. Miniproyecto 2), p. 73 (act. ¡Eres reportero/a/a!), p. 93 ¡Eres reportero/a/a!), p. 101 (Miniproyecto 2), p. 152 (Proyecto final 5), p. 167 (act. 9a, 9b), p. 169 (act. 10d, 11c), p. 179 (Miniproyecto 1), p. 227 (Miniproyecto 1), p. 248 (Proyecto final), p. 267 ¡Eres reportero/a/a!), p. 252 (act. 5a, 5b), p. 287 ¡Eres reportero/a/a!), p. 295 (Miniproyecto 2), p. 296 (Proyecto final)
WL.K12.NH.9.2	Use communication tools to establish a connection with a peer from a country where the target language is spoken.	SE: p. 105 (act. 3), p. 106 (act. 4, 5), p. 252 (act. 4), p. 300 (act. 4)

MATH, ELA, and ELL benchmarks

Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
MA.K12.MTR.1.1	Actively participate in effortful learning both individually and collectively.	SE: p. 182 (act. 2c) TE: p. 34 (Boost your teaching, 1D)
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways.	SE: p. 182 (act. 2c), p. 21 (act. 8b) TE: p. 89 (Differentiated instruction, 8), p. 67 (act. Cultura box)
MA.K12.MTR.3.1	Complete tasks with mathematical fluency.	SE: pp. 20-21 (act. 8b, 8c), p. 182 (act. 2c, 5), p. 67 (Cultura box)
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others.	SE: p. 21 (act. 8b), p. 182 (act. 2c) TE: p. 89 (Differentiated instruction, 8)
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts.	SE: p. 182 (act. 2c) TE: p. 34 (Boost your teaching, 1D), p. 264 (Boost your teaching, 13)
MA.K12.MTR.6.1	Assess the reasonableness of	SE: p. 274 (act. 14A), p. 126 (act. 8), p. 127

	solutions.	(act. 10), p. 164 (act. 1), p. 140 (Miniproyecto), p. 189 (Miniproyecto)
MA.K12.MTR.7.1	Apply mathematics to real-world contexts.	SE: pp. 20-21 (act. 8b, 8c), p. 67 (Conexión: Matemáticas, p. 182 (act. 2c) TE: p. 34 (Boost your teaching, 1D)
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	SE: p. 71 (act. 12c), p. 170 (act. 12), p. 210 (act. 3a, 4), p. 217 (act. 11), p. 234 (act. 6a), p. 265 (act. 12b), p. 278 (act. 2a)
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	SE: p. 72 (act. 13, 14), p. 92 (act. 12, 13, 14), p. 140 (act. 10, 11), p. 218 (act. 13, 14), p. 120 (act. 15), p. 286 (act. 13, 14), p. 266 (act. 14)
ELA.K12.EE.3.1	Make inferences to support comprehension.	SE: p. 92 (act. 12), p. 136 (act. 7a), p. 282 (act. 8a), p. 11 (act. 17a), p. 17 (act. 3a), p. 214, (act. 9a)
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	SE: p. 53 (act. Miniproyecto 2), p. 54 (act. Proyecto final), p. 101 (Miniproyecto 2), p. 102 (Proyecto final), p. 106 (act. 5), p. 200 (Proyecto final), p. 248 (Proyecto final)
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	SE: p. 33 (act. Miniproyecto 1), p. 54 (act. Proyecto final), p. 102 (Proyecto final), p. 199 (Miniproyecto 2), p. 200 (Proyecto final), p. 248 (Proyecto final), p. 267 ¡Eres reportero/a!), p. 275 (Miniproyecto 1), p. 295 (Miniproyecto 2), p. 296 (Proyecto final)
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	SE: p. 33 (act. Miniproyecto 1), p. 101 (Miniproyecto 2), p. 151 (Miniproyecto 2), p. 199 (Miniproyecto 2), p. 200 (Proyecto final), p. 251 (act. 2, 3), p. 275 (Miniproyecto 1)
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	SE: p. 36 (act. 2d), p. 161 (act. Cultura), p.188 (act. 8c), p. 278 (act. 2c)