

Form IM7 Standards Alignment		Note: MTR, EE, and ELL standards can be found on the CPALMS course description uploaded in the shared file. These standards will be addressed on the Florida_Evidence MTRs EEs ELDs 25-26 form.	
<b>Reporteros 2: Spanish 2 (#0708350)</b>			
<a href="#">Spanish 2_CPALMS</a>			
Benchmark Code	Benchmark	Lessons where standard/benchmark is directly addressed in major tools. Include student edition and teacher edition information with the page number and any other identifiers to help reviewers locate examples.	URL for Student Textbook and Teacher Edition (Up to 10 examples)
		Example: Student Edition Level 1, page ( ) Activity Name Teacher Edition Level 1, page ( ) Activity Name	PLEASE INSERT LINK URL - Student Textbook URL - Teacher Edition
<a href="#">WL.K12.IL.1.1</a>	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.	1 Student Edition Level 2, pages 18-19 (act. 5a, 5b)	<a href="#">Student Edition Level 2, pages 18-19 (act. 5a, 5b)</a>
		2 Student Edition Level 2, page 27 (act. 16)	<a href="#">Student Edition Level 2, page 27 (act. 16)</a>
		3 Student Edition Level 2, page 42 (act. 9d)	<a href="#">Student Edition Level 2, page 42 (act. 9d)</a>
		4 Student Edition Level 2, page 75 (act. 20)	<a href="#">Student Edition Level 2, page 75 (act. 20)</a>
		5 Student Edition Level 2, page 87 (act. 6a, 6b)	<a href="#">Student Edition Level 2, page 87 (act. 6a, 6b)</a>
		6 Student Edition Level 2, page 113 (act. 4)	<a href="#">Student Edition Level 2, page 113 (act. 4)</a>
		7 Student Edition Level 2, page 137 (act. 7b, 7d)	<a href="#">Student Edition Level 2, page 137 (act. 7b, 7d)</a>
		8 Student Edition Level 2, page 13 (act. 1b)	<a href="#">Student Edition Level 2, page 13 (act. 1b)</a>
		9 Student Edition Level 2, page 19 (act. 6)	<a href="#">Student Edition Level 2, page 19 (act. 6)</a>
		10 Student Edition Level 2, pages 22-23 (act. 11b)	<a href="#">Student Edition Level 2, pages 22-23 (act. 11b)</a>
<a href="#">WL.K12.IL.1.2</a>	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.	1 Student Edition Level 2, page 11 (act. 17b)	<a href="#">Student Edition Level 2, page 11 (act. 17b)</a>
		2 Student Edition Level 2, pages 22-23 (act. 11b)	<a href="#">Student Edition Level 2, pages 22-23 (act. 11b)</a>
		3 Student Edition Level 2, page 39 (act. 6b)	<a href="#">Student Edition Level 2, page 39 (act. 6b)</a>
		4 Student Edition Level 2, page 56 (act. 1)	<a href="#">Student Edition Level 2, page 56 (act. 1)</a>
		5 Student Edition Level 2, page 87 (act. 6)	<a href="#">Student Edition Level 2, page 87 (act. 6)</a>
		6 Student Edition Level 2, page 116 (act. 9b, 9d)	<a href="#">Student Edition Level 2, page 116 (act. 9b, 9d)</a>
		7 Student Edition Level 2, page 133 (act. 3d, 3e)	<a href="#">Student Edition Level 2, page 133 (act. 3d, 3e)</a>
		8 Student Edition Level 2, page 13 (act. 1b)	<a href="#">Student Edition Level 2, page 13 (act. 1b)</a>
		9 Student Edition Level 2, page 61 (act. 1b)	<a href="#">Student Edition Level 2, page 61 (act. 1b)</a>
		10 Student Edition Level 2, page 109 (act. 1b)	<a href="#">Student Edition Level 2, page 109 (act. 1b)</a>
<a href="#">WL.K12.IL.1.3</a>	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.	1 Student Edition Level 2, Student Edition Level 2, page 19 (act. 6)	<a href="#">Student Edition Level 2, Student Edition Level 2, page 19 (act. 6)</a>
		2 Student Edition Level 2, Student Edition Level 2, page 71 (act. 12b, 12c)	<a href="#">Student Edition Level 2, Student Edition Level 2, page 71 (act. 12b, 12c)</a>
		3 Student Edition Level 2, Student Edition Level 2, page 7 (act. 11b)	<a href="#">Student Edition Level 2, Student Edition Level 2, page 7 (act. 11b)</a>
		4 Student Edition Level 2, Student Edition Level 2, page 75 (act. 20)	<a href="#">Student Edition Level 2, Student Edition Level 2, page 75 (act. 20)</a>
		5 Student Edition Level 2, page 19 (act. 6)	<a href="#">Student Edition Level 2, page 19 (act. 6)</a>
		6 Student Edition Level 2, page 75 (act. 20)	<a href="#">Student Edition Level 2, page 75 (act. 20)</a>
		7 Student Edition Level 2, Student Edition Level 2, page 116 (act. 9b, 9d)	<a href="#">Student Edition Level 2, Student Edition Level 2, page 116 (act. 9b, 9d)</a>
		8 Student Edition Level 2, page 27 (act. 16)	<a href="#">Student Edition Level 2, page 27 (act. 16)</a>
		9 Teacher's Edition Level 2, page 35 (act. 1D, Lifelong learning)	<a href="#">Teacher's Edition Level 2, page 35 (act. 1D, Lifelong learning)</a>
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<a href="#">WL.K12.IL.1.4</a>	Identify key points and essential details on familiar topics presented through a variety of media.	1 Student Edition Level 2, page 115 (act. 7b, 7c)	<a href="#">Student Edition Level 2, page 115 (act. 7b, 7c)</a>
		2 Student Edition Level 2, page 18 (act. 5)	<a href="#">Student Edition Level 2, page 18 (act. 5)</a>
		3 Student Edition Level 2, page 56 (act. 1)	<a href="#">Student Edition Level 2, page 56 (act. 1)</a>
		4 Teacher's Edition Level 2, page 15 (act. 2b Heritage learners)	<a href="#">Teacher's Edition Level 2, page 15 (act. 2b Heritage learners)</a>
		5 Teacher's Edition Level 2, page 41 (act. Extension)	<a href="#">Teacher's Edition Level 2, page 41 (act. Extension)</a>
		6 Teacher's Edition Level 2, page 89 (act. 10b Extension)	<a href="#">Teacher's Edition Level 2, page 89 (act. 10b Extension)</a>
		7 Teacher's Edition Level 2, page 131 (act. Cultura: Lifelong learning)	<a href="#">Teacher's Edition Level 2, page 131 (act. Cultura: Lifelong learning)</a>
		8 Teacher's Edition Level 2, page 21 (act. Comunidades, Extension)	<a href="#">Teacher's Edition Level 2, page 21 (act. Comunidades, Extension)</a>
		9 Teacher's Edition Level 2, page 39 (act. 7, Lifelong learning)	<a href="#">Teacher's Edition Level 2, page 39 (act. 7, Lifelong learning)</a>
		10 Teacher's Edition Level 2, page 92 (act. 13, Extension)	<a href="#">Teacher's Edition Level 2, page 92 (act. 13, Extension)</a>
<a href="#">WL.K12.IL.1.5</a>	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.	1 Student Edition Level 2, page 139 (act. 9b, 9d)	<a href="#">Student Edition Level 2, page 139 (act. 9b, 9d)</a>
		2 Student Edition Level 2, pages 136-137 (act. 7b, 7d)	<a href="#">Student Edition Level 2, pages 136-137 (act. 7b, 7d)</a>
		3 Student Edition Level 2, page 132 (act. 2d, 2d)	<a href="#">Student Edition Level 2, page 132 (act. 2d, 2d)</a>
		4 Student Edition Level 2, page 182 (act. 2b)	<a href="#">Student Edition Level 2, page 182 (act. 2b)</a>
		5 Student Edition Level 2, page 116 (act. 9b, 9d)	<a href="#">Student Edition Level 2, page 116 (act. 9b, 9d)</a>
		6 Student Edition Level 2, page 113 (act. 4a)	<a href="#">Student Edition Level 2, page 113 (act. 4a)</a>
		7 Teacher's Edition Level 2, page 151 (Teacher presentation)	<a href="#">Teacher's Edition Level 2, page 151 (Teacher presentation)</a>
		8 Student Edition Level 2, page 215 (act. 10b)	<a href="#">Student Edition Level 2, page 215 (act. 10b)</a>
		9 Student Edition Level 2, page 259 (act. 4b, 4c)	<a href="#">Student Edition Level 2, page 259 (act. 4b, 4c)</a>
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<a href="#">WL.K12.IL.1.6</a>	Demonstrate understanding of multiple-step directions and instructions in familiar settings.	1 Teacher's Edition Level 2, page 18 (Boost your teaching, act. 6)	<a href="#">Teacher's Edition Level 2, page 18 (Boost your teaching, act. 6)</a>
		2 Teacher's Edition Level 2, page 164 (Boost your teaching, act. 7f Cultural Boost)	<a href="#">Teacher's Edition Level 2, page 164 (Boost your teaching, act. 7f Cultural Boost)</a>

		3 Teacher's Edition Level 2, page 184 (Boost your teaching, act. 4 Gamification)	<a href="#">Teacher's Edition Level 2, page 184 (Boost your teaching, act. 4 Gamification)</a>
		4 Teacher's Edition Level 2, page 19 (Differentiated instruction, act. 5 Challenge)	<a href="#">Teacher's Edition Level 2, page 19 (Differentiated instruction, act. 5 Challenge)</a>
		5 Teacher's Edition Level 2, page 19 (Differentiated instruction, act. 5 Heritage learners)	<a href="#">Teacher's Edition Level 2, page 19 (Differentiated instruction, act. 5 Heritage learners)</a>
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<a href="#">WL.K12.II.2.1</a>	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.	1 Student Edition Level 2, page 70 (act. 11a, 11b)	<a href="#">Student Edition Level 2, page 70 (act. 11a, 11b)</a>
		2 Student Edition Level 2, page 16 (act. 3a, 3b)	<a href="#">Student Edition Level 2, page 16 (act. 3a, 3b)</a>
		3 Student Edition Level 2, page 22 (act. 11a)	<a href="#">Student Edition Level 2, page 22 (act. 11a)</a>
		4 Student Edition Level 2, page 8 (act. 13a, 13b)	<a href="#">Student Edition Level 2, page 8 (act. 13a, 13b)</a>
		5 Student Edition Level 2, page 36 (act. 2b)	<a href="#">Student Edition Level 2, page 36 (act. 2b)</a>
		6 Student Edition Level 2, page 44 (act. 11)	<a href="#">Student Edition Level 2, page 44 (act. 11)</a>
		7 Student Edition Level 2, page 64 (act. 3a)	<a href="#">Student Edition Level 2, page 64 (act. 3a)</a>
		8 Student Edition Level 2, page 69 (act. 10)	<a href="#">Student Edition Level 2, page 69 (act. 10)</a>
		9 Student Edition Level 2, page 84 (act. 2a, 2b, 2c)	<a href="#">Student Edition Level 2, page 84 (act. 2a, 2b, 2c)</a>
		10 Student Edition Level 2, page 92 (act. 12, 13)	<a href="#">Student Edition Level 2, page 92 (act. 12, 13)</a>
<a href="#">WL.K12.II.2.2</a>	Interpret written literary text in which the writer tells or asks about familiar topics.	1 Student Edition Level 2, page 3 (act. 4)	<a href="#">Student Edition Level 2, page 3 (act. 4)</a>
		2 Student Edition Level 2, page 6 (act. 10)	<a href="#">Student Edition Level 2, page 6 (act. 10)</a>
		3 Student Edition Level 2, page 8 (act. 13a, 13b)	<a href="#">Student Edition Level 2, page 8 (act. 13a, 13b)</a>
		4 Student Edition Level 2, page 58 (act. 4)	<a href="#">Student Edition Level 2, page 58 (act. 4)</a>
		5 Student Edition Level 2, pages 88-89 (act. 8)	<a href="#">Student Edition Level 2, pages 88-89 (act. 8)</a>
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		7 Student Edition Level 2, pages 90-91 (act. 11b, 11c, 11d)	<a href="#">Student Edition Level 2, pages 90-91 (act. 11b, 11c, 11d)</a>
		8 Student Edition Level 2, page 96 (act. 15a)	<a href="#">Student Edition Level 2, page 96 (act. 15a)</a>
		9 Student Edition Level 2, page 104 (act. 1)	<a href="#">Student Edition Level 2, page 104 (act. 1)</a>
		10 Student Edition Level 2, page 106 (act. 4)	<a href="#">Student Edition Level 2, page 106 (act. 4)</a>
<a href="#">WL.K12.II.2.3</a>	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.	1 Student Edition Level 2, page 21 (act. 9)	<a href="#">Student Edition Level 2, page 21 (act. 9)</a>
		2 Student Edition Level 2, page 35 (act. 1a)	<a href="#">Student Edition Level 2, page 35 (act. 1a)</a>
		3 Student Edition Level 2, page 37 (act. 3a, 3b)	<a href="#">Student Edition Level 2, page 37 (act. 3a, 3b)</a>
		4 Student Edition Level 2, pages 40-41 (act. 8a)	<a href="#">Student Edition Level 2, pages 40-41 (act. 8a)</a>
		5 Student Edition Level 2, page 42 (act. 9a, 9b)	<a href="#">Student Edition Level 2, page 42 (act. 9a, 9b)</a>
		6 Student Edition Level 2, pages 62-63 (act. 2a, 2b)	<a href="#">Student Edition Level 2, pages 62-63 (act. 2a, 2b)</a>
		7 Student Edition Level 2, page 38 (act. 4a)	<a href="#">Student Edition Level 2, page 38 (act. 4a)</a>
		8 Student Edition Level 2, page 82 (act. 1a)	<a href="#">Student Edition Level 2, page 82 (act. 1a)</a>
		9 Student Edition Level 2, pages 14-15 (act. 2a)	<a href="#">Student Edition Level 2, pages 14-15 (act. 2a)</a>
		10 Student Edition Level 2, page 20 (act. 8a)	<a href="#">Student Edition Level 2, page 20 (act. 8a)</a>
<a href="#">WL.K12.II.2.4</a>	Demonstrate understanding of vocabulary used in context when following written directions.	1 Teacher's Edition Level 2, page 19 (Differentiated instruction, act. 6)	<a href="#">Teacher's Edition Level 2, page 19 (Differentiated instruction, act. 6)</a>
		2 Student Edition Level 2, page 36 (act. 2b, 2c)	<a href="#">Student Edition Level 2, page 36 (act. 2b, 2c)</a>
		3 Student Edition Level 2, page 37 (act. 3c)	<a href="#">Student Edition Level 2, page 37 (act. 3c)</a>
		4 Student Edition Level 2, page 43 (act. 10a)	<a href="#">Student Edition Level 2, page 43 (act. 10a)</a>
		5 Student Edition Level 2, page 38 (act. 4a)	<a href="#">Student Edition Level 2, page 38 (act. 4a)</a>
		6 Student Edition Level 2, page 39 (act. 6a, 6b)	<a href="#">Student Edition Level 2, page 39 (act. 6a, 6b)</a>
		7 Student Edition Level 2, page 41 (act. 8b)	<a href="#">Student Edition Level 2, page 41 (act. 8b)</a>
		8 Student Edition Level 2, page 46 (act. 15)	<a href="#">Student Edition Level 2, page 46 (act. 15)</a>
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<a href="#">WL.K12.II.3.1</a>	Initiate and engage in a conversation on familiar topics.	1 Student Edition Level 2, page 2 (act. 2b)	<a href="#">Student Edition Level 2, page 2 (act. 2b)</a>
		2 Student Edition Level 2, page 4 (act. 7b)	<a href="#">Student Edition Level 2, page 4 (act. 7b)</a>
		3 Student Edition Level 2, page 5 (act. 8)	<a href="#">Student Edition Level 2, page 5 (act. 8)</a>
		4 Student Edition Level 2, page 23 (act. 13)	<a href="#">Student Edition Level 2, page 23 (act. 13)</a>
		5 Student Edition Level 2, page 41 (act. 8d)	<a href="#">Student Edition Level 2, page 41 (act. 8d)</a>
		6 Student Edition Level 2, page 42 (act. 9c)	<a href="#">Student Edition Level 2, page 42 (act. 9c)</a>
		7 Student Edition Level 2, page 68 (act. 9c)	<a href="#">Student Edition Level 2, page 68 (act. 9c)</a>
		8 Student Edition Level 2, page 91 (act. 11f)	<a href="#">Student Edition Level 2, page 91 (act. 11f)</a>
		9 Student Edition Level 2, page 115 (act. 8)	<a href="#">Student Edition Level 2, page 115 (act. 8)</a>
		10 Student Edition Level 2, page 156 (act. 5)	<a href="#">Student Edition Level 2, page 156 (act. 5)</a>
<a href="#">WL.K12.II.3.2</a>	Interact with others in everyday situations.	1 Student Edition Level 2, page 7 (act. 12)	<a href="#">Student Edition Level 2, page 7 (act. 12)</a>
		2 Student Edition Level 2, page 10 (act. 16b)	<a href="#">Student Edition Level 2, page 10 (act. 16b)</a>
		3 Student Edition Level 2, page 43 (act. 10)	<a href="#">Student Edition Level 2, page 43 (act. 10)</a>
		4 Student Edition Level 2, page 58 (act. 4)	<a href="#">Student Edition Level 2, page 58 (act. 4)</a>
		5 Student Edition Level 2, page 58 (act. 5)	<a href="#">Student Edition Level 2, page 58 (act. 5)</a>
		6 Student Edition Level 2, page 106 (act. 4)	<a href="#">Student Edition Level 2, page 106 (act. 4)</a>
		7 Student Edition Level 2, page 137 (act. 8)	<a href="#">Student Edition Level 2, page 137 (act. 8)</a>
		8 Student Edition Level 2, page 156 (act. 4)	<a href="#">Student Edition Level 2, page 156 (act. 4)</a>
		9 Student Edition Level 2, page 156 (act. 5)	<a href="#">Student Edition Level 2, page 156 (act. 5)</a>
		10 Student Edition Level 2, page 67 (act. 7)	<a href="#">Student Edition Level 2, page 67 (act. 7)</a>
<a href="#">WL.K12.II.3.3</a>	Express and react to feelings and emotions in real life situations.	1 Student Edition Level 2, page 17 (act. 3d)	<a href="#">Student Edition Level 2, page 17 (act. 3d)</a>
		2 Student Edition Level 2, page 71 (act. 12d)	<a href="#">Student Edition Level 2, page 71 (act. 12d)</a>

		3 Student Edition Level 2, page 87 (act. 7b)	<a href="#">Student Edition Level 2, page 87 (act. 7b)</a>
		4 Student Edition Level 2, page 91 (11f)	<a href="#">Student Edition Level 2, page 91 (11f)</a>
		5 Student Edition Level 2, page 137 (act. 8)	<a href="#">Student Edition Level 2, page 137 (act. 8)</a>
		6 Student Edition Level 2, page 162 (act. 4)	<a href="#">Student Edition Level 2, page 162 (act. 4)</a>
		7 Student Edition Level 2, page 163 (act. 5)	<a href="#">Student Edition Level 2, page 163 (act. 5)</a>
		8 Teacher's Edition Level 2, page 115 (act. 7b Diverse Perspectives)	<a href="#">Teacher's Edition Level 2, page 115 (act. 7b Diverse Perspectives)</a>
		9 Teacher's Edition Level 2, page 163 (act. 3 Heritage speakers)	<a href="#">Teacher's Edition Level 2, page 163 (act. 3 Heritage speakers)</a>
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<a href="#">WL.K12.IL.3.4</a>	Exchange information about familiar academic and social topics including participation in an interview.	1 Student Edition Level 2, page 21 (act. 8b)	<a href="#">Student Edition Level 2, page 21 (act. 8b)</a>
		2 Student Edition Level 2, page 91 (act. 11f)	<a href="#">Student Edition Level 2, page 91 (act. 11f)</a>
		3 Student Edition Level 2, page 67 (act. 7)	<a href="#">Student Edition Level 2, page 67 (act. 7)</a>
		4 Student Edition Level 2, page 72 (act. 16)	<a href="#">Student Edition Level 2, page 72 (act. 16)</a>
		5 Student Edition Level 2, page 106 (act. 5)	<a href="#">Student Edition Level 2, page 106 (act. 5)</a>
		6 Student Edition Level 2, page 120 (act. 16)	<a href="#">Student Edition Level 2, page 120 (act. 16)</a>
		7 Student Edition Level 2, page 199 (act. Miniproyecto 2)	<a href="#">Student Edition Level 2, page 199 (act. Miniproyecto 2)</a>
		8 Teacher's Edition Level 2, page 235 (Differentiated instruction, act. 8)	<a href="#">Teacher's Edition Level 2, page 235 (Differentiated instruction, act. 8)</a>
		9 Teacher's Edition Level 2, page 177 (Boost your teaching, Interpersonal learners)	<a href="#">Teacher's Edition Level 2, page 177 (Boost your teaching, Interpersonal learners)</a>
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<a href="#">WL.K12.IL.3.5</a>	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.	1 Student Edition Level 2, page 11 (act. 8)	<a href="#">Student Edition Level 2, page 11 (act. 8)</a>
		2 Student Edition Level 2, page 10 (act. 16b)	<a href="#">Student Edition Level 2, page 10 (act. 16b)</a>
		3 Student Edition Level 2, page 23 (act. 13)	<a href="#">Student Edition Level 2, page 23 (act. 13)</a>
		4 Student Edition Level 2, page 58 (act. 5)	<a href="#">Student Edition Level 2, page 58 (act. 5)</a>
		5 Student Edition Level 2, page 7 (act. 12)	<a href="#">Student Edition Level 2, page 7 (act. 12)</a>
		6 Student Edition Level 2, page 23 (act. 13)	<a href="#">Student Edition Level 2, page 23 (act. 13)</a>
		7 Student Edition Level 2, page 43 (act. 10b)	<a href="#">Student Edition Level 2, page 43 (act. 10b)</a>
		8 Student Edition Level 2, page 87 (act. 7)	<a href="#">Student Edition Level 2, page 87 (act. 7)</a>
		9 Teacher's Edition Level 2, page 23 (Differentiated instruction, act. 13)	<a href="#">Teacher's Edition Level 2, page 23 (Differentiated instruction, act. 13)</a>
		10 Teacher's Edition Level 2, page 31 (act. Interpersonal and artistic learners)	<a href="#">Teacher's Edition Level 2, page 31 (act. Interpersonal and artistic learners)</a>
<a href="#">WL.K12.IL.3.6</a>	Recount and restate information received in a conversation in order to clarify meaning.	1 Student Edition Level 2, page 58 (act. 5: Estrategias)	<a href="#">Student Edition Level 2, page 58 (act. 5: Estrategias)</a>
		2 Student Edition Level 2, page 137 (act. 7b)	<a href="#">Student Edition Level 2, page 137 (act. 7b)</a>
		3 Teacher's Edition Level 2, page 71 (Differentiated instruction, act. 12b)	<a href="#">Teacher's Edition Level 2, page 71 (Differentiated instruction, act. 12b)</a>
		4 Teacher's Edition Level 2, page 136 (Boost your teaching, act. 8)	<a href="#">Teacher's Edition Level 2, page 136 (Boost your teaching, act. 8)</a>
		5 Teacher's Edition Level 2, page 137 (Differentiated instruction, act. 7d)	<a href="#">Teacher's Edition Level 2, page 137 (Differentiated instruction, act. 7d)</a>
		6 Student Edition Level 2, page 199 (Miniproyecto 2, Estrategias)	<a href="#">Student Edition Level 2, page 199 (act. Miniproyecto 2, Estrategias)</a>
		7 Teacher's Edition Level 2, page 217 (act. 11d)	<a href="#">Teacher's Edition Level 2, page 217 (Cultura: act. 12b Cultural comparison)</a>
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<a href="#">WL.K12.IL.3.7</a>	Exchange general information about a few topics outside personal and academic fields of interest.	1 Student Edition Level 2, page 21 (act. 8b)	<a href="#">Student Edition Level 2, page 21 (act. 8b)</a>
		2 Student Edition Level 2, page 68 (act. 9c)	<a href="#">Student Edition Level 2, page 68 (act. 9c)</a>
		3 Student Edition Level 2, page 24 (act. 15)	<a href="#">Student Edition Level 2, page 24 (act. 15)</a>
		4 Student Edition Level 2, page 72 (act. 16)	<a href="#">Student Edition Level 2, page 72 (act. 16)</a>
		5 Student Edition Level 2, page 81 (act. Miniproyecto 1)	<a href="#">Student Edition Level 2, page 81 (act. Miniproyecto 1)</a>
		6 Student Edition Level 2, page 83 (act. 1c)	<a href="#">Student Edition Level 2, page 83 (act. 1c)</a>
		7 Student Edition Level 2, page 61 (act. 1a)	<a href="#">Student Edition Level 2, page 61 (act. 1a)</a>
		8 Student Edition Level 2, page 259 (act. 4d)	<a href="#">Student Edition Level 2, page 259 (act. 4d)</a>
		9 Student Edition Level 2, page 277 (act. 1c)	<a href="#">Student Edition Level 2, page 277 (act. 1c)</a>
		10 Student Edition Level 2, page 279 (act. 3c)	<a href="#">Student Edition Level 2, page 279 (act. 3c)</a>
<a href="#">WL.K12.IL.3.8</a>	Initiate, engage, and exchange basic information to solve a problem.	1 Student Edition Level 2, page 19 (act. 7)	<a href="#">Student Edition Level 2, page 19 (act. 7)</a>
		2 Student Edition Level 2, page 27 (act. 19)	<a href="#">Student Edition Level 2, page 27 (act. 19)</a>
		3 Student Edition Level 2, page 38 (act. 5)	<a href="#">Student Edition Level 2, page 38 (act. 5)</a>
		4 Student Edition Level 2, page 43 (act. 10)	<a href="#">Student Edition Level 2, page 43 (act. 10)</a>
		5 Student Edition Level 2, page 67 (act. 7)	<a href="#">Student Edition Level 2, page 67 (act. 7)</a>
		6 Student Edition Level 2, page 114 (act. 6)	<a href="#">Student Edition Level 2, page 114 (act. 6)</a>
		7 Student Edition Level 2, page 135 (act. 5)	<a href="#">Student Edition Level 2, page 135 (act. 5)</a>
		8 Student Edition Level 2, page 189 (act. 10)	<a href="#">Student Edition Level 2, page 189 (act. 10)</a>
		9 Student Edition Level 2, page 11 (act. 18)	<a href="#">Student Edition Level 2, page 11 (act. 18)</a>
		10 Student Edition Level 2, page 23 (act. 13)	<a href="#">Student Edition Level 2, page 23 (act. 13)</a>
<a href="#">WL.K12.IL.4.1</a>	Present information on familiar topics using a series of sentences with sufficient details.	1 Student Edition Level 2, page 59 (act. 2)	<a href="#">Student Edition Level 2, page 59 (act. 2)</a>
		2 Student Edition Level 2, page 151 (act. Miniproyecto 2)	<a href="#">Student Edition Level 2, page 151 (act. Miniproyecto 2)</a>
		3 Student Edition Level 2, page 155 (act. 3)	<a href="#">Student Edition Level 2, page 155 (act. 3)</a>
		4 Student Edition Level 2, page 157 (act. 2)	<a href="#">Student Edition Level 2, page 157 (act. 2)</a>
		5 Student Edition Level 2, page 33 (act. Miniproyecto 1)	<a href="#">Student Edition Level 2, page 33 (Miniproyecto 1)</a>
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<a href="#">WL_K12.IL.4.2</a>	Describe people, objects, and situations using a series of sequenced sentences.	1 Student Edition Level 2, page 36 (act. 2a)	<a href="#">Student Edition Level 2, page 36 (act. 2a)</a>
		2 Student Edition Level 2, page 65 (act. 4c)	<a href="#">Student Edition Level 2, page 65 (act. 4c)</a>
		3 Student Edition Level 2, pages 72-73 (act. ¡Eres reportero/a!)	<a href="#">Student Edition Level 2, pages 72-73 (act. ¡Eres reportero/a!)</a>
		4 Student Edition Level 2, page 105 (act. 3)	<a href="#">Student Edition Level 2, page 105 (act. 3)</a>
		5 Student Edition Level 2, page 107 (act. 2)	<a href="#">Student Edition Level 2, page 107 (act. 2)</a>
		6 Student Edition Level 2, page 133 (act. 3)	<a href="#">Student Edition Level 2, page 133 (act. 3)</a>
		7 Student Edition Level 2, page 151 (act. Miniproyecto 2)	<a href="#">Student Edition Level 2, page 151 (act. Miniproyecto 2)</a>
		8 Student Edition Level 2, page 238 (act. 14)	<a href="#">Student Edition Level 2, page 238 (act. 14)</a>
		9 Student Edition Level 2, page 155 (act. 3)	<a href="#">Student Edition Level 2, page 155 (act. 3)</a>
		10 Student Edition Level 2, page 27 (act. 19)	<a href="#">Student Edition Level 2, page 27 (act. 19)</a>
<a href="#">WL_K12.IL.4.3</a>	Express needs, wants, and plans using a series of sentences that include essential details.	1 Student Edition Level 2, page 89 (act. 8)	<a href="#">Student Edition Level 2, page 89 (act. 8)</a>
		2 Student Edition Level 2, page 35 (act. 1c)	<a href="#">Student Edition Level 2, page 35 (act. 1c)</a>
		3 Student Edition Level 2, page 65 (act. 3b)	<a href="#">Student Edition Level 2, page 65 (act. 3b)</a>
		4 Student Edition Level 2, page 236 (act. 9a)	<a href="#">Student Edition Level 2, page 236 (act. 9a)</a>
		5 Student Edition Level 2, page 247 (act. Miniproyecto 2)	<a href="#">Student Edition Level 2, page 247 (act. Miniproyecto 2)</a>
		6 Student Edition Level 2, page 72 (act. 14)	<a href="#">Student Edition Level 2, page 72 (act. 14)</a>
		7 Student Edition Level 2, page 140 (act. 13)	<a href="#">Student Edition Level 2, page 140 (act. 13)</a>
		8 Student Edition Level 2, page 209 (act. 2c)	<a href="#">Student Edition Level 2, page 209 (act. 2c)</a>
		9 Student Edition Level 2, page 217 (act. 12b)	<a href="#">Student Edition Level 2, page 217 (act. 12b)</a>
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<a href="#">WL_K12.IL.4.4</a>	Provide a logical sequence of instructions on how to make something or complete a task.	1 Student Edition Level 2, page 275 (act. Miniproyecto 1)	<a href="#">Student Edition Level 2, page 275 (act. Miniproyecto 1)</a>
		2 Student Edition Level 2, page 33 (Miniproyecto 1)	<a href="#">Student Edition Level 2, page 33 (Miniproyecto 1)</a>
		3 Student Edition Level 2, page 57 (act. 3)	<a href="#">Student Edition Level 2, page 57 (act. 3)</a>
		4 Student Edition Level 2, page 105 (act. 2)	<a href="#">Student Edition Level 2, page 105 (act. 2)</a>
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<a href="#">WL_K12.IL.4.5</a>	Present a short skit or play using well-structured sentences.	1 Student Edition Level 2, page 23 (act. 13)	<a href="#">Student Edition Level 2, page 23 (act. 13)</a>
		2 Student Edition Level 2, page 43 (act. 10b)	<a href="#">Student Edition Level 2, page 43 (act. 10b)</a>
		3 Student Edition Level 2, page 106 (act. 5b)	<a href="#">Student Edition Level 2, page 106 (act. 5b)</a>
		4 Student Edition Level 2, page 199 (act. Miniproyecto 2)	<a href="#">Student Edition Level 2, page 199 (act. Miniproyecto 2)</a>
		5 Student Edition Level 2, page 204 (act. 5)	<a href="#">Student Edition Level 2, page 204 (act. 5)</a>
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<a href="#">WL_K12.IL.4.6</a>	Describe events in chronological order using connected sentences with relevant details.	1 Student Edition Level 2, page 87 (act. 6b)	<a href="#">Student Edition Level 2, page 87 (act. 6b)</a>
		2 Student Edition Level 2, page 136 (act. 7a)	<a href="#">Student Edition Level 2, page 136 (act. 7a)</a>
		3 Student Edition Level 2, page 137 (act. 8)	<a href="#">Student Edition Level 2, page 137 (act. 8)</a>
		4 Student Edition Level 2, page 155 (act. 3)	<a href="#">Student Edition Level 2, page 155 (act. 1d)</a>
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<a href="#">WL_K12.IL.5.1</a>	Write on familiar topics and experiences using main ideas and supporting details.	1 Student Edition Level 2, page 37 (act. 3c)	<a href="#">Student Edition Level 2, page 37 (act. 3c)</a>
		2 Student Edition Level 2, page 85 (act. 3)	<a href="#">Student Edition Level 2, page 85 (act. 3)</a>
		3 Student Edition Level 2, page 299 (act. 2)	<a href="#">Student Edition Level 2, page 299 (act. 2)</a>
		4 Student Edition Level 2, pages 54-55 (act. Proyecto final)	<a href="#">Student Edition Level 2, pages 54-55 (act. Proyecto final)</a>
		5 Student Edition Level 2, page 210 (act. 4)	<a href="#">Student Edition Level 2, page 210 (act. 4)</a>
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<a href="#">WL_K12.IL.5.2</a>	Describe a familiar event or situation using a variety of sentences and with supporting details	1 Student Edition Level 2, page 17 (act. 4a)	<a href="#">Student Edition Level 2, page 17 (act. 4a)</a>
		2 Student Edition Level 2, pages 24-25 (act. ¡Eres Reportero/a!)	<a href="#">Student Edition Level 2, pages 24-25 (act. ¡Eres Reportero/a!)</a>
		3 Student Edition Level 2, page 57 (act. 2)	<a href="#">Student Edition Level 2, page 57 (act. 2)</a>
		4 Student Edition Level 2, page 67 (act. 6)	<a href="#">Student Edition Level 2, page 67 (act. 6)</a>
		5 Student Edition Level 2, page 69 (act. 10c)	<a href="#">Student Edition Level 2, page 69 (act. 10c)</a>
		6 Student Edition Level 2, page 105 (act. 2)	<a href="#">Student Edition Level 2, page 105 (act. 2)</a>
		7 Student Edition Level 2, page 97 (act. 20)	<a href="#">Student Edition Level 2, page 97 (act. 20)</a>
		8 Student Edition Level 2, page 89 (act. 9)	<a href="#">Student Edition Level 2, page 89 (act. 9)</a>
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<a href="#">WL_K12.IL.5.3</a>	Express and support opinions on familiar topics using a series of sentences.	1 Student Edition Level 2, page 39 (act. 6d)	<a href="#">Student Edition Level 2, page 39 (act. 6d)</a>

		2 Student Edition Level 2, page 155 (act. 1d)	<a href="#">Student Edition Level 2, page 155 (act. 1d)</a>
		3 Teacher's Edition Level 2, page 205 (act. 1, Estrategias)	<a href="#">Teacher's Edition Level 2, page 205 (act. 1, Estrategias)</a>
		4 Teacher's Edition Level 2, page 301 (act. 1, Estrategias)	<a href="#">Teacher's Edition Level 2, page 301 (act. 1, Estrategias)</a>
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<a href="#">WL_K12.IL.5.4</a>	Compare and contrast information, concepts, and ideas.	1 Student Edition Level 2, page 21 (act. 8c)	<a href="#">Student Edition Level 2, page 21 (act. 8c)</a>
		2 Student Edition Level 2, page 59 (act. 1)	<a href="#">Student Edition Level 2, page 59 (act. 1)</a>
		3 Student Edition Level 2, page 107 (act. 1)	<a href="#">Student Edition Level 2, page 107 (act. 1)</a>
		4 Student Edition Level 2, page 116 (act. 9e)	<a href="#">Student Edition Level 2, page 116 (act. 9e)</a>
		5 Student Edition Level 2, page 157 (act. 1)	<a href="#">Student Edition Level 2, page 157 (act. 1)</a>
		6 Student Edition Level 2, page 205 (act. 1)	<a href="#">Student Edition Level 2, page 205 (act. 1)</a>
		7 Student Edition Level 2, page 253 (act. 1)	<a href="#">Student Edition Level 2, page 253 (act. 1)</a>
		8 Student Edition Level 2, page 301 (act. 1)	<a href="#">Student Edition Level 2, page 301 (act. 1)</a>
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<a href="#">WL_K12.IL.5.5</a>	Develop questions to obtain and clarify information.	1 Student Edition Level 2, page 182 (act. 2c)	<a href="#">Student Edition Level 2, page 182 (act. 2c)</a>
		2 Student Edition Level 2, page 199 (act. Miniproyecto 2)	<a href="#">Student Edition Level 2, page 199 (act. Miniproyecto 2)</a>
		3 Teacher's Edition Level 2, page 245 (act. Verbal learners)	<a href="#">Teacher's Edition Level 2, page 245 (act. Verbal learners)</a>
		4 Teacher's Edition Level 2, page 204 (act. 4)	<a href="#">Teacher's Edition Level 2, page 204 (act. 4)</a>
		5 Student Edition Level 2, page 156 (act. 4)	<a href="#">Student Edition Level 2, page 156 (act. 4)</a>
		6 Teacher's Edition Level 2, page 106 (act. 4)	<a href="#">Teacher's Edition Level 2, page 106 (act. 4)</a>
		7 Student Edition Level 2, page 106 (act. 5)	<a href="#">Teacher's Edition Level 2, page 106 (act. 5)</a>
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<a href="#">WL_K12.IL.5.6</a>	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).	1 Student Edition Level 2, page 101 (act. Miniproyecto 2)	<a href="#">Student Edition Level 2, page 101 (act. Miniproyecto 2)</a>
		2 Student Edition Level 2, pages 102-103 (act. Proyecto final)	<a href="#">Student Edition Level 2, pages 102-103 (act. Proyecto final)</a>
		3 Teacher's Edition Level 2, page 88 (act. 10 Information literacy)	<a href="#">Teacher's Edition Level 2, page 88 (act. 10 Information literacy)</a>
		4 Student Edition Level 2, pages 24-25 (act. ¡Eres Reportero/a!)	<a href="#">Student Edition Level 2, pages 24-25 (act. ¡Eres Reportero/a!)</a>
		5 Student Edition Level 2, pages 92-93 (act. ¡Eres Reportero/a!)	<a href="#">Student Edition Level 2, pages 92-93 (act. ¡Eres Reportero/a!)</a>
		6 Student Edition Level 2, pages 54-55 (act. Proyecto final)	<a href="#">Student Edition Level 2, pages 54-55 (act. Proyecto final)</a>
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<a href="#">WL_K12.IL.5.7</a>	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.	1 Teacher's Edition Level 2, page 33 (Miniproyecto 1)	<a href="#">Teacher's Edition Level 2, page 33 (Miniproyecto 1)</a>
		2 Teacher's Edition Level 2, page 53 (act. Miniproyecto 2)	<a href="#">Teacher's Edition Level 2, page 53 (act. Miniproyecto 2)</a>
		3 Teacher's Edition Level 2, page 54 (act. Proyecto final)	<a href="#">Teacher's Edition Level 2, page 54 (act. Proyecto final)</a>
		4 Teacher's Edition Level 2, page 101 (act. Miniproyecto 2)	<a href="#">Teacher's Edition Level 2, page 101 (act. Miniproyecto 2)</a>
		5 Teacher's Edition Level 2, pages 102-103 (act. Proyecto final)	<a href="#">Teacher's Edition Level 2, pages 102-103 (act. Proyecto final)</a>
		6 Teacher's Edition Level 2, page 151 (Miniproyecto 2)	<a href="#">Teacher's Edition Level 2, page 151 (Miniproyecto 2)</a>
		7 Student Edition Level 2, pages 152-153 (act. Proyecto final, How to write a short story)	<a href="#">Student Edition Level 2, pages 152-153 (act. Proyecto final, How to write a short story)</a>
		8 Teacher's Edition Level 2, page 129 (act. Proyecto final)	<a href="#">Teacher's Edition Level 2, page 129 (act. Proyecto final)</a>
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<a href="#">WL_K12.IL.6.1</a>	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.	1 Teacher's Edition Level 2, page 17 (act. Cultura)	<a href="#">Teacher's Edition Level 2, page 17 (act. Cultura)</a>
		2 Student Edition Level 2, page 20 (act. 8a)	<a href="#">Student Edition Level 2, page 20 (act. 8a)</a>
		3 Student Edition Level 2, page 21 (act. 8c)	<a href="#">Student Edition Level 2, page 21 (act. 8c)</a>
		4 Student Edition Level 2, pages 34-35 (act. 1b, Cultura)	<a href="#">Student Edition Level 2, pages 34-35 (act. 1b, Cultura)</a>
		5 Student Edition Level 2, pages 40-41 (act. 8a)	<a href="#">Student Edition Level 2, pages 40-41 (act. 8a)</a>
		6 Student Edition Level 2, page 68 (act. 9c)	<a href="#">Student Edition Level 2, page 68 (act. 9c)</a>
		7 Student Edition Level 2, page 89 (act. 10b)	<a href="#">Student Edition Level 2, page 89 (act. 10b)</a>
		8 Student Edition Level 2, page 111 (act. Cultura)	<a href="#">Student Edition Level 2, page 111 (act. Cultura)</a>
		9 Student Edition Level 2, page 120 (act. 18)	<a href="#">Student Edition Level 2, page 120 (act. 18)</a>
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<a href="#">WL_K12.IL.6.2</a>	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.	1 Student Edition Level 2, page 59 (act. 1, 2)	<a href="#">Student Edition Level 2, page 59 (act. 1, 2)</a>
		2 Student Edition Level 2, page 157 (act. 1, 2)	<a href="#">Student Edition Level 2, page 157 (act. 1, 2)</a>
		3 Student Edition Level 2, page 22 (act. 11a)	<a href="#">Student Edition Level 2, page 22 (act. 11a)</a>
		4 Student Edition Level 2, page 37 (act. 3b, Cultura)	<a href="#">Student Edition Level 2, page 37 (act. 3b, Cultura)</a>
		5 Student Edition Level 2, page 42 (act. 9, Cultura)	<a href="#">Student Edition Level 2, page 42 (act. 9, Cultura)</a>
		6 Student Edition Level 2, page 63 (act. 2c, Cultura)	<a href="#">Student Edition Level 2, page 63 (act. 2c, Cultura)</a>
		7 Student Edition Level 2, page 107 (act. 1, 2)	<a href="#">Student Edition Level 2, page 107 (act. 1, 2)</a>
		8 Student Edition Level 2, pages 112-113 (act. 3c)	<a href="#">Student Edition Level 2, pages 112-113 (act. 3c)</a>
		9 Teacher's Edition Level 2, page 35 (act. 1 Heritage learners)	<a href="#">Teacher's Edition Level 2, page 35 (act. 1 Heritage learners)</a>

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<a href="#">WL.K12.IL.6.3</a>	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.	1 Student Edition Level 2, page 15 (act. Cultura)	<a href="#">Student Edition Level 2, page 15 (act. Cultura)</a>
		2 Student Edition Level 2, pages 134-135 (act. 4)	<a href="#">Student Edition Level 2, pages 134-135 (act. 4)</a>
		3 Student Edition Level 2, page 135 (act. 6)	<a href="#">Student Edition Level 2, page 135 (act. 6)</a>
		4 Student Edition Level 2, page 140 (act. 11)	<a href="#">Student Edition Level 2, page 140 (act. 11)</a>
		5 Student Edition Level 2, pages 140-141 (act. ¡Eres Reportero/a!)	<a href="#">Student Edition Level 2, pages 140-141 (act. ¡Eres Reportero/a!)</a>
		6 Student Edition Level 2, page 145 (act. 17)	<a href="#">Student Edition Level 2, page 145 (act. 17)</a>
		7 Student Edition Level 2, page 121 (act. ¡Eres reportero/a!)	<a href="#">Student Edition Level 2, page 121 (act. ¡Eres reportero/a!)</a>
		8 Teacher's Edition Level 2, page 135 (Differentiated instruction)	<a href="#">Teacher's Edition Level 2, page 135 (Differentiated instruction)</a>
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<a href="#">WL.K12.IL.6.4</a>	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).	1 Student Edition Level 2, page 13 (act. 1)	<a href="#">Student Edition Level 2, page 13 (act. 1)</a>
		2 Student Edition Level 2, page 39 (act. Cultura)	<a href="#">Student Edition Level 2, page 39 (act. Cultura)</a>
		3 Student Edition Level 2, page 61 (act. 1)	<a href="#">Student Edition Level 2, page 61 (act. 1)</a>
		4 Student Edition Level 2, pages 64-65 (act. 3)	<a href="#">Student Edition Level 2, pages 64-65 (act. 3)</a>
		5 Student Edition Level 2, page 81 (ac. Miniproyecto 1)	<a href="#">Student Edition Level 2, page 81 (ac. Miniproyecto 1)</a>
		6 Student Edition Level 2, page 83 (act. Cultura)	<a href="#">Student Edition Level 2, page 83 (act. Cultura)</a>
		7 Student Edition Level 2, pages 84-85 (act. 2)	<a href="#">Student Edition Level 2, pages 84-85 (act. 2)</a>
		8 Student Edition Level 2, page 85 (act. 4)	<a href="#">Student Edition Level 2, page 85 (act. 4)</a>
		9 Student Edition Level 2, page 109 (act. 1)	<a href="#">Student Edition Level 2, page 109 (act. 1)</a>
		10 Student Edition Level 2, page 119 (act. 14)	<a href="#">Student Edition Level 2, page 119 (act. 14)</a>
<a href="#">WL.K12.IL.7.1</a>	Access information in the target language to reinforce previously acquired content area knowledge.	1 Student Edition Level2, page 44 (act. 13)	<a href="#">Student Edition Level2, page 44 (act. 13)</a>
		2 Student Edition Level2, page 63 (act. Conexión: Geografía)	<a href="#">Student Edition Level2, page 63 (act. Conexión: Geografía)</a>
		3 Student Edition Level2, pages 64-65 (act. 3)	<a href="#">Student Edition Level2, pages 64-65 (act. 3)</a>
		4 Student Edition Level2, page 67 (act. Cultura)	<a href="#">Student Edition Level2, page 67 (act. Cultura)</a>
		5 Student Edition Level2, page 67 (act. 8)	<a href="#">Student Edition Level2, page 67 (act. 8)</a>
		6 Student Edition Level2, page 72 (act. 13)	<a href="#">Student Edition Level2, page 72 (act. 13)</a>
		7 Student Edition Level2, page 120 (act. 15)	<a href="#">Student Edition Level2, page 120 (act. 15)</a>
		8 Student Edition Level2, page 187 (act. 7a)	<a href="#">Student Edition Level2, page 187 (act. 7a)</a>
		9 Student Edition Level2, page 183 (act. Conexión: Deportes)	<a href="#">Student Edition Level2, page 183 (act. Conexión: Deportes)</a>
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<a href="#">WL.K12.IL.7.2</a>	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.	1 Student Edition Level 2, pages 134-135 (act. 4)	<a href="#">Student Edition Level 2, pages 134-135 (act. 4)</a>
		2 Student Edition Level 2, pages 24-25 (act. 14)	<a href="#">Student Edition Level 2, pages 24-25 (act. 14)</a>
		3 Student Edition Level 2, pages 44-45 (act. 11)	<a href="#">Student Edition Level 2, pages 44-45 (act. 11)</a>
		4 Student Edition Level 2, pages 120-121 (act. 15)	<a href="#">Student Edition Level 2, pages 120-121 (act. 15)</a>
		5 Student Edition Level 2, pages 140-141 (act. 11)	<a href="#">Student Edition Level 2, pages 140-141 (act. 11)</a>
		6 Student Edition Level 2, pages 190-191 (act. 12, 13)	<a href="#">Student Edition Level 2, pages 190-191 (act. 12, 13)</a>
		7 Student Edition Level 2, pages 238-239 (act. 11)	<a href="#">Student Edition Level 2, pages 238-239 (act. 11)</a>
		8 Student Edition Level2, page 257 (act. Conexión: Arte)	<a href="#">Student Edition Level2, page 257 (act. Conexión: Arte)</a>
		9 Student Edition Level 2, pages 286-287 (act. 13, 14)	<a href="#">Student Edition Level 2, pages 286-287 (act. 13, 14)</a>
		10 Student Edition Level2, page 135 (act. 6)	<a href="#">Student Edition Level2, page 135 (act. 6)</a>
<a href="#">WL.K12.IL.8.1</a>	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.	1 Student Edition Level 2, page 8 (act. 13b)	<a href="#">Student Edition Level 2, page 8 (act. 13b)</a>
		2 Student Edition Level 2, page 15 (act. Comparación cultural)	<a href="#">Student Edition Level 2, page 15 (act. Comparación cultural)</a>
		3 Student Edition Level 2, page 21 (act. 8c)	<a href="#">Student Edition Level 2, page 21 (act. 8c)</a>
		4 Student Edition Level 2, page 36 (act. 2d)	<a href="#">Student Edition Level 2, page 36 (act. 2d)</a>
		5 Student Edition Level 2, page 29 (Yellow Language Comparison box)	<a href="#">Student Edition Level 2, page 29 (Yellow Language Comparison box)</a>
		6 Student Edition Level 2, page 59 (act. 1, 2)	<a href="#">Student Edition Level 2, page 59 (act. 1, 2)</a>
		7 Student Edition Level 2, page 76 (Yellow Language Comparison box)	<a href="#">Student Edition Level 2, page 76 (Yellow Language Comparison box)</a>
		8 Student Edition Level 2, page 107 (act. 1, 2)	<a href="#">Student Edition Level 2, page 107 (act. 1, 2)</a>
		9 Student Edition Level 2, page 122 (Yellow Language Comparison box)	<a href="#">Student Edition Level 2, page 122 (Yellow Language Comparison box)</a>
		10 Student Edition Level 2, page 157 (act. 1, 2)	<a href="#">Student Edition Level 2, page 157 (act. 1, 2)</a>
<a href="#">WL.K12.IL.8.2</a>	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.	1 Student Edition Level 2, page 29 (Yellow Language Comparison box)	<a href="#">Student Edition Level 2, page 29 (Yellow Language Comparison box)</a>
		2 Student Edition Level 2, page 36 (act. 2d)	<a href="#">Student Edition Level 2, page 36 (act. 2d)</a>
		3 Student Edition Level 2, page 76 (Yellow Language Comparison box)	<a href="#">Student Edition Level 2, page 76 (Yellow Language Comparison box)</a>
		4 Student Edition Level 2, page 122 (Yellow Language Comparison box)	<a href="#">Student Edition Level 2, page 122 (Yellow Language Comparison box)</a>
		5 Student Edition Level 2, page 142 (Yellow Language Comparison box)	<a href="#">Student Edition Level 2, page 142 (Yellow Language Comparison box)</a>
		6 Student Edition Level 2, page 144 (Yellow Language Comparison box)	<a href="#">Student Edition Level 2, page 144 (Yellow Language Comparison box)</a>
		7 Teacher's Edition Level 2, page 15 (act. 2b, Cultura)	<a href="#">Teacher's Edition Level 2, page 15 (act. 2b, Cultura)</a>
		8 Teacher's Edition Level 2, page 21 (act. 9: Interpretive reading)	<a href="#">Teacher's Edition Level 2, page 21 (act. 9: Interpretive reading)</a>
		9 Teacher's Edition Level 2, page 40 (act. 8a)	<a href="#">Teacher's Edition Level 2, page 40 (act. 8a)</a>

		10 Teacher's Edition Level 2, page 61 (act. 1b Accommodation)	<a href="#">Teacher's Edition Level 2, page 61 (act. 1b Accommodation)</a>
<a href="#">WL_K12.IL.8.3</a>	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.	1 Student Edition Level 2, page 59 (act. 1, 2)	<a href="#">Student Edition Level 2, page 59 (act. 1, 2)</a>
		2 Student Edition Level 2, page 65 (act. 3d)	<a href="#">Student Edition Level 2, page 65 (act. 3d)</a>
		3 Student Edition Level 2, page 67 (act. 8b)	<a href="#">Student Edition Level 2, page 67 (act. 8b)</a>
		4 Student Edition Level 2, page 72 (act. 15)	<a href="#">Student Edition Level 2, page 72 (act. 15)</a>
		5 Student Edition Level 2, page 89 (act. 10)	<a href="#">Student Edition Level 2, page 89 (act. 10)</a>
		6 Student Edition Level 2, page 107 (act. 1, 2)	<a href="#">Student Edition Level 2, page 107 (act. 1, 2)</a>
		7 Student Edition Level 2, page 120 (act. 18)	<a href="#">Student Edition Level 2, page 120 (act. 18)</a>
		8 Student Edition Level 2, page 131 (act. Cultura)	<a href="#">Student Edition Level 2, page 131 (act. Cultura)</a>
		9 Student Edition Level 2, page 157 (act. 1, 2)	<a href="#">Student Edition Level 2, page 157 (act. 1, 2)</a>
		10 Student Edition Level 2, pages 20-21 (act. 9c)	<a href="#">Student Edition Level 2, pages 20-21 (act. 9c)</a>
<a href="#">WL_K12.IL.9.1</a>	Use the target language to participate in different activities for personal enjoyment and enrichment.	1 Student Edition Level 2, pages 102-103 (act. Proyecto final)	<a href="#">Student Edition Level 2, pages 102-103 (act. Proyecto final)</a>
		2 Teacher's Edition Level 2, page 20 (Boost your teaching: act. 10)	<a href="#">Teacher's Edition Level 2, page 20 (Boost your teaching: act. 10)</a>
		3 Teacher's Edition Level 2, page 25 (¡Eres Reportero/a!: Extension)	<a href="#">Teacher's Edition Level 2, page 25 (¡Eres Reportero/a!: Extension)</a>
		4 Teacher's Edition Level 2, page 36 (Boost your teaching: act. 3c)	<a href="#">Teacher's Edition Level 2, page 36 (Boost your teaching: act. 3c)</a>
		5 Teacher's Edition Level 2, page 103 (Student presentation)	<a href="#">Teacher's Edition Level 2, page 103 (Student presentation)</a>
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<a href="#">WL_K12.IL.9.2</a>	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.	1 Teacher's Edition Level 2, page 168 (Boost your teaching: act. 10)	<a href="#">Teacher's Edition Level 2, page 168 (Boost your teaching: act. 10)</a>
		2 Student Edition Level 2, page 105 (act. 3)	<a href="#">Student Edition Level 2, page 105 (act. 3)</a>
		3 Teacher's Edition Level 2, page 36 (Boost your teaching: act. 3c)	<a href="#">Teacher's Edition Level 2, page 36 (Boost your teaching: act. 3c)</a>
		4 Teacher's Edition Level 2, page 188 (Boost your teaching: act. 10)	<a href="#">Teacher's Edition Level 2, page 188 (Boost your teaching: act. 10)</a>
		5 Teacher's Edition Level 2, page 238 (Boost your teaching: act. 13)	<a href="#">Teacher's Edition Level 2, page 238 (Boost your teaching: act. 13)</a>
		6 Student Edition Level 2, page 105 (act. 3)	<a href="#">Student Edition Level 2, page 105 (act. 3)</a>
		7 Student Edition Level 2, page 47 (act. 17)	<a href="#">Student Edition Level 2, page 47 (act. 17)</a>
		8 Student Edition Level 2, page 58 (act. 4)	<a href="#">Student Edition Level 2, page 58 (act. 4)</a>
		9 Student Edition Level 2, page 67 (act. 6)	<a href="#">Student Edition Level 2, page 67 (act. 6)</a>
		10 Student Edition Level 2, page 97 (act. 20)	<a href="#">Student Edition Level 2, page 97 (act. 20)</a>
<a href="#">WL_K12.IM.1.1</a>	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.	1 Student Edition Level 2, page 188 (act. 8b)	<a href="#">Student Edition Level 2, page 188 (act. 8b)</a>
		2 Student Edition Level 2, page 235 (act. 7a)	<a href="#">Student Edition Level 2, page 235 (act. 7a)</a>
		3 Student Edition Level 2, page 236 (act. 9b)	<a href="#">Student Edition Level 2, page 236 (act. 9b)</a>
		4 Student Edition Level 2, page 243 (act. 19)	<a href="#">Student Edition Level 2, page 243 (act. 19)</a>
		5 Student Edition Level 2, page 261 (act. 6a)	<a href="#">Student Edition Level 2, page 261 (act. 6a)</a>
		6 Student Edition Level 2, page 298 (act. 1b, 1c)	<a href="#">Student Edition Level 2, page 298 (act. 1b, 1c)</a>
		7 Student Edition Level 2, page 167 (act. 9b)	<a href="#">Student Edition Level 2, page 167 (act. 9b)</a>
		8 Student Edition Level 2, page 182 (act. 2a, 2b)	<a href="#">Student Edition Level 2, page 182 (act. 2a, 2b)</a>
		9 Student Edition Level 2, page 188 (act. 8b)	<a href="#">Student Edition Level 2, page 188 (act. 8b)</a>
		10 Student Edition Level 2, page 189 (act. 9c)	<a href="#">Student Edition Level 2, page 189 (act. 9c)</a>
<a href="#">WL_K12.IM.1.2</a>	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.	1 Student Edition Level 2, page 237 (act. 10b, 10c)	<a href="#">Student Edition Level 2, page 237 (act. 10b, 10c)</a>
		2 Student Edition Level 2, page 159 (act. 1b)	<a href="#">Student Edition Level 2, page 159 (act. 1b)</a>
		3 Student Edition Level 2, page 207 (act. 1b)	<a href="#">Student Edition Level 2, page 207 (act. 1b)</a>
		4 Student Edition Level 2, page 250 (act. 1)	<a href="#">Student Edition Level 2, page 250 (act. 1)</a>
		5 Student Edition Level 2, page 255 (act. 1b)	<a href="#">Student Edition Level 2, page 255 (act. 1b)</a>
		6 Student Edition Level 2, page 259 (act. 4b, 4c)	<a href="#">Student Edition Level 2, page 259 (act. 4b, 4c)</a>
		7 Student Edition Level 2, page 280 (act. 5b, 5c)	<a href="#">Student Edition Level 2, page 280 (act. 5b, 5c)</a>
		8 Student Edition Level 2, page 282 (act. 8b, 8c)	<a href="#">Student Edition Level 2, page 282 (act. 8b, 8c)</a>
		9 Teacher's Edition Level 2, page 171 (act. ¡Eres reportero/a!, Differentiated Instruction)	<a href="#">Teacher's Edition Level 2, page 171 (act. ¡Eres reportero/a!, Differentiated Instruction)</a>
		10 Teacher's Edition Level 2, page 219 (act. Extension)	<a href="#">Teacher's Edition Level 2, page 219 (act. Extension)</a>
<a href="#">WL_K12.IM.1.3</a>	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.	1 Student Edition Level 2, page 167 (act. 9b)	<a href="#">Student Edition Level 2, page 167 (act. 9b)</a>
		2 Student Edition Level 2, page 221 (act. 18)	<a href="#">Student Edition Level 2, page 221 (act. 18)</a>
		3 Student Edition Level 2, page 279 (act. 3a)	<a href="#">Student Edition Level 2, page 279 (act. 3a)</a>
		4 Student Edition Level 2, page 202 (act. 1)	<a href="#">Student Edition Level 2, page 202 (act. 1)</a>
		5 Student Edition Level 2, page 213 (act. 8b)	<a href="#">Student Edition Level 2, page 213 (act. 8b)</a>
		6 Student Edition Level 2, page 237 (act. 10b, 10c)	<a href="#">Student Edition Level 2, page 237 (act. 10b, 10c)</a>
		7 Student Edition Level 2, page 250 (act. 1)	<a href="#">Student Edition Level 2, page 250 (act. 1)</a>
		8 Student Edition Level 2, page 163 (act. 6b)	<a href="#">Student Edition Level 2, page 163 (act. 6b)</a>
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<a href="#">WL_K12.IM.1.4</a>	Identify essential information and supporting details on familiar topics presented through a variety of media.	1 Student Edition Level 2, page 163 (act. 6b)	<a href="#">Student Edition Level 2, page 163 (act. 6b)</a>
		2 Student Edition Level 2, page 182 (act. 2b)	<a href="#">Student Edition Level 2, page 182 (act. 2b)</a>

		3 Student Edition Level 2, page 202 (act. 1)	<a href="#">Student Edition Level 2, page 202 (act. 1)</a>
		4 Student Edition Level 2, page 215 (act. 10b)	<a href="#">Student Edition Level 2, page 215 (act. 10b)</a>
		5 Student Edition Level 2, page 250 (act. 1)	<a href="#">Student Edition Level 2, page 250 (act. 1)</a>
		6 Student Edition Level 2, page 259 (act. 4b, 4c)	<a href="#">Student Edition Level 2, page 259 (act. 4b, 4c)</a>
		7 Student Edition Level 2, page 280 (act. 5b)	<a href="#">Student Edition Level 2, page 280 (act. 5b)</a>
		8 Student Edition Level 2, page 282 (act. 8b, 8c)	<a href="#">Student Edition Level 2, page 282 (act. 8b, 8c)</a>
		9 Student Edition Level 2, page 298 (act. 1)	<a href="#">Student Edition Level 2, page 298 (act. 1)</a>
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<a href="#">WL.K12.IM.1.5</a>	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.	1 Student Edition Level 2, page 279 (act. 3a)	<a href="#">Student Edition Level 2, page 279 (act. 3a)</a>
		2 Student Edition Level 2, page 250 (act. 1)	<a href="#">Student Edition Level 2, page 250 (act. 1)</a>
		3 Student Edition Level 2, page 167 (act. 9b)	<a href="#">Student Edition Level 2, page 167 (act. 9b)</a>
		4 Student Edition Level 2, page 282 (act. 8b, 8c)	<a href="#">Student Edition Level 2, page 282 (act. 8b, 8c)</a>
		5 Teacher's Edition Level 2, page 168 (Boost Your Teaching: act. 10 Community)	<a href="#">Teacher's Edition Level 2, page 168 (Boost Your Teaching: act. 10 Community)</a>
		6 Teacher's Edition Level 2, page 188 (Boost Your Teaching: act. 9 Communities)	<a href="#">Teacher's Edition Level 2, page 188 (Boost Your Teaching: act. 9 Communities)</a>
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<a href="#">WL.K12.IM.1.6</a>	Demonstrate understanding of complex directions and instructions in familiar settings.	1 Student Edition Level 2, page 262 (act. 8b)	<a href="#">Student Edition Level 2, page 262 (act. 8b)</a>
		2 Teacher's Edition Level 2, page 256 (act. 2a Culture boost)	<a href="#">Teacher's Edition Level 2, page 256 (act. 2a Culture boost)</a>
		3 Teacher's Edition Level 2, page 262 (act. 8 Dynamic class)	<a href="#">Teacher's Edition Level 2, page 262 (act. 8 Dynamic class)</a>
		4 Student Edition Level 2, page 279 (act. 3a)	<a href="#">Student Edition Level 2, page 279 (act. 3a)</a>
		5 Student Edition Level 2, page 250 (act. 1)	<a href="#">Student Edition Level 2, page 250 (act. 1)</a>
		6 Student Edition Level 2, page 236 (act. 9b, 9c)	<a href="#">Student Edition Level 2, page 236 (act. 9b, 9c)</a>
		7 Student Edition Level 2, page 235 (act. 7a)	<a href="#">Student Edition Level 2, page 235 (act. 7a)</a>
		8 Student Edition Level 2, page 167 (act. 9b)	<a href="#">Student Edition Level 2, page 167 (act. 9b)</a>
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<a href="#">WL.K12.IM.2.1</a>	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.	1 Student Edition Level 2, page 169 (act. 10b, 10c)	<a href="#">Student Edition Level 2, page 169 (act. 10b, 10c)</a>
		2 Student Edition Level 2, pages 212-213 (act. 7b)	<a href="#">Student Edition Level 2, pages 212-213 (act. 7b)</a>
		3 Student Edition Level 2, pages 232-233 (act. 4a, 4b, 4c, 4d)	<a href="#">Student Edition Level 2, pages 232-233 (act. 4a, 4b, 4c, 4d)</a>
		4 Student Edition Level 2, page 258 (act. 3a)	<a href="#">Student Edition Level 2, page 258 (act. 3a)</a>
		5 Student Edition Level 2, pages 264-265 (act. 12b, 12c)	<a href="#">Student Edition Level 2, pages 264-265 (act. 12b, 12c)</a>
		6 Student Edition Level 2, pages 284-285 (act. 11a, 11b, 11c)	<a href="#">Student Edition Level 2, pages 284-285 (act. 11a, 11b, 11c)</a>
		7 Student Edition Level 2, pages 112-113 (act. 3a, 3c)	<a href="#">Student Edition Level 2, pages 112-113 (act. 3a, 3c)</a>
		8 Student Edition Level 2, pages 118-119 (act. 12 a)	<a href="#">Student Edition Level 2, pages 118-119 (act. 12 a)</a>
		9 Student Edition Level 2, pages 134-135 (act. 4b)	<a href="#">Student Edition Level 2, pages 134-135 (act. 4b)</a>
		10 Student Edition Level 2, pages 138-139 (act. 9b)	<a href="#">Student Edition Level 2, pages 138-139 (act. 9b)</a>
<a href="#">WL.K12.IM.2.2</a>	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.	1 Student Edition Level 2, page 139 (act. 9b)	<a href="#">Student Edition Level 2, page 139 (act. 9b)</a>
		2 Student Edition Level 2, page 234 (act. 6a)	<a href="#">Student Edition Level 2, page 234 (act. 6a)</a>
		3 Student Edition Level 2, page 285 (act. 11a, 11b)	<a href="#">Student Edition Level 2, page 285 (act. 11a, 11b)</a>
		Student Edition Level 2, pages 138-139 (act. 9b)	<a href="#">Student Edition Level 2, pages 138-139 (act. 9b)</a>
		5 Student Edition Level 2, pages 112-113 (act. 3a, 3c)	<a href="#">Student Edition Level 2, pages 112-113 (act. 3a, 3c)</a>
		6 Student Edition Level 2, pages 118-119 (act. 12 a)	<a href="#">Student Edition Level 2, pages 118-119 (act. 12 a)</a>
		7 Student Edition Level 2, page 119 (act. 14a)	<a href="#">Student Edition Level 2, page 119 (act. 14a)</a>
		8 Student Edition Level 2, pages 134-135 (act. 4b)	<a href="#">Student Edition Level 2, pages 134-135 (act. 4b)</a>
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<a href="#">WL.K12.IM.2.3</a>	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.	1 Student Edition Level 2, page 164 (act. 7a)	<a href="#">Student Edition Level 2, page 164 (act. 7a)</a>
		2 Student Edition Level 2, pages 164-165 (act. 7b)	<a href="#">Student Edition Level 2, pages 164-165 (act. 7b)</a>
		3 Student Edition Level 2, page 166 (act. 8a)	<a href="#">Student Edition Level 2, page 166 (act. 8a)</a>
		4 Student Edition Level 2, page 169 (act. 11a)	<a href="#">Student Edition Level 2, page 169 (act. 11a)</a>
		5 Student Edition Level 2, page 183 (act. 3a)	<a href="#">Student Edition Level 2, page 183 (act. 3a)</a>
		6 Student Edition Level 2, page 187 (act. 7a, 7b)	<a href="#">Student Edition Level 2, page 187 (act. 7a, 7b)</a>
		7 Student Edition Level 2, pages 230-231 (act. 2a)	<a href="#">Student Edition Level 2, pages 230-231 (act. 2a)</a>
		8 Student Edition Level 2, page 278 (act. 2a, 2b)	<a href="#">Student Edition Level 2, page 278 (act. 2a, 2b)</a>
		9 Student Edition Level 2, pages 84-85 (act. 2b, 2c)	<a href="#">Student Edition Level 2, pages 84-85 (act. 2b, 2c)</a>
		10 Student Edition Level 2, page 212 (act. 7a)	<a href="#">Student Edition Level 2, page 212 (act. 7a)</a>
<a href="#">WL.K12.IM.2.4</a>	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.	1 Student Edition Level 2, page 161 (act. 2b, Cultura)	<a href="#">Student Edition Level 2, page 161 (act. 2b, Cultura)</a>
		2 Student Edition Level 2, page 161 (Cultura, 'tico' / 'tica')	<a href="#">Student Edition Level 2, page 161 (Cultura, 'tico' / 'tica')</a>
		3 Student Edition Level 2, page 218 (act. 13)	<a href="#">Student Edition Level 2, page 218 (act. 13)</a>
		4 Teacher's Edition Level 2, page 180 (Present Lesson Goals, Authentic Resource)	<a href="#">Teacher's Edition Level 2, page 180 (Present Lesson Goals, Authentic Resource)</a>
		5 Student Edition Level 2, pages 90-91 (act. 11d)	<a href="#">Student Edition Level 2, pages 90-91 (act. 11d)</a>
		6 Teacher's Edition Level 2, page 159 (act. 1, Warm-up)	<a href="#">Teacher's Edition Level 2, page 159 (act. 1, Warm-up)</a>
		7 Student Edition Level 2, page 170 (act. 12)	<a href="#">Student Edition Level 2, page 170 (act. 12)</a>
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<a href="#">WL_K12.IM.3.1</a>	Express views and effectively engage in conversations on a variety of familiar topics.	1	Student Edition Level 2, page 169 (act. 11b)	<a href="#">Student Edition Level 2, page 169 (act. 11b)</a>
		2	Student Edition Level 2, page 170 (act. 13)	<a href="#">Student Edition Level 2, page 170 (act. 13)</a>
		3	Student Edition Level 2, page 185 (act. 4f)	<a href="#">Student Edition Level 2, page 185 (act. 4f)</a>
		4	Student Edition Level 2, page 189 (act. 10)	<a href="#">Student Edition Level 2, page 189 (act. 10)</a>
		5	Student Edition Level 2, page 199 (act. Miniproyecto 2)	<a href="#">Student Edition Level 2, page 199 (act. Miniproyecto 2)</a>
		6	Student Edition Level 2, page 204 (act. 4, 5)	<a href="#">Student Edition Level 2, page 204 (act. 4, 5)</a>
		7	Student Edition Level 2, page 217 (act. 11d)	<a href="#">Student Edition Level 2, page 217 (act. 11d)</a>
		8	Student Edition Level 2, page 235 (act. 8b)	<a href="#">Student Edition Level 2, page 235 (act. 8b)</a>
		9	Student Edition Level 2, page 252 (act. 4)	<a href="#">Student Edition Level 2, page 252 (act. 4)</a>
		10	Student Edition Level 2, page 300 (act. 4)	<a href="#">Student Edition Level 2, page 300 (act. 4)</a>
<a href="#">WL_K12.IM.3.2</a>	Ask and answer questions on familiar topics to clarify information and sustain a conversation.	1	Student Edition Level 2, page 137 (act. 8)	<a href="#">Student Edition Level 2, page 137 (act. 8)</a>
		2	Student Edition Level 2, page 217 (act. 11d)	<a href="#">Student Edition Level 2, page 217 (act. 11d)</a>
		3	Student Edition Level 2, page 231 (act. 3)	<a href="#">Student Edition Level 2, page 231 (act. 3)</a>
		4	Student Edition Level 2, page 237 (act. 10a, 10d)	<a href="#">Student Edition Level 2, page 237 (act. 10a, 10d)</a>
		5	Student Edition Level 2, page 300 (act. 5)	<a href="#">Student Edition Level 2, page 300 (act. 5)</a>
		6	Student Edition Level 2, page 106 (act. 5)	<a href="#">Student Edition Level 2, page 106 (act. 5)</a>
		7	Student Edition Level 2, page 58 (act. 5)	<a href="#">Student Edition Level 2, page 58 (act. 5)</a>
		8	Student Edition Level 2, page 156 (act. 5)	<a href="#">Student Edition Level 2, page 156 (act. 5)</a>
		9	Student Edition Level 2, page 204 (act. 5)	<a href="#">Student Edition Level 2, page 204 (act. 5)</a>
		10	Student Edition Level 2, page 252 (act. 5)	<a href="#">Student Edition Level 2, page 252 (act. 5)</a>
<a href="#">WL_K12.IM.3.3</a>	Express personal views and opinions on a variety of topics.	1	Student Edition Level 2, page 169 (act. 11b)	<a href="#">Student Edition Level 2, page 169 (act. 11b)</a>
		2	Student Edition Level 2, page 213 (act. 8a)	<a href="#">Student Edition Level 2, page 213 (act. 8a)</a>
		3	Student Edition Level 2, page 218 (act. 16)	<a href="#">Student Edition Level 2, page 218 (act. 16)</a>
		4	Student Edition Level 2, page 238 (act. 14)	<a href="#">Student Edition Level 2, page 238 (act. 14)</a>
		5	Student Edition Level 2, page 280 (act. 5d)	<a href="#">Student Edition Level 2, page 280 (act. 5d)</a>
		6	Student Edition Level 2, page 210 (act. 3a)	<a href="#">Student Edition Level 2, page 210 (act. 3a)</a>
		7	Student Edition Level 2, page 233 (act. 5)	<a href="#">Student Edition Level 2, page 233 (act. 5)</a>
		8	Student Edition Level 2, page 36 (act. 2c)	<a href="#">Student Edition Level 2, page 36 (act. 2c)</a>
		9	Student Edition Level 2, page 71 (act. 12d)	<a href="#">Student Edition Level 2, page 71 (act. 12d)</a>
		10	Student Edition Level 2, page 72 (act. 16)	<a href="#">Student Edition Level 2, page 72 (act. 16)</a>
<a href="#">WL_K12.IM.3.4</a>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).	1	Student Edition Level 2, page 209 (act. 2c)	<a href="#">Student Edition Level 2, page 209 (act. 2c)</a>
		2	Student Edition Level 2, page 199 (act. Miniproyecto 2)	<a href="#">Student Edition Level 2, page 199 (act. Miniproyecto 2)</a>
		3	Student Edition Level 2, page 210 (act. 3a)	<a href="#">Student Edition Level 2, page 210 (act. 3a)</a>
		4	Student Edition Level 2, page 215 (act. 10d)	<a href="#">Student Edition Level 2, page 215 (act. 10d)</a>
		5	Student Edition Level 2, page 235 (act. 8b)	<a href="#">Student Edition Level 2, page 235 (act. 8b)</a>
		6	Student Edition Level 2, page 248 (act. Proyecto final)	<a href="#">Student Edition Level 2, page 248 (act. Proyecto final)</a>
		7	Student Edition Level 2, page 238 (act. 14)	<a href="#">Student Edition Level 2, page 238 (act. 14)</a>
		8	Student Edition Level 2, page 296 (act. Proyecto final, 1)	<a href="#">Student Edition Level 2, page 296 (act. Proyecto final, 1)</a>
		9	Student Edition Level 2, page 115 (act. 7c)	<a href="#">Student Edition Level 2, page 115 (act. 7c)</a>
		10	Student Edition Level 2, page 115 (act. 8)	<a href="#">Student Edition Level 2, page 115 (act. 8)</a>
<a href="#">WL_K12.IM.3.5</a>	Initiate and maintain a conversation on a variety of familiar topics.	1	Student Edition Level 2, page 114 (act. 5c)	<a href="#">Student Edition Level 2, page 114 (act. 5c)</a>
		2	Student Edition Level 2, page 204 (act. 5)	<a href="#">Student Edition Level 2, page 204 (act. 5)</a>
		3	Student Edition Level 2, page 252 (act. 5)	<a href="#">Student Edition Level 2, page 252 (act. 5)</a>
		4	Student Edition Level 2, page 300 (act. 5)	<a href="#">Student Edition Level 2, page 300 (act. 5)</a>
		5	Student Edition Level 2, page 183 (act. 3b)	<a href="#">Student Edition Level 2, page 183 (act. 3b)</a>
		6	Student Edition Level 2, page 185 (act. 4f)	<a href="#">Student Edition Level 2, page 185 (act. 4f)</a>
		7	Student Edition Level 2, page 217 (act. 11d)	<a href="#">Student Edition Level 2, page 217 (act. 11d)</a>
		8	Student Edition Level 2, page 235 (act. 8b)	<a href="#">Student Edition Level 2, page 235 (act. 8b)</a>
		9	Student Edition Level 2, page 211 (act. 6)	<a href="#">Student Edition Level 2, page 211 (act. 6)</a>
		10	Teacher's Edition Level 2, page 177 (Boost your teaching: Interpersonal learners)	<a href="#">Teacher's Edition Level 2, page 177 (Boost your teaching: Interpersonal learners)</a>
<a href="#">WL_K12.IM.3.6</a>	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.	1	Student Edition Level 2, page 204 (act. 5 - Estrategias)	<a href="#">Student Edition Level 2, page 204 (act. 5 - Estrategias)</a>
		2	Student Edition Level 2, page 58 (act. 4: Estrategias)	<a href="#">Student Edition Level 2, page 58 (act. 4: Estrategias)</a>
		3	Student Edition Level 2, page 252 (act. 4: Estrategias)	<a href="#">Student Edition Level 2, page 252 (act. 4: Estrategias)</a>
		4	Teacher's Edition Level 2, page 197 (Boost your teaching: Auditory learners)	<a href="#">Teacher's Edition Level 2, page 197 (Boost your teaching: Auditory learners)</a>
		5	Teacher's Edition Level 2, page 224 (Boost your teaching: Interpersonal learners)	<a href="#">Teacher's Edition Level 2, page 224 (Boost your teaching: Interpersonal learners)</a>
		6	Teacher's Edition Level 2, page 225 (Boost your teaching: Verbal learners)	<a href="#">Teacher's Edition Level 2, page 225 (Boost your teaching: Verbal learners)</a>
		7	Teacher's Edition Level 2, page 231 (Differentiated instruction: act. 3)	<a href="#">Teacher's Edition Level 2, page 231 (Differentiated instruction: act. 3)</a>
		8	Teacher's Edition Level 2, page 245 (Boost your teaching: Auditory learners)	<a href="#">Teacher's Edition Level 2, page 245 (Boost your teaching: Auditory learners)</a>
		9	Teacher's Edition Level 2, page 272 (Boost your teaching: Verbal learners / Interpersonal learners)	<a href="#">Teacher's Edition Level 2, page 272 (Boost your teaching: Verbal learners / Interpersonal learners)</a>
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<a href="#">WL_K12.IM.3.7</a>	Follow grammatical rules for self-correction when speaking.	1	Teacher's Edition Level 2, page 43 (act. 10b)	<a href="#">Teacher's Edition Level 2, page 43 (act. 10b)</a>
		2	Teacher's Edition Level 2, page 114 (act. 5c)	<a href="#">Teacher's Edition Level 2, page 114 (act. 5c)</a>
		3	Teacher's Edition Level 2, page 137 (act. 8)	<a href="#">Teacher's Edition Level 2, page 137 (act. 8)</a>
		4	Teacher's Edition Level 2, page 211 (act. 6)	<a href="#">Teacher's Edition Level 2, page 211 (act. 6)</a>
		5	Teacher's Edition Level 2, page 235 (act. 8b)	<a href="#">Teacher's Edition Level 2, page 235 (act. 8b)</a>
		6	Teacher's Edition Level 2, page 211 (Differentiated instruction: act. 5)	<a href="#">Teacher's Edition Level 2, page 211 (Differentiated instruction: act. 5)</a>
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<a href="#">WL.K12.IM.3.8</a>	Describe a problem or situation with details and state an opinion.	1 Student Edition Level 2, page 189 (act. 10)	<a href="#">Student Edition Level 2, page 189 (act. 10)</a>
		2 Student Edition Level 2, page 204 (act. 5)	<a href="#">Student Edition Level 2, page 204 (act. 5)</a>
		3 Student Edition Level 2, page 235 (act. 8b)	<a href="#">Student Edition Level 2, page 235 (act. 8b)</a>
		4 Teacher's Edition Level 2, page 186 (Boost your teaching: act. 5c)	<a href="#">Teacher's Edition Level 2, page 186 (Boost your teaching: act. 5c)</a>
		5 Teacher's Edition Level 2, page 189 (Differentiated instruction: act. 9)	<a href="#">Teacher's Edition Level 2, page 189 (Differentiated instruction: act. 9)</a>
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<a href="#">WL.K12.IM.4.1</a>	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.	1 Student Edition Level 2, page 182 (act. 2c, Conexión: Matemáticas)	<a href="#">Student Edition Level 2, page 182 (act. 2c, Conexión: Matemáticas)</a>
		2 Student Edition Level 2, page 200 (act. Proyecto final)	<a href="#">Student Edition Level 2, page 200 (act. Proyecto final)</a>
		3 Student Edition Level 2, page 205 (act. 2)	<a href="#">Student Edition Level 2, page 205 (act. 2)</a>
		4 Student Edition Level 2, page 215 (act. 10c)	<a href="#">Student Edition Level 2, page 215 (act. 10c)</a>
		5 Student Edition Level 2, page 275 (act. Miniproyecto 1)	<a href="#">Student Edition Level 2, page 275 (act. Miniproyecto 1)</a>
		6 Student Edition Level 2, page 251 (act. 3)	<a href="#">Student Edition Level 2, page 251 (act. 3)</a>
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<a href="#">WL.K12.IM.4.2</a>	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.	1 Student Edition Level 2, page 299 (act. 3)	<a href="#">Student Edition Level 2, page 299 (act. 3)</a>
		2 Student Edition Level 2, page 215 (act. 10d)	<a href="#">Student Edition Level 2, page 215 (act. 10d)</a>
		3 Student Edition Level 2, page 280 (act. 5e)	<a href="#">Student Edition Level 2, page 280 (act. 5e)</a>
		4 Student Edition Level 2, page 295 (act. Miniproyecto 2)	<a href="#">Student Edition Level 2, page 295 (act. Miniproyecto 2)</a>
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<a href="#">WL.K12.IM.4.3</a>	Retell a story or recount an experience with appropriate facts and relevant details.	1 Student Edition Level 2, page 161 (act. 2c)	<a href="#">Student Edition Level 2, page 161 (act. 2c)</a>
		2 Student Edition Level 2, page 280 (act. 5e)	<a href="#">Student Edition Level 2, page 280 (act. 5e)</a>
		3 Student Edition Level 2, page 182 (act. 2b)	<a href="#">Student Edition Level 2, page 182 (act. 2b)</a>
		4 Student Edition Level 2, page 190 (act. 13)	<a href="#">Student Edition Level 2, page 190 (act. 13)</a>
		5 Teacher's Edition Level 2, page 217 (Cultura: act. 12b Cultural comparison)	<a href="#">Teacher's Edition Level 2, page 217 (Cultura: act. 12b Cultural comparison)</a>
		6 Teacher's Edition Level 2, page, 284 (Boost your teaching, act. 12b)	<a href="#">Teacher's Edition Level 2, page, 284 (Boost your teaching, act. 12b)</a>
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<a href="#">WL.K12.IM.4.4</a>	Provide supporting evidence using logically connected sentences that include relevant details.	1 Student Edition Level 2, page 170 (act. 15)	<a href="#">Student Edition Level 2, page 170 (act. 15)</a>
		2 Student Edition Level 2, page 190 (act. 14)	<a href="#">Student Edition Level 2, page 190 (act. 14)</a>
		3 Student Edition Level 2, page 211 (act. 5a)	<a href="#">Student Edition Level 2, page 211 (act. 5a)</a>
		4 Student Edition Level 2, page 217 (act. 11c Opción B)	<a href="#">Student Edition Level 2, page 217 (act. 11c Opción B)</a>
		5 Teacher's Edition Level 2, page 171 (act. 13 Critical thinking)	<a href="#">Teacher's Edition Level 2, page 171 (act. 13 Critical thinking)</a>
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<a href="#">WL.K12.IM.4.5</a>	Retell or summarize a storyline using logically connected sentences with relevant details.	1 Teacher's Edition Level 2, page 212 (Boost your teaching: act. 7, 8 Comprehensible Input)	<a href="#">Teacher's Edition Level 2, page 212 (Boost your teaching: act. 7, 8 Comprehensible Input)</a>
		2 Teacher's Edition Level 2, page 285 (Differentiated instruction, act. 11d Heritage learners)	<a href="#">Teacher's Edition Level 2, page 285 (Differentiated instruction, act. 11d Heritage learners)</a>
		3 Student Edition Level 2, page 299 (act. 3)	<a href="#">Student Edition Level 2, page 299 (act. 3)</a>
		4 Teacher's Edition Level 2, page 284 (Boost your teaching: act. 11b)	<a href="#">Teacher's Edition Level 2, page 284 (Boost your teaching: act. 11b)</a>
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<a href="#">WL.K12.IM.4.6</a>	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.	1 Student Edition Level 2, page 161 (act. 2d)	<a href="#">Student Edition Level 2, page 161 (act. 2d)</a>
		2 Student Edition Level 2, page 162 (act. 3b)	<a href="#">Student Edition Level 2, page 162 (act. 3b)</a>
		3 Student Edition Level 2, page 299 (act. 3)	<a href="#">Student Edition Level 2, page 299 (act. 3)</a>
		4 Student Edition Level 2, page 280 (act. 5e)	<a href="#">Student Edition Level 2, page 280 (act. 5e)</a>

		5 Student Edition Level 2, page 247 (act. Miniproyecto 2)	<a href="#">Student Edition Level 2, page 247 (act. Miniproyecto 2)</a>
		6 Student Edition Level 2, page 279 (act. 4)	<a href="#">Student Edition Level 2, page 279 (act. 4)</a>
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<a href="#">WL_K12.IM.5.1</a>	Write narratives on familiar topics using logically connected sentences with supporting details.	1 Student Edition Level 2, page 155 (act. 2)	<a href="#">Student Edition Level 2, page 155 (act. 2)</a>
		2 Student Edition Level 2, page 151 (act. Miniproyecto 2)	<a href="#">Student Edition Level 2, page 151 (act. Miniproyecto 2)</a>
		3 Student Edition Level 2, page 152 (act. Proyecto final)	<a href="#">Student Edition Level 2, page 152 (act. Proyecto final)</a>
		4 Teacher's Edition Level 2, page 149 (Boost your teaching, Verbal learners)	<a href="#">Teacher's Edition Level 2, page 149 (Boost your teaching, Verbal learners)</a>
		5 Teacher's Edition Level 2, page 43 (Differentiated instruction: act. 9 Challenge and Heritage learners)	<a href="#">Teacher's Edition Level 2, page 43 (Differentiated instruction: act. 9 Challenge and Heritage learners)</a>
		6 Teacher's Edition Level 2, page 98 (Vocabulary learning strategies: act. Write a travelog)	<a href="#">Teacher's Edition Level 2, page 98 (Vocabulary learning strategies: act. Write a travelog)</a>
		7 Teacher's Edition Level 2, page 113 (Differentiated instruction: act. 4 Heritage learners)	<a href="#">Teacher's Edition Level 2, page 113 (Differentiated instruction: act. 4 Heritage learners)</a>
		8 Teacher's Edition Level 2, page 138 (Boost your teaching: act. 9 Collaboration)	<a href="#">Teacher's Edition Level 2, page 138 (Boost your teaching: act. 9 Collaboration)</a>
		9 Teacher's Edition Level 2, page 235 (Differentiated instruction: act. 6b Heritage learners)	<a href="#">Teacher's Edition Level 2, page 235 (Differentiated instruction: act. 6b Heritage learners)</a>
		10 Student Edition Level 2, page 301 (act. 1 option 3)	<a href="#">Student Edition Level 2, page 301 (act. 1 option 3)</a>
<a href="#">WL_K12.IM.5.2</a>	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.	1 Student Edition Level 2, pages 24-25 (act. ¡Eres reportero/a!)	<a href="#">Student Edition Level 2, pages 24-25 (act. ¡Eres reportero/a!)</a>
		2 Teacher's Edition Level 2, page 25 (Differentiated Instruction. ¡Eres reportero/a! Challenge)	<a href="#">Teacher's Edition Level 2, page 25 (Differentiated Instruction. ¡Eres reportero/a! Challenge)</a>
		3 Student Edition Level 2, pages 44-45 (act. ¡Eres reportero/a!)	<a href="#">Student Edition Level 2, pages 44-45 (act. ¡Eres reportero/a!)</a>
		4 Student Edition Level 2, pages 92-93 (act. ¡Eres reportero/a!)	<a href="#">Student Edition Level 2, pages 92-93 (act. ¡Eres reportero/a!)</a>
		5 Student Edition Level 2, pages 170-171 (act. ¡Eres reportero/a!)	<a href="#">Student Edition Level 2, pages 170-171 (act. ¡Eres reportero/a!)</a>
		6 Student Edition Level 2, pages 190-191 (act. ¡Eres reportero/a!)	<a href="#">Student Edition Level 2, pages 190-191 (act. ¡Eres reportero/a!)</a>
		7 Student Edition Level 2, pages 218-219 (act. ¡Eres reportero/a!)	<a href="#">Student Edition Level 2, pages 218-219 (act. ¡Eres reportero/a!)</a>
		8 Student Edition Level 2, pages 266-267 (act. ¡Eres reportero/a!)	<a href="#">Student Edition Level 2, pages 266-267 (act. ¡Eres reportero/a!)</a>
		9 Teacher's Edition Level 2, page 238 (Boost your teaching: act. 13 School and Global Communities)	<a href="#">Teacher's Edition Level 2, page 238 (Boost your teaching: act. 13 School and Global Communities)</a>
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<a href="#">WL_K12.IM.5.3</a>	State an opinion and provide supporting evidence using connected sentences.	1 Student Edition Level 2, page 250 (act. 1d)	<a href="#">Student Edition Level 2, page 250 (act. 1d)</a>
		2 Student Edition Level 2, page 299 (act. 1e)	<a href="#">Student Edition Level 2, page 299 (act. 1e)</a>
		3 Student Edition Level 2, page 203 (act. 2)	<a href="#">Student Edition Level 2, page 203 (act. 2)</a>
		4 Student Edition Level 2, page 204 (act. 4)	<a href="#">Student Edition Level 2, page 204 (act. 4)</a>
		5 Student Edition Level 2, page 233 (act. 4e)	<a href="#">Student Edition Level 2, page 233 (act. 4e)</a>
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<a href="#">WL_K12.IM.5.4</a>	Conduct research and write a report on a variety of topics using connected detailed paragraphs.	1 Student Edition Level 2, pages 120-121 (act. ¡Eres reportero/a!)	<a href="#">Student Edition Level 2, pages 120-121 (act. ¡Eres reportero/a!)</a>
		2 Student Edition Level 2, pages 170-171 (act. ¡Eres reportero/a!)	<a href="#">Student Edition Level 2, pages 170-171 (act. ¡Eres reportero/a!)</a>
		3 Student Edition Level 2, pages 190-191 (act. ¡Eres reportero/a!)	<a href="#">Student Edition Level 2, pages 190-191 (act. ¡Eres reportero/a!)</a>
		4 Student Edition Level 2, pages 218-219 (act. ¡Eres reportero/a!)	<a href="#">Student Edition Level 2, pages 218-219 (act. ¡Eres reportero/a!)</a>
		5 Student Edition Level 2, pages 266-267 (act. ¡Eres reportero/a!)	<a href="#">Student Edition Level 2, pages 266-267 (act. ¡Eres reportero/a!)</a>
		6 Student Edition Level 2, pages 286-287 (act. ¡Eres reportero/a!)	<a href="#">Student Edition Level 2, pages 286-287 (act. ¡Eres reportero/a!)</a>
		7 Teacher's Edition Level 2, page 159 (Differentiated instruction: act. 1 Challenge)	<a href="#">Teacher's Edition Level 2, page 159 (Differentiated instruction: act. 1 Challenge)</a>
		8 Teacher's Edition Level 2, page 277 (act. 1c Challenge)	<a href="#">Teacher's Edition Level 2, page 277 (act. 1c Challenge)</a>
		9 Student Edition Level 2, page 21 (act. 8c)	<a href="#">Student Edition Level 2, page 21 (act. 8c)</a>
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<a href="#">WL_K12.IM.5.5</a>	Draft, edit, and summarize information, concepts, and ideas.	1 Student Edition Level 2, page 185 (act. 4e)	<a href="#">Student Edition Level 2, page 185 (act. 4e)</a>
		2 Student Edition Level 2, page 261 (act. 6b)	<a href="#">Student Edition Level 2, page 261 (act. 6b)</a>
		3 Student Edition Level 2, pages 152-153 (act. Proyecto final. How to write a short story)	<a href="#">Student Edition Level 2, pages 152-153 (act. Proyecto final. How to write a short story)</a>
		4 Student Edition Level 2, pages 248-249 (act. Proyecto final. How to write an article)	<a href="#">Student Edition Level 2, pages 248-249 (act. Proyecto final. How to write an article)</a>
		5 Student Edition Level 2, pages 286-287 (act. ¡Eres reportero/a!)	<a href="#">Student Edition Level 2, pages 286-287 (act. ¡Eres reportero/a!)</a>
		6 Student Edition Level 2, page 295 (act. Miniproyecto 2)	<a href="#">Student Edition Level 2, page 295 (act. Miniproyecto 2)</a>
		7 Teacher's Edition Level 2, page 216 (Boost your teaching, act. 11)	<a href="#">Teacher's Edition Level 2, page 216 (Boost your teaching, act. 11)</a>
		8 Teacher's Edition Level 2, page 218 (act. 14)	<a href="#">Teacher's Edition Level 2, page 218 (act. 14)</a>
		9 Teacher's Edition Level 2, page 264 (Boost your teaching: act. 13 Making connections)	<a href="#">Teacher's Edition Level 2, page 264 (Boost your teaching: act. 13 Making connections)</a>
		10 Teacher's Edition Level 2, page 282 (act. 8d Cultural comparisons)	<a href="#">Teacher's Edition Level 2, page 282 (act. 8d Cultural comparisons)</a>

<a href="#">WL_K12.IM.5.6</a>	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.	1	Teacher's Edition Level 2, page 155 (act. 2)	<a href="#">Teacher's Edition Level 2, page 155 (act. 2)</a>
		2	Teacher's Edition Level 2, page 101 (act. Miniproyecto 1. Execution)	<a href="#">Teacher's Edition Level 2, page 101 (act. Miniproyecto 1. Execution)</a>
		3	Teacher's Edition Level 2, pages 218-219 (act. ¡Eres reportero/a!)	<a href="#">Teacher's Edition Level 2, pages 218-219 (act. ¡Eres reportero/a!)</a>
		4	Teacher's Edition Level 2, page 299 (act. 2 Estrategias)	<a href="#">Teacher's Edition Level 2, page 299 (act. 2 Estrategias)</a>
		5	Teacher's Edition Level 2, page 17 (act. 4a)	<a href="#">Teacher's Edition Level 2, page 17 (act. 4a)</a>
		6	Student Edition Level 2, page 55 (act. Proyecto final. How to write the content)	<a href="#">Student Edition Level 2, page 55 (act. Proyecto final. How to write the content)</a>
		7	Teacher's Edition Level 2, page 57 (act. 2. Estrategias)	<a href="#">Teacher's Edition Level 2, page 57 (act. 2. Estrategias)</a>
		8	Teacher's Edition Level 2, page 105 (act. 2. Estrategias)	<a href="#">Teacher's Edition Level 2, page 105 (act. 2. Estrategias)</a>
		9	Teacher's Edition Level 2, page 295 (act. Miniproyecto 2)	<a href="#">Teacher's Edition Level 2, page 295 (act. Miniproyecto 2)</a>
		10	Student Edition Level 2, p. 249 (act. Proyecto final. How to write an article)	<a href="#">Student Edition Level 2, p. 249 (act. Proyecto final. How to write an article)</a>
<a href="#">WL_K12.IM.5.7</a>	Write a narrative based on experiences that use descriptive language and details.	1	Student Edition Level 2, page 89 (act. 9)	<a href="#">Student Edition Level 2, page 89 (act. 9)</a>
		2	Student Edition Level 2, page 115 (act. 7d)	<a href="#">Student Edition Level 2, page 115 (act. 7d)</a>
		3	Student Edition Level 2, page 151 (act. Miniproyecto 2)	<a href="#">Student Edition Level 2, page 151 (act. Miniproyecto 2)</a>
		4	Student Edition Level 2, page 117 (act. 11)	<a href="#">Student Edition Level 2, page 117 (act. 11)</a>
		5	Student Edition Level 2, page 155 (act. 2)	<a href="#">Student Edition Level 2, page 155 (act. 2)</a>
		6	Teacher's Edition Level 2, page 149 (Boost your teaching: act. Verbal learners)	<a href="#">Teacher's Edition Level 2, page 149 (Boost your teaching: act. Verbal learners)</a>
		7	Student Edition Level 2, pages 238-239 (act. ¡Eres reportero/a!)	<a href="#">Student Edition Level 2, pages 238-239 (act. ¡Eres reportero/a!)</a>
		8	Teacher's Edition Level 2, page 244 (Vocabulary learning strategies: act. Write it out)	<a href="#">Teacher's Edition Level 2, page 244 (Vocabulary learning strategies: act. Write it out)</a>
		9	Teacher's Edition Level 2, page 293 (Boost your teaching: act. Verbal learners)	<a href="#">Teacher's Edition Level 2, page 293 (Boost your teaching: act. Verbal learners)</a>
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<a href="#">WL_K12.IM.6.1</a>	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).	1	Student Edition Level 2, page 161 (act. Cultura)	<a href="#">Student Edition Level 2, page 161 (act. Cultura)</a>
		2	Student Edition Level 2, page 188 (act. 8)	<a href="#">Student Edition Level 2, page 188 (act. 8)</a>
		3	Student Edition Level 2, pages 188-189 (act. 9)	<a href="#">Student Edition Level 2, pages 188-189 (act. 9)</a>
		4	Student Edition Level 2, page 204 (act. 5)	<a href="#">Student Edition Level 2, page 204 (act. 5)</a>
		5	Student Edition Level 2, page 234 (act. 6b)	<a href="#">Student Edition Level 2, page 234 (act. 6b)</a>
		6	Student Edition Level 2, page 235 (act. 7)	<a href="#">Student Edition Level 2, page 235 (act. 7)</a>
		7	Student Edition Level 2, page 235 (act. 8)	<a href="#">Student Edition Level 2, page 235 (act. 8)</a>
		8	Student Edition Level 2, page 236 (act. 9)	<a href="#">Student Edition Level 2, page 236 (act. 9)</a>
		9	Student Edition Level 2, page 278 (act. 2)	<a href="#">Student Edition Level 2, page 278 (act. 2)</a>
		10	Student Edition Level 2, page 279 (act. 3)	<a href="#">Student Edition Level 2, page 279 (act. 3)</a>
<a href="#">WL_K12.IM.6.2</a>	Use practices and characteristics of the target cultures for daily activities among peers and adults.	1	Student Edition Level 2, pages 296-297 (act. Proyecto final)	<a href="#">Student Edition Level 2, pages 296-297 (act. Proyecto final)</a>
		2	Teacher's Edition Level 2, page 235 (Differentiated instruction: act. 8 Challenge)	<a href="#">Teacher's Edition Level 2, page 235 (Differentiated instruction: act. 8 Challenge)</a>
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<a href="#">WL_K12.IM.6.3</a>	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.	1	Student Edition Level 2, pages 238-239 (act. 11)	<a href="#">Student Edition Level 2, pages 238-239 (act. 11)</a>
		2	Teacher's Edition Level 2, page 257 (Differentiated instruction: act. Conexión: arte)	<a href="#">Teacher's Edition Level 2, page 257 (Differentiated instruction: act. Conexión: arte)</a>
		3	Student Edition Level 2, page 283 (act. 10a)	<a href="#">Student Edition Level 2, page 283 (act. 10a)</a>
		4	Student Edition Level 2, page 91, Para saber más	<a href="#">Student Edition Level 2, page 91, Para saber más</a>
		5	Student Edition Level 2, page 92, Para saber más	<a href="#">Student Edition Level 2, page 92, Para saber más</a>
		6	Student Edition Level 2, page 141, Para saber más	<a href="#">Student Edition Level 2, page 141, Para saber más</a>
		7	Teacher's Edition Level 2, page 183 (Differentiated instruction: act. Challenge)	<a href="#">Teacher's Edition Level 2, page 183 (Differentiated instruction: act. Challenge)</a>
		8	Teacher's Edition Level 2, page 219 (act. Extension)	<a href="#">Teacher's Edition Level 2, page 219 (act. Extension)</a>
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<a href="#">WL_K12.IM.6.4</a>	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).	1	Student Edition Level 2, page 181 (act. Cultura)	<a href="#">Student Edition Level 2, page 181 (act. Cultura)</a>
		2	Student Edition Level 2, page 183 (act. Conexión: Deportes)	<a href="#">Student Edition Level 2, page 183 (act. Conexión: Deportes)</a>
		3	Student Edition Level 2, page 205 (act. 2)	<a href="#">Student Edition Level 2, page 205 (act. 2)</a>
		4	Student Edition Level 2, page 261 (act. 7)	<a href="#">Student Edition Level 2, page 261 (act. 7)</a>
		5	Student Edition Level 2, page 263 (act. 11)	<a href="#">Student Edition Level 2, page 263 (act. 11)</a>
		6	Student Edition Level 2, page 266 (act. 14)	<a href="#">Student Edition Level 2, page 266 (act. 14)</a>
		7	Student Edition Level 2, page 301 (act. 1, 2)	<a href="#">Student Edition Level 2, page 301 (act. 1, 2)</a>
		8	Teacher's Edition Level 2, page 278 (Boost your teaching, 2b)	<a href="#">Teacher's Edition Level 2, page 278 (Boost your teaching, 2b)</a>
		9	Teacher's Edition Level 2, page 279 (Differentiated instruction, 3)	<a href="#">Teacher's Edition Level 2, page 279 (Differentiated instruction, 3)</a>
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		10 Student Edition Level 2, page 253 (act. 1, 2)	<a href="#">Student Edition Level 2, page 253 (act. 1, 2)</a>
<a href="#">WL.K12.IM.7.1</a>	Use expanded vocabulary and structures in the target language to increase content area knowledge.	1 Student Edition Level 2, pages 44-45 (act. 11, 14)	<a href="#">Student Edition Level 2, pages 44-45 (act. 11, 14)</a>
		2 Student Edition Level 2, page 45 (act. ¡Eres reportero/a!)	<a href="#">Student Edition Level 2, page 45 (act. ¡Eres reportero/a!)</a>
		3 Student Edition Level 2, pages 72-73 (act. 13)	<a href="#">Student Edition Level 2, pages 72-73 (act. 13)</a>
		4 Student Edition Level 2, page 73 (act. ¡Eres reportero/a!)	<a href="#">Student Edition Level 2, page 73 (act. ¡Eres reportero/a!)</a>
		5 Student Edition Level 2, pages 120-121 (act. 15, 18)	<a href="#">Student Edition Level 2, pages 120-121 (act. 15, 18)</a>
		6 Student Edition Level 2, page 121 (act. ¡Eres reportero/a!)	<a href="#">Student Edition Level 2, page 121 (act. ¡Eres reportero/a!)</a>
		7 Student Edition Level 2, pages 266-267 (act. 14, 15, 17)	<a href="#">Student Edition Level 2, pages 266-267 (act. 14, 15, 17)</a>
		8 Student Edition Level 2, page 219 (act. ¡Eres reportero/a!)	<a href="#">Student Edition Level 2, page 219 (act. ¡Eres reportero/a!)</a>
		9 Student Edition Level 2, page 199 (act. Miniproyecto 2)	<a href="#">Student Edition Level 2, page 199 (act. Miniproyecto 2)</a>
		10 Student Edition Level 2, page 296 (act. Proyecto final)	<a href="#">Student Edition Level 2, page 296 (act. Proyecto final)</a>
<a href="#">WL.K12.IM.7.2</a>	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.	1 Student Edition Level 2, page 205 (act. 2)	<a href="#">Student Edition Level 2, page 205 (act. 2)</a>
		2 Student Edition Level 2, pages 218-219 (act. 16)	<a href="#">Student Edition Level 2, pages 218-219 (act. 16)</a>
		3 Student Edition Level 2, pages 238-239 (act. 12, 13, 14)	<a href="#">Student Edition Level 2, pages 238-239 (act. 12, 13, 14)</a>
		4 Student Edition Level 2, page 283 (act. Conexión: Literatura, act. 10a, 10b)	<a href="#">Student Edition Level 2, page 283 (act. Conexión: Literatura, act. 10a, 10b)</a>
		5 Student Edition Level 2, pages 284-285 (act. 11d)	<a href="#">Student Edition Level 2, pages 284-285 (act. 11d)</a>
		6 Student Edition Level 2, page 285 (act. 12a)	<a href="#">Student Edition Level 2, page 285 (act. 12a)</a>
		7 Student Edition Level 2, pages 286-287 (act. 13, 14, 15)	<a href="#">Student Edition Level 2, pages 286-287 (act. 13, 14, 15)</a>
		8 Student Edition Level 2, page 72 (act. 14)	<a href="#">Student Edition Level 2, page 72 (act. 14)</a>
		9 Student Edition Level 2, page 120 (act. 18)	<a href="#">Student Edition Level 2, page 120 (act. 18)</a>
		10 Student Edition Level 2, page 170 (act. 14)	<a href="#">Student Edition Level 2, page 170 (act. 14)</a>
<a href="#">WL.K12.IM.8.1</a>	Compare language structures and skills that transfer from one language to another.	1 Teacher's Edition Level 2, page 222 (Grammar presentation: Language comparisons)	<a href="#">Teacher's Edition Level 2, page 222 (Grammar presentation: Language comparisons)</a>
		2 Teacher's Edition Level 2, page 233 (act. 4e: Language comparisons)	<a href="#">Teacher's Edition Level 2, page 233 (act. 4e: Language comparisons)</a>
		3 Teacher's Edition Level 2, page 288 (Grammar presentation: Language comparisons)	<a href="#">Teacher's Edition Level 2, page 288 (Grammar presentation: Language comparisons)</a>
		4 Teacher's Edition Level 2, page 290 (Grammar presentation: Language comparisons)	<a href="#">Teacher's Edition Level 2, page 290 (Grammar presentation: Language comparisons)</a>
		5 Teacher's Edition Level 2, page 241 (Grammar presentation: Language comparison)	<a href="#">Teacher's Edition Level 2, page 241 (Grammar presentation: Language comparison)</a>
		6 Student Edition Level 2, page 201 (How to speak in front of the camera)	<a href="#">Student Edition Level 2, page 201 (How to speak in front of the camera)</a>
		7 Student Edition Level 2, page 55 (How to present a guide)	<a href="#">Student Edition Level 2, page 55 (How to present a guide)</a>
		8 Student Edition Level 2, page 73 (Estrategias)	<a href="#">Student Edition Level 2, page 73 (Estrategias)</a>
		9 Student Edition Level 2, page 103 (How to create a brochure)	<a href="#">Student Edition Level 2, page 103 (How to create a brochure)</a>
		10 Student Edition Level 2, page 201 (How to prepare for a video recording)	<a href="#">Student Edition Level 2, page 201 (How to prepare for a video recording)</a>
<a href="#">WL.K12.IM.8.2</a>	Compare and contrast structural patterns in the target language and own.	1 Student Edition Level 2, page 188 (act. 8c)	<a href="#">Student Edition Level 2, page 188 (act. 8c)</a>
		2 Student Edition Level 2, page 278 (act. 2c)	<a href="#">Student Edition Level 2, page 278 (act. 2c)</a>
		3 Student Edition Level 2, page 220 (Yellow Language Comparison box)	<a href="#">Student Edition Level 2, page 220 (Yellow Language Comparison box)</a>
		4 Student Edition Level 2, page 194 (Yellow Language Comparison box)	<a href="#">Student Edition Level 2, page 194 (Yellow Language Comparison box)</a>
		5 Student Edition Level 2, page 222 (Bell icon)	<a href="#">Student Edition Level 2, page 222 (Bell icon)</a>
		6 Student Edition Level 2, page 240 (Yellow Language Comparison box)	<a href="#">Student Edition Level 2, page 240 (Yellow Language Comparison box)</a>
		7 Student Edition Level 2, page 241 (Yellow Language Comparison box)	<a href="#">Student Edition Level 2, page 241 (Yellow Language Comparison box)</a>
		8 Student Edition Level 2, page 288 (Yellow Language Comparison box)	<a href="#">Student Edition Level 2, page 288 (Yellow Language Comparison box)</a>
		9 Teacher's Edition Level 2, page 165 (act. 7d: Language comparison)	<a href="#">Teacher's Edition Level 2, page 165 (act. 7d: Language comparison)</a>
		10 Teacher's Edition Level 2, page 174 (Grammar presentation: Language comparison)	<a href="#">Teacher's Edition Level 2, page 174 (Grammar presentation: Language comparison)</a>
<a href="#">WL.K12.IM.8.3</a>	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.	1 Student Edition Level 2, page 65 (act. 3d)	<a href="#">Student Edition Level 2, page 65 (act. 3d)</a>
		2 Student Edition Level 2, page 63 (Comparación cultural)	<a href="#">Student Edition Level 2, page 63 (Comparación cultural)</a>
		3 Student Edition Level 2, page 107 (act. 1, 2)	<a href="#">Student Edition Level 2, page 107 (act. 1, 2)</a>
		4 Student Edition Level 2, page 113 (act. 3c)	<a href="#">Student Edition Level 2, page 113 (act. 3c)</a>
		5 Student Edition Level 2, page 119 (act. 14b)	<a href="#">Student Edition Level 2, page 119 (act. 14b)</a>
		6 Student Edition Level 2, page 131 (Comparación cultural)	<a href="#">Student Edition Level 2, page 131 (Comparación cultural)</a>
		7 Student Edition Level 2, page 140 (act. 13)	<a href="#">Student Edition Level 2, page 140 (act. 13)</a>
		8 Student Edition Level 2, page 157 (act. 1, 2)	<a href="#">Student Edition Level 2, page 157 (act. 1, 2)</a>
		9 Student Edition Level 2, page 266 (act. 16)	<a href="#">Student Edition Level 2, page 266 (act. 16)</a>
		10 Student Edition Level 2, page 301 (act. 1)	<a href="#">Student Edition Level 2, page 301 (act. 1)</a>
<a href="#">WL.K12.IM.9.1</a>	Use expanded vocabulary and structures in the target language to access different media and community resources.	1 Student Edition Level 2, page 169 (act. 11c)	<a href="#">Student Edition Level 2, page 169 (act. 11c)</a>
		2 Student Edition Level 2, page 170 (act. 15)	<a href="#">Student Edition Level 2, page 170 (act. 15)</a>
		3 Student Edition Level 2, page 120 (act. 17)	<a href="#">Student Edition Level 2, page 120 (act. 17)</a>
		4 Student Edition Level 2, page 135 (act. 4d)	<a href="#">Student Edition Level 2, page 135 (act. 4d)</a>
		5 Student Edition Level 2, page 266 (act. 15)	<a href="#">Student Edition Level 2, page 266 (act. 15)</a>
		6 Student Edition Level 2, page 102 (act. Proyecto final)	<a href="#">Student Edition Level 2, page 102 (act. Proyecto final)</a>
		7 Student Edition Level 2, page 277 (act. 1c)	<a href="#">Student Edition Level 2, page 277 (act. 1c)</a>

		8 Student Edition Level 2, page 296 (act. Proyecto final)	<a href="#">Student Edition Level 2, page 296 (act. Proyecto final)</a>
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<a href="#">WL.K12.IM.9.2</a>	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.	1 Teacher's Edition Level 2, page 44 (Boost your teaching: act. 13)	<a href="#">Teacher's Edition Level 2, page 44 (Boost your teaching: act. 13)</a>
		2 Student Edition Level 2, pages 44-45 (act. 11, 13)	<a href="#">Student Edition Level 2, pages 44-45 (act. 11, 13)</a>
		3 Student Edition Level 2, pages 14-15 (act. 2a)	<a href="#">Student Edition Level 2, pages 14-15 (act. 2a)</a>
		4 Student Edition Level 2, Student Edition Level 2, page 21 (act. 9)	<a href="#">Student Edition Level 2, Student Edition Level 2, page 21 (act. 9)</a>
		5 Student Edition Level 2, Student Edition Level 2, page 22 (act. 11a)	<a href="#">Student Edition Level 2, Student Edition Level 2, page 22 (act. 11a)</a>
		6 Student Edition Level 2, pages 24-25 (act. 14)	<a href="#">Student Edition Level 2, pages 24-25 (act. 14)</a>
		7 Student Edition Level 2, page 42 (act. 9a)	<a href="#">Student Edition Level 2, Student Edition Level 2, page 42 (act. 9a)</a>
		8 Student Edition Level 2, page 200 (act. Proyecto final)	<a href="#">Student Edition Level 2, Student Edition Level 2, page 200 (act. Proyecto final)</a>
		9 Student Edition Level 2, page 275 (act. Miniproyecto 1)	<a href="#">Student Edition Level 2, Student Edition Level 2, page 275 (act. Miniproyecto 1)</a>
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<a href="#">MA.K12.MTR.1.1</a>	Actively participate in effortful learning both individually and collectively.	1 Student Edition Level 2, page 21 (act. 8b)	<a href="#">Student Edition Level 2, page 21 (act. 8b)</a>
		2 Student Edition Level 2, page 182 (act. 2c)	<a href="#">Student Edition Level 2, page 182 (act. 2c)</a>
		3 Teacher's Edition Level 2, page 34 (Boost your teaching, 1d)	<a href="#">Teacher's Edition Level 2, pages 34 (Boost your teaching, 1d)</a>
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<a href="#">MA.K12.MTR.2.1</a>	Demonstrate understanding by representing problems in multiple ways.	1 Student Edition Level 2, page 21 (act. 8b)	<a href="#">Student Edition Level 2, page 21 (act. 8b)</a>
		2 Student Edition Level 2, page 67 (Cultura box)	<a href="#">Student Edition Level 2, page 67 (Cultura box)</a>
		3 Student Edition Level 2, page 182 (act. 2c)	<a href="#">Student Edition Level 2, page 182 (act. 2c)</a>
		4 Teacher's Edition Level 2, pages 89 (Differentiated instruction,	<a href="#">Teacher's Edition Level 2, pages 89 (Differentiated instruction,</a>
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<a href="#">MA.K12.MTR.3.1</a>	Complete tasks with mathematical fluency.	1 Student Edition Level 2, pages 20-21 (act. 8b, 8c)	<a href="#">Student Edition Level 2, pages 20-21 (act. 8b, 8c)</a>
		2 Student Edition Level 2, page 67 (Cultura box)	<a href="#">Student Edition Level 2, page 67 (Cultura box)</a>
		3 Student Edition Level 2, page 182 (act. 2c)	<a href="#">Student Edition Level 2, page 182 (act. 2c)</a>
		4 Student Edition Level 2, page 182 (act. 5)	<a href="#">Student Edition Level 2, page 182 (act. 5)</a>
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<a href="#">MA.K12.MTR.4.1</a>	Engage in discussions that reflect on the mathematical thinking of self and others.	1 Student Edition Level 2, page 21 (act. 8b)	<a href="#">Student Edition Level 2, page 21 (act. 8b)</a>
		2 Student Edition Level 2, page 182 (act. 2c)	<a href="#">Student Edition Level 2, page 182 (act. 2c)</a>
		3 Teacher's Edition Level 2, pages 89 (Differentiated instruction,	<a href="#">Teacher's Edition Level 2, pages 89 (Differentiated instruction,</a>
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<a href="#">MA.K12.MTR.5.1</a>	Use patterns and structure to help understand and connect mathematical concepts.	1 Student Edition Level 2, page 182 (act. 2c)	<a href="#">Student Edition Level 2, page 182 (act. 2c)</a>
		2 Student Edition Level 2, page 21 (act. 8b)	<a href="#">Student Edition Level 2, page 21 (act. 8b)</a>
		3 Teacher's Edition Level 2, pages 34 (Boost your teaching, 1d)	<a href="#">Teacher's Edition Level 2, pages 34 (Boost your teaching, 1d)</a>
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<a href="#">MA.K12.MTR.6.1</a>	Assess the reasonableness of solutions.	1 Student Edition Level 2, page 21 (act. 8b)	<a href="#">Student Edition Level 2, page 21 (act. 8b)</a>
		2 Student Edition Level 2, page 231 (act. 2b, 2c)	<a href="#">Student Edition Level 2, page 231 (act. 2b, 2c)</a>
		3 Student Edition Level 2, page 251 (act. 3a)	<a href="#">Student Edition Level 2, page 251 (act. 3a)</a>

		4 Teacher's Edition Level 2, pages 89 (Differentiated instruction,	<a href="#">Teacher's Edition Level 2, pages 89 (Differentiated instruction,</a>
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<a href="#">MA.K12.MTR.7.1</a>	Apply mathematics to real-world contexts.	1 Student Edition Level 2, pages 20-21 (act. 8b, 8c)	<a href="#">Student Edition Level 2, pages 20-21 (act. 8b, 8c)</a>
		2 Student Edition Level 2, page 67 (Conexión: Matemáticas)	<a href="#">Student Edition Level 2, page 67 (Conexión: Matemáticas)</a>
		3 Student Edition Level 2, page 182 (act. 2c)	<a href="#">Student Edition Level 2, page 182 (act. 2c)</a>
		4 Teacher's Edition Level 2, pages 20 (Boost your teaching, 8b)	<a href="#">Teacher's Edition Level 2, pages 20 (Boost your teaching, 8b)</a>
		5 Teacher's Edition Level 2, pages 34 (Boost your teaching, 1d)	<a href="#">Teacher's Edition Level 2, pages 34 (Boost your teaching, 1d)</a>
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<a href="#">ELA.K12.EE.1.1</a>	Cite evidence to explain and justify reasoning.	1 Student Edition Level 2, page 71 (act. 12c)	<a href="#">Student Edition Level 2, page 71 (act. 12c)</a>
		2 Student Edition Level 2, page 170 (act. 12)	<a href="#">Student Edition Level 2, page 170 (act. 12)</a>
		3 Student Edition Level 2, page 210 (act. 3a, 4)	<a href="#">Student Edition Level 2, page 210 (act. 3a, 4)</a>
		4 Student Edition Level 2, page 217 (act. 11)	<a href="#">Student Edition Level 2, page 217 (act. 11)</a>
		5 Student Edition Level 2, page 234 (act. 6a)	<a href="#">Student Edition Level 2, page 234 (act. 6a)</a>
		6 Student Edition Level 2, page 265 (act. 12b)	<a href="#">Student Edition Level 2, page 265 (act. 12b)</a>
		7 Student Edition Level 2, page 278 (act. 2a)	<a href="#">Student Edition Level 2, page 278 (act. 2a)</a>
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<a href="#">ELA.K12.EE.2.1</a>	Read and comprehend grade-level complex texts proficiently.	1 Student Edition Level 2, page 72 (act. 13)	<a href="#">Student Edition Level 2, page 72 (act. 13)</a>
		2 Student Edition Level 2, page 72 (act. 14)	<a href="#">Student Edition Level 2, page 72 (act. 14)</a>
		3 Student Edition Level 2, page 92 (act. 13)	<a href="#">Student Edition Level 2, page 92 (act. 13)</a>
		4 Student Edition Level 2, page 92 (act. 14)	<a href="#">Student Edition Level 2, page 92 (act. 14)</a>
		5 Student Edition Level 2, page 140 (act. 10)	<a href="#">Student Edition Level 2, page 140 (act. 10)</a>
		6 Student Edition Level 2, page 140 (act. 11)	<a href="#">Student Edition Level 2, page 140 (act. 11)</a>
		7 Student Edition Level 2, page 218 (act. 14)	<a href="#">Student Edition Level 2, page 218 (act. 14)</a>
		8 Student Edition Level 2, page 286 (act. 13)	<a href="#">Student Edition Level 2, page 286 (act. 13)</a>
		9 Student Edition Level 2, page 286 (act. 14)	<a href="#">Student Edition Level 2, page 286 (act. 14)</a>
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<a href="#">ELA.K12.EE.3.1</a>	Make inferences to support comprehension.	1 Student Edition Level 2, page 11 (act. 17a)	<a href="#">Student Edition Level 2, page 11 (act. 17a)</a>
		2 Student Edition Level 2, page 17 (act. 3a)	<a href="#">Student Edition Level 2, page 17 (act. 3a)</a>
		3 Student Edition Level 2, page 92 (act. 12)	<a href="#">Student Edition Level 2, page 92 (act. 12)</a>
		4 Student Edition Level 2, page 136 (act. 7a)	<a href="#">Student Edition Level 2, page 136 (act. 7a)</a>
		5 Student Edition Level 2, page 214 (act. 9a)	<a href="#">Student Edition Level 2, page 214 (act. 9a)</a>
		6 Student Edition Level 2, page 282 (act. 8a)	<a href="#">Student Edition Level 2, page 282 (act. 8a)</a>
		7 Student Edition Level 2, page 218 (act. 13)	<a href="#">Student Edition Level 2, page 218 (act. 13)</a>
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<a href="#">ELA.K12.EE.4.1</a>	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	1 Student Edition, Level 2, page 156 (act. 5, Estrategias)	<a href="#">Student Edition, Level 2, page 156 (act. 5, Estrategias)</a>
		2 Student Edition, Level 2, page 300 (act. 5, Estrategias)	<a href="#">Student Edition, Level 2, page 300 (act. 5, Estrategias)</a>
		3 Teacher's Edition, Level 2, page 106 (act. 5, Estrategias)	<a href="#">Teacher's Edition, Level 2, page 106 (act. 5, Estrategias)</a>
		4 Student Edition Level 2, page 53 (Miniproyecto 2)	<a href="#">Student Edition Level 2, page 53 (Miniproyecto 2)</a>
		5 Student Edition Level 2, page 54 (Proyecto final)	<a href="#">Student Edition Level 2, page 54 (Proyecto final)</a>
		6 Student Edition Level 2, page 101 (Miniproyecto 2)	<a href="#">Student Edition Level 2, page 101 (Miniproyecto 2)</a>
		7 Student Edition Level 2, page 102 (Proyecto final)	<a href="#">Student Edition Level 2, page 102 (Proyecto final)</a>
		8 Student Edition Level 2, page 200 (Proyecto final)	<a href="#">Student Edition Level 2, page 200 (Proyecto final)</a>
		9 Student Edition Level 2, page 248 (Proyecto final)	<a href="#">Student Edition Level 2, page 248 (Proyecto final)</a>
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<a href="#">ELA.K12.EE.5.1</a>	Use the accepted rules governing a specific format to create quality work.	1 Student Edition Level 2, page 33 (Miniproyecto 1)	<a href="#">Student Edition Level 2, page 33 (Miniproyecto 1)</a>
		2 Student Edition Level 2, page 54 (Proyecto final)	<a href="#">Student Edition Level 2, page 54 (Proyecto final)</a>
		3 Student Edition Level 2, page 102 (Proyecto final)	<a href="#">Student Edition Level 2, page 102 (Proyecto final)</a>
		4 Student Edition Level 2, page 199 (Miniproyecto 2)	<a href="#">Student Edition Level 2, page 199 (Miniproyecto 2)</a>
		5 Student Edition Level 2, page 200 (Proyecto final)	<a href="#">Student Edition Level 2, page 200 (Proyecto final)</a>
		6 Student Edition Level 2, page 248 (Proyecto final)	<a href="#">Student Edition Level 2, page 248 (Proyecto final)</a>
		7 Student Edition Level 2, page 267 (¡Eres reportero/a!)	<a href="#">Student Edition Level 2, page 267 (¡Eres reportero/a!)</a>
		8 Student Edition Level 2, page 275 (Miniproyecto 1)	<a href="#">Student Edition Level 2, page 275 (Miniproyecto 1)</a>
		9 Student Edition Level 2, page 295 (Miniproyecto 2)	<a href="#">Student Edition Level 2, page 295 (Miniproyecto 2)</a>
		10 Student Edition Level 2, page 296 (Proyecto final)	<a href="#">Student Edition Level 2, page 296 (Proyecto final)</a>
<a href="#">ELA.K12.EE.6.1</a>	Use appropriate voice and tone when speaking or writing.	1 Student Edition Level 2, page 33 (Miniproyecto 1)	<a href="#">Student Edition Level 2, page 33 (Miniproyecto 1)</a>
		2 Student Edition Level 2, page 101 (Miniproyecto 2)	<a href="#">Student Edition Level 2, page 101 (Miniproyecto 2)</a>
		3 Student Edition Level 2, page 151 (Miniproyecto 2)	<a href="#">Student Edition Level 2, page 151 (Miniproyecto 2)</a>
		4 Student Edition Level 2, page 199 (Miniproyecto 2)	<a href="#">Student Edition Level 2, page 199 (Miniproyecto 2)</a>
		5 Student Edition Level 2, page 200 (Proyecto final)	<a href="#">Student Edition Level 2, page 200 (Proyecto final)</a>
		6 Student Edition Level 2, page 251 (act. 2, 3)	<a href="#">Student Edition Level 2, page 251 (act. 2, 3)</a>
		7 Student Edition Level 2, page 275 (Miniproyecto 1)	<a href="#">Student Edition Level 2, page 275 (Miniproyecto 1)</a>
		8 Student Edition Level 2, page 295 (Miniproyecto 2)	<a href="#">Student Edition Level 2, page 295 (Miniproyecto 2)</a>

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<a href="#">ELD.K12.ELL.SL.1</a>	English language learners communicate for social and instructional purposes within the school setting.	1 Student Edition Level 2, page 36 (act. 2d)	<a href="#">Student Edition Level 2, page 36 (act. 2d)</a>
		2 Student Edition Level 2, page 161 (act. Cultura)	<a href="#">Student Edition Level 2, page 161 (act. Cultura)</a>
		3 Student Edition Level 2, page 188 (act. 8c)	<a href="#">Student Edition Level 2, page 188 (act. 8c)</a>
		4 Student Edition Level 2, page 278 (act. 2c)	<a href="#">Student Edition Level 2, page 278 (act. 2c)</a>
		5 Teacher's Edition Level 2, pages 284 (act. 12b, Global commu	<a href="#">Teacher's Edition Level 2, pages 284 (act. 12b, Global commu</a>
		6 Teacher's Edition Level 2, pages 285 (act. 12b, Critical thinkin	<a href="#">Teacher's Edition Level 2, pages 285 (act. 12b, Critical thinking</a>
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