

Form IM7 Stanc 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.	
Reporters Francophones 2: French 2 (#0701330)			
French 2 CPALMS			
Benchmark Code	Benchmark	Lessons where standard/benchmark is directly addressed in major tools. Include student edition and Teacher's 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's Edition Level 1, page () Activity Name	PLEASE INSERT LINK URL - Student Textbook URL - Teacher Edition
WL_K12.IL.1.1	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.	1 Student Edition Level 2, page 9 (act. 10b, 10c) 2 Student Edition Level 2, page 102 (act. 1a) 3 Student Edition Level 2, page 126 (act. 2b) 4 Student Edition Level 2, page 11 (act. 12a) 5 Student Edition Level 2, page 14 (act. 15b) 6 Student Edition Level 2, page 15 (act. 17a) 7 Student Edition Level 2, page 17 (act. 21a, 21b) 8 Student Edition Level 2, page 21 (act. 1a, 1b) 9 Student Edition Level 2, page 63 (act. 1a, 1b) 10 Student Edition Level 2, page 228 (act. 1a, 1b, 1c)	Student Edition Level 2, page 9 (act. 10b, 10c) Student Edition Level 2, page 102 (act. 1a) Student Edition Level 2, page 126 (act. 2b) Student Edition Level 2, page 11 (act. 12a) Student Edition Level 2, page 14 (act. 15b) Student Edition Level 2, page 15 (act. 17a) Student Edition Level 2, page 17 (act. 21a, 21b) Student Edition Level 2, page 21 (act. 1a, 1b) Student Edition Level 2, page 63 (act. 1a, 1b) Student Edition Level 2, page 228 (act. 1a, 1b, 1c)
WL_K12.IL.1.2	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.	1 Student Edition Level 2, page 25 (act. 4a, 4b) 2 Student Edition Level 2, page 42 (act. 4a, 4b) 3 Student Edition Level 2, page 109 (act. 4b, 4d) 4 Student Edition Level 2, page 45 (act. 7b, 7c) 5 Student Edition Level 2, page 45 (act. 8a, 8b, 8c) 6 Student Edition Level 2, page 90 (act. 9) 7 Student Edition Level 2, page 94 (act. 18a, 18b) 8 Student Edition Level 2, page 9 (act. 10b, 10c) 9 Student Edition Level 2, page 14 (act. 15b) 10 Student Edition Level 2, page 17 (act. 21a, 21b, 21c)	Student Edition Level 2, page 25 (act. 4a, 4b) Student Edition Level 2, page 42 (act. 4a, 4b) Student Edition Level 2, page 109 (act. 4b, 4d) Student Edition Level 2, page 45 (act. 7b, 7c) Student Edition Level 2, page 45 (act. 8a, 8b, 8c) Student Edition Level 2, page 90 (act. 9) Student Edition Level 2, page 94 (act. 18a, 18b) Student Edition Level 2, page 9 (act. 10b, 10c) Student Edition Level 2, page 14 (act. 15b) Student Edition Level 2, page 17 (act. 21a, 21b, 21c)
WL_K12.IL.1.3	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.	1 Student Edition Level 2, page 15 (act. 17a, 17b) 2 Student Edition Level 2, page 21 (act. 1a) 3 Student Edition Level 2, page 63 (act. 1a, 1b) 4 Student Edition Level 2, page 76 (act. 15) 5 Student Edition Level 2, page 105 (act. 1a, 1b) 6 Student Edition Level 2, page 147 (act. 1a, 1b) 7 Student Edition Level 2, page 189 (act. 1a, 1b) 8 Teacher's Edition Level 2, page 120 (Boost your teaching) 9 10	Student Edition Level 2, page 15 (act. 17a, 17b) Student Edition Level 2, page 21 (act. 1a) Student Edition Level 2, page 63 (act. 1a, 1b) Student Edition Level 2, page 76 (act. 15) Student Edition Level 2, page 105 (act. 1a, 1b) Student Edition Level 2, page 147 (act. 1a, 1b) Student Edition Level 2, page 189 (act. 1a, 1b) Teacher's Edition Level 2, page 120 (Boost your teaching)
WL_K12.IL.1.4	Identify key points and essential details on familiar topics presented through a variety of media.	1 Student Edition Level 2, page 6 (act. 6a, 6b) 2 Student Edition Level 2, page 11 (act. 12a) 3 Student Edition Level 2, page 103 (act. 1b, 1c) 4 Student Edition Level 2, page 215 (act. 6b, 6c) 5 Student Edition Level 2, page 127 (act. 2d) 6 Student Edition Level 2, page 74 (act. 12) 7 Student Edition Level 2, page 77 (act. 17) 8 Student Edition Level 2, page 115 (act. 10) 9 Student Edition Level 2, page 237 (act. 4d) 10 Student Edition Level 2, page 26 (act. 6a)	Student Edition Level 2, page 6 (act. 6a, 6b) Student Edition Level 2, page 11 (act. 12a) Student Edition Level 2, page 103 (act. 1b, 1c) Student Edition Level 2, page 215 (act. 6b, 6c) Student Edition Level 2, page 127 (act. 2d) Student Edition Level 2, page 74 (act. 12) Student Edition Level 2, page 77 (act. 17) Student Edition Level 2, page 115 (act. 10) Student Edition Level 2, page 237 (act. 4d) Student Edition Level 2, page 26 (act. 6a)
WL_K12.IL.1.5	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.	1 Student Edition Level 2, page 102 (act. 1a) 2 Student Edition Level 2, page 103 (act. 1b, 1c) 3 Student Edition Level 2, page 126 (act. 2b) 4 Teacher's Edition Level 2, page 38 (Boost your teaching: Listening comprehension) 5 6 7 8 9 10	Student Edition Level 2, page 102 (act. 1a) Student Edition Level 2, page 103 (act. 1b, 1c) Student Edition Level 2, page 126 (act. 2b) Teacher's Edition Level 2, page 38 (Boost your teaching: Listening comprehension)
WL_K12.IL.1.6	Demonstrate understanding of multiple-step directions and instructions in familiar settings.	1 Student Edition Level 2, page 182 (act. 17) 2 Teacher's Edition Level 2, page 148 (Boost your teaching) 3 Teacher's Edition Level 2, page 200 (Boost your teaching) 4 5 6 7 8 9 10	Student Edition Level 2, page 182 (act. 17) Teacher's Edition Level 2, page 148 (Boost your teaching) Teacher's Edition Level 2, page 200 (Boost your teaching)
WL_K12.IL.2.1	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.	1 Student Edition Level 2, page 156 (act. 9) 2 Student Edition Level 2, page 172 (act. 4a)	Student Edition Level 2, page 156 (act. 9) Student Edition Level 2, page 172 (act. 4a)

		3 Student Edition Level 2, page 211 (act. 1a, 1b)	Student Edition Level 2, page 211 (act. 1a, 1b)
		4 Student Edition Level 2, page 191 (act. 2c)	Student Edition Level 2, page 191 (act. 2c)
		5 Student Edition Level 2, page 192 (act. 3a)	Student Edition Level 2, page 192 (act. 3a)
		6 Student Edition Level 2, page 193 (act. 5)	Student Edition Level 2, page 193 (act. 5)
		7 Student Edition Level 2, page 194 (act. 6a)	Student Edition Level 2, page 194 (act. 6a)
		8 Student Edition Level 2, page 197 (act. 9a)	Student Edition Level 2, page 197 (act. 9a)
		9 Student Edition Level 2, page 198 (act. 11)	Student Edition Level 2, page 198 (act. 11)
		10 Student Edition Level 2, page 238 (act. 7)	Student Edition Level 2, page 238 (act. 7)
WL.K12.IL.2.2	Interpret written literary text in which the writer tells or asks about familiar topics.	1 Student Edition Level 2, page 111 (act. 6a, 6b, 6c)	Student Edition Level 2, page 111 (act. 6a, 6b, 6c)
		2 Student Edition Level 2, page 131 (act. 6b, 6c)	Student Edition Level 2, page 131 (act. 6b, 6c)
		3 Student Edition Level 2, page 7 (act. 7a, 7b)	Student Edition Level 2, page 7 (act. 7a, 7b)
		4 Student Edition Level 2, page 4 (act. 4a)	Student Edition Level 2, page 4 (act. 4a)
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WL.K12.IL.2.3	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 169 (act. 1a)	Student Edition Level 2, page 169 (act. 1a)
		2 Student Edition Level 2, page 173 (act. 6a, 6b)	Student Edition Level 2, page 173 (act. 6a, 6b)
		3 Student Edition Level 2, page 213 (act. 3a, 3b)	Student Edition Level 2, page 213 (act. 3a, 3b)
		4 Student Edition Level 2, page 186 (act. 1a, 1b)	Student Edition Level 2, page 186 (act. 1a, 1b)
		5 Student Edition Level 2, page 187 (act. 1d)	Student Edition Level 2, page 187 (act. 1d)
		6 Student Edition Level 2, page 233 (act. 2a)	Student Edition Level 2, page 233 (act. 2a)
		7 Student Edition Level 2, page 235 (act. 3a, 3d)	Student Edition Level 2, page 235 (act. 3a, 3d)
		8 Student Edition Level 2, page 236 (act. 4a, 4b)	Student Edition Level 2, page 236 (act. 4a, 4b)
		9 Student Edition Level 2, page 154 (act. 8a)	Student Edition Level 2, page 154 (act. 8a)
		10 Student Edition Level 2, page 155 (act. 8b)	Student Edition Level 2, page 155 (act. 8b)
WL.K12.IL.2.4	Demonstrate understanding of vocabulary used in context when following written directions.	1 Student Edition Level 2, page 3 (act. 3a)	Student Edition Level 2, page 3 (act. 3a)
		2 Student Edition Level 2, page 46 (act. 10)	Student Edition Level 2, page 46 (act. 10)
		3 Student Edition Level 2, page 151 (act. 5c)	Student Edition Level 2, page 151 (act. 5c)
		4 Student Edition Level 2, page 173 (act. 6a)	Student Edition Level 2, page 173 (act. 6a)
		5 Teacher's Edition Level 2, page 154 (Boost your teaching)	Teacher's Edition Level 2, page 154 (Boost your teaching)
		6 Teacher's Edition Level 2, page 162 (Boost your teaching)	Teacher's Edition Level 2, page 162 (Boost your teaching)
		7 Student Edition Level 2, page 150 (act. 4)	Student Edition Level 2, page 150 (act. 4)
		8 Teacher's Edition Level 2, page 207 (Boost your teaching)	Teacher's Edition Level 2, page 207 (Boost your teaching)
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WL.K12.IL.3.1	Initiate and engage in a conversation on familiar topics.	1 Student Edition Level 2, page 0 (act. 1b)	Student Edition Level 2, page 0 (act. 1b)
		2 Student Edition Level 2, page 12 (act. 13c)	Student Edition Level 2, page 12 (act. 13c)
		3 Student Edition Level 2, page 29 (act. 11)	Student Edition Level 2, page 29 (act. 11)
		4 Student Edition Level 2, page 41 (act. 2e, 2f)	Student Edition Level 2, page 41 (act. 2e, 2f)
		5 Student Edition Level 2, page 41 (act. 3b)	Student Edition Level 2, page 41 (act. 3b)
		6 Student Edition Level 2, page 13 (act. 14a, 14c)	Student Edition Level 2, page 13 (act. 14a, 14c)
		7 Student Edition Level 2, page 43 (act. 6b)	Student Edition Level 2, page 43 (act. 6b)
		8 Student Edition Level 2, page 85 (act. 2c)	Student Edition Level 2, page 85 (act. 2c)
		9 Student Edition Level 2, page 229 (act. 2)	Student Edition Level 2, page 229 (act. 2)
		10 Student Edition Level 2, page 91 (act. 13)	Student Edition Level 2, page 91 (act. 13)
WL.K12.IL.3.2	Interact with others in everyday situations.	1 Student Edition Level 2, page 237 (act. 5a, 5b)	Student Edition Level 2, page 237 (act. 5a, 5b)
		2 Student Edition Level 2, page 13 (act. 14a, 14c)	Student Edition Level 2, page 13 (act. 14a, 14c)
		3 Student Edition Level 2, page 14 (act. 15c)	Student Edition Level 2, page 14 (act. 15c)
		4 Student Edition Level 2, page 15 (act. 18)	Student Edition Level 2, page 15 (act. 18)
		5 Student Edition Level 2, page 57 (Mini-projet 2)	Student Edition Level 2, page 57 (Mini-projet 2)
		6 Student Edition Level 2, page 127 (act. 3)	Student Edition Level 2, page 127 (act. 3)
		7 Student Edition Level 2, page 208 (act. 26)	Student Edition Level 2, page 208 (act. 26)
		8 Student Edition Level 2, page 187 (act. 2)	Student Edition Level 2, page 187 (act. 2)
		9 Student Edition Level 2, page 91 (act. 13)	Student Edition Level 2, page 91 (act. 13)
		10 Student Edition Level 2, page 103 (act. 2)	Student Edition Level 2, page 103 (act. 2)
WL.K12.IL.3.3	Express and react to feelings and emotions in real life situations.	1 Student Edition Level 2, page 127 (act. 3)	Student Edition Level 2, page 127 (act. 3)
		2 Student Edition Level 2, page 166 (act. 25)	Student Edition Level 2, page 166 (act. 25)
		3 Student Edition Level 2, page 187 (act. 2)	Student Edition Level 2, page 187 (act. 2)
		4 Student Edition Level 2, page 155 (act. 8d)	Student Edition Level 2, page 155 (act. 8d)
		5 Student Edition Level 2, page 45 (act. 9)	Student Edition Level 2, page 45 (act. 9)
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WL.K12.IL.3.4	Exchange information about familiar academic and social topics including participation in an interview.	1 Student Edition Level 2, page 170 (act. 2c)	Student Edition Level 2, page 170 (act. 2c)
		2 Student Edition Level 2, page 214 (act. 5c)	Student Edition Level 2, page 214 (act. 5c)
		3 Student Edition Level 2, page 217 (act. 9)	Student Edition Level 2, page 217 (act. 9)
		4 Student Edition Level 2, page 237 (act. 4e)	Student Edition Level 2, page 237 (act. 4e)
		5 Student Edition Level 2, page 250 (act. 2b)	Student Edition Level 2, page 250 (act. 2b)
		6 Student Edition Level 2, page 87 (act. 4d)	Student Edition Level 2, page 87 (act. 4d)
		7 Student Edition Level 2, page 131 (act. 6d)	Student Edition Level 2, page 131 (act. 6d)
		8 Student Edition Level 2, page 85 (act. 3)	Student Edition Level 2, page 85 (act. 3)
		9 Student Edition Level 2, page 25 (act. 4e)	Student Edition Level 2, page 25 (act. 4e)
		10 Student Edition Level 2, page 61 (act. 3)	Student Edition Level 2, page 61 (act. 3)

WL_K12_IL.3.5	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.	1	Student Edition Level 2, page 3 (act. 3b, 3c, 3d)	Student Edition Level 2, page 3 (act. 3b, 3c, 3d)
		2	Student Edition Level 2, page 13 (act. 14a, 14c)	Student Edition Level 2, page 13 (act. 14a, 14c)
		3	Student Edition Level 2, page 14 (act. 15c)	Student Edition Level 2, page 14 (act. 15c)
		4	Student Edition Level 2, page 15 (act. 18)	Student Edition Level 2, page 15 (act. 18)
		5	Student Edition Level 2, page 237 (act. 5a, 5b)	Student Edition Level 2, page 237 (act. 5a, 5b)
		6	Student Edition Level 2, page 53 (act. 26)	Student Edition Level 2, page 53 (act. 26)
		7	Student Edition Level 2, page 57 (Mini-projet 2)	Student Edition Level 2, page 57 (Mini-projet 2)
		8	Teacher Edition Level 2, page 172 (Boost your teaching)	Teacher Edition Level 2, page 172 (Boost your teaching)
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WL_K12_IL.3.6	Recount and restate information received in a conversation in order to clarify meaning.	1	Student Edition Level 2, page 126 (act. 2b)	Student Edition Level 2, page 126 (act. 2b)
		2	Teacher's Edition Level 2, page 127 (act. 2c)	Teacher's Edition Level 2, page 127 (act. 2c)
		3	Student Edition Level 2, page 98 (act. 25)	Student Edition Level 2, page 98 (act. 25)
		4	Student Edition Level 2, page 9 (act. 9b)	Student Edition Level 2, page 9 (act. 9b)
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WL_K12_IL.3.7	Exchange general information about a few topics outside personal and academic fields of interest.	1	Student Edition Level 2, page 199 (act. 12)	Student Edition Level 2, page 199 (act. 12)
		2	Student Edition Level 2, page 229 (act. 2)	Student Edition Level 2, page 229 (act. 2)
		3	Student Edition Level 2, page 271 (act. 1d)	Student Edition Level 2, page 271 (act. 1d)
		4	Student Edition Level 2, page 73 (act. 11)	Student Edition Level 2, page 73 (act. 11)
		5	Student Edition Level 2, page 145 (act. 3)	Student Edition Level 2, page 145 (act. 3)
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WL_K12_IL.3.8	Initiate, engage, and exchange basic information to solve a problem.	1	Student Edition Level 2, page 237 (act. 5a)	Student Edition Level 2, page 237 (act. 5a)
		2	Teacher's Edition Level 2, page 245 (Differentiated instruction)	Teacher's Edition Level 2, page 245 (Differentiated instruction)
		3	Student Edition Level 2, page 246 (act. 17)	Student Edition Level 2, page 246 (act. 17)
		4	Student Edition Level 2, page 167 (Mini-projet 1)	Student Edition Level 2, page 167 (Mini-projet 1)
		5	Student Edition Level 2, pages 18-19 (Le jeu de l'oie)	Student Edition Level 2, pages 18-19 (Le jeu de l'oie)
		6	Student Edition Level 2, page 247 (Mini-projet 1)	Student Edition Level 2, page 247 (Mini-projet 1)
		7	Student Edition Level 2, page 36 (act. 19)	Student Edition Level 2, page 36 (act. 19)
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WL_K12_IL.4.1	Present information on familiar topics using a series of sentences with sufficient details.	1	Student Edition Level 2, page 103 (act. 3)	Student Edition Level 2, page 103 (act. 3)
		2	Student Edition Level 2, page 58 (Projet final)	Student Edition Level 2, page 58 (Projet final)
		3	Student Edition Level 2, page 67 (act. 4c)	Student Edition Level 2, page 67 (act. 4c)
		4	Student Edition Level 2, page 125 (act. 1d)	Student Edition Level 2, page 125 (act. 1d)
		5	Student Edition Level 2, page 133 (C'est vous les reporters!)	Student Edition Level 2, page 133 (C'est vous les reporters!)
		6	Student Edition Level 2, page 170 (act. 2c)	Student Edition Level 2, page 170 (act. 2c)
		7	Student Edition Level 2, page 6 (act. 6c)	Student Edition Level 2, page 6 (act. 6c)
		8	Student Edition Level 2, page 43 (act. 5)	Student Edition Level 2, page 43 (act. 5)
		9	Student Edition Level 2, page 37 (Mini-projet 1)	Student Edition Level 2, page 37 (Mini-projet 1)
		10	Teacher's Edition Level 2, page 207 (Boost your teaching)	Teacher's Edition Level 2, page 207 (Boost your teaching)
WL_K12_IL.4.2	Describe people, objects, and situations using a series of sequenced sentences.	1	Student Edition Level 2, page 6 (act. 6c)	Student Edition Level 2, page 6 (act. 6c)
		2	Student Edition Level 2, page 129 (act. 4d)	Student Edition Level 2, page 129 (act. 4d)
		3	Student Edition Level 2, page 141 (Mini-projet 2)	Student Edition Level 2, page 141 (Mini-projet 2)
		4	Student Edition Level 2, page 89 (C'est vous les reporters!)	Student Edition Level 2, page 89 (C'est vous les reporters!)
		5	Student Edition Level 2, page 157 (C'est vous les reporters!)	Student Edition Level 2, page 157 (C'est vous les reporters!)
		6	Student Edition Level 2, page 209 (Mini-projet 1)	Student Edition Level 2, page 209 (Mini-projet 1)
		7	Student Edition Level 2, page 217 (C'est vous les reporters!)	Student Edition Level 2, page 217 (C'est vous les reporters!)
		8	Student Edition Level 2, page 239 (C'est vous les reporters!)	Student Edition Level 2, page 239 (C'est vous les reporters!)
		9	Student Edition Level 2, page 199 (C'est vous les reporters!)	Student Edition Level 2, page 199 (C'est vous les reporters!)
		10	Student Edition Level 2, page 41 (act. 3b)	Student Edition Level 2, page 41 (act. 3b)
WL_K12_IL.4.3	Express needs, wants, and plans using a series of sentences that include essential details.	1	Student Edition Level 2, page 226 (Projet final)	Student Edition Level 2, page 226 (Projet final)
		2	Student Edition Level 2, page 247 (Mini-projet 1)	Student Edition Level 2, page 247 (Mini-projet 1)
		3	Student Edition Level 2, page 216 (act. 8)	Student Edition Level 2, page 216 (act. 8)
		4	Student Edition Level 2, page 103 (act. 3)	Student Edition Level 2, page 103 (act. 3)
		5	Teacher's Edition Level 2, page 53 (Differentiated instruction)	Teacher's Edition Level 2, page 53 (Differentiated instruction)
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WL_K12_IL.4.4	Provide a logical sequence of instructions on how to make something or complete a task.	1	Student Edition Level 2, page 226 (Projet final)	Student Edition Level 2, page 226 (Projet final)
		2	Teacher's Edition Level 2, page 106 (Boost your teaching)	Teacher's Edition Level 2, page 106 (Boost your teaching)
		3	Student Edition Level 2, page 247 (Mini-projet 1)	Student Edition Level 2, page 247 (Mini-projet 1)
		4	Teacher's Edition Level 2, page 107 (Differentiated instruction)	Teacher's Edition Level 2, page 107 (Differentiated instruction)
		5	Student Edition Level 2, page 71 (act. 8b)	Student Edition Level 2, page 71 (act. 8b)
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WL_K12_IL.4.5	Present a short skit or play using well-structured sentences.	1	Student Edition Level 2, page 15 (act. 18)	Student Edition Level 2, page 15 (act. 18)
		2	Student Edition Level 2, page 57 (Mini-projet 2)	Student Edition Level 2, page 57 (Mini-projet 2)
		3	Student Edition Level 2, page 237 (act. 5b)	Student Edition Level 2, page 237 (act. 5b)
		4	Student Edition Level 2, page 271 (act. 3)	Student Edition Level 2, page 271 (act. 3)
		5	Teacher Edition Level 2, page 45 (Differentiated instruction: 8)	Teacher Edition Level 2, page 45 (Differentiated instruction: 8)
		6	Teacher Edition Level 2, page 172 (Boost your teaching)	Teacher Edition Level 2, page 172 (Boost your teaching)
		7	Teacher Edition Level 2, page 220 (Boost your teaching)	Teacher Edition Level 2, page 220 (Boost your teaching)
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WL_K12_IL.4.6	Describe events in chronological order using connected sentences with relevant details.	1	Student Edition Level 2, page 141 (Mini-projet 2)	Student Edition Level 2, page 141 (Mini-projet 2)
		2	Student Edition Level 2, page 129 (act. 4d)	Student Edition Level 2, page 129 (act. 4d)
		3	Teacher's Edition Level 2, page 27 (Differentiated instruction: 7a)	Teacher's Edition Level 2, page 27 (Differentiated instruction: 7a)
		4	Teacher's Edition Level 2, page 176 (Boost your teaching)	Teacher's Edition Level 2, page 176 (Boost your teaching)
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WL_K12_IL.5.1	Write on familiar topics and experiences using main ideas and supporting details.	1	Student Edition Level 2, page 5 (act. 5)	Student Edition Level 2, page 5 (act. 5)
		2	Student Edition Level 2, page 81 (Mini-projet 1)	Student Edition Level 2, page 81 (Mini-projet 1)
		3	Student Edition Level 2, page 61 (act. 2)	Student Edition Level 2, page 61 (act. 2)
		4	Student Edition Level 2, page 29 (C'est vous les reporters!)	Student Edition Level 2, page 29 (C'est vous les reporters!)
		5	Student Edition Level 2, page 142 (Projet final)	Student Edition Level 2, page 142 (Projet final)
		6	Student Edition Level 2, page 113 (C'est vous les reporters!)	Student Edition Level 2, page 113 (C'est vous les reporters!)
		7	Student Edition Level 2, page 187 (act. 3)	Student Edition Level 2, page 187 (act. 3)
		8	Student Edition Level 2, page 145 (act. 2b)	Student Edition Level 2, page 145 (act. 2b)
		9	Student Edition Level 2, page 47 (C'est vous les reporters!)	Student Edition Level 2, page 47 (C'est vous les reporters!)
		10	Student Edition Level 2, page 11 (act. 12b)	Student Edition Level 2, page 11 (act. 12b)
WL_K12_IL.5.2	Describe a familiar event or situation using a variety of sentences and with supporting details	1	Student Edition Level 2, page 99 (Mini-projet 2)	Student Edition Level 2, page 99 (Mini-projet 2)
		2	Student Edition Level 2, page 123 (Mini-projet 1)	Student Edition Level 2, page 123 (Mini-projet 1)
		3	Teacher's Edition Level 2, page 138 (Boost your teaching)	Teacher's Edition Level 2, page 138 (Boost your teaching)
		4	Teacher's Edition Level 2, page 139 (Differentiated instruction)	Teacher's Edition Level 2, page 139 (Differentiated instruction)
		5	Student Edition Level 2, page 43 (act. 6a)	Student Edition Level 2, page 43 (act. 6a)
		6	Student Edition Level 2, page 41 (act. 3b)	Student Edition Level 2, page 41 (act. 3b)
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WL_K12_IL.5.3	Express and support opinions on familiar topics using a series of sentences.	1	Student Edition Level 2, page 268 (Projet final)	Student Edition Level 2, page 268 (Projet final)
		2	Student Edition Level 2, page 167 (Mini-projet 1)	Student Edition Level 2, page 167 (Mini-projet 1)
		3	Student Edition Level 2, page 187 (act. 3)	Student Edition Level 2, page 187 (act. 3)
		4	Student Edition Level 2, page 267 (Mini-projet 2)	Student Edition Level 2, page 267 (Mini-projet 2)
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WL_K12_IL.5.4	Compare and contrast information, concepts, and ideas.	1	Student Edition Level 2, page 27 (act. 7c)	Student Edition Level 2, page 27 (act. 7c)
		2	Student Edition Level 2, page 88 (act. 7)	Student Edition Level 2, page 88 (act. 7)
		3	Student Edition Level 2, page 68 (act. 5b)	Student Edition Level 2, page 68 (act. 5b)
		4	Student Edition Level 2, page 203 (act. 22)	Student Edition Level 2, page 203 (act. 22)
		5	Student Edition Level 2, page 187 (act. 3)	Student Edition Level 2, page 187 (act. 3)
		6	Student Edition Level 2, page 247 (Mini-projet 1)	Student Edition Level 2, page 247 (Mini-projet 1)
		7	Student Edition Level 2, page 99 (Mini-projet 2)	Student Edition Level 2, page 99 (Mini-projet 2)
		8	Student Edition Level 2, page 69 (act. 6c)	Student Edition Level 2, page 69 (act. 6c)
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WL_K12_IL.5.5	Develop questions to obtain and clarify information.	1	Student Edition Level 2, page 25 (act. 4d)	Student Edition Level 2, page 25 (act. 4d)
		2	Student Edition Level 2, page 170 (act. 2c)	Student Edition Level 2, page 170 (act. 2c)

		3 Teacher's Edition Level 2, page 5 (Differentiated instruction)	Teacher's Edition Level 2, page 5 (Differentiated instruction)
		4 Teacher's Edition Level 2, page 72 (Boost your teaching)	Teacher's Edition Level 2, page 72 (Boost your teaching)
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WL_K12.IL.5.6	Conduct research and write a detailed plan (e.g., a trip to a country where the target language is spoken).	1 Student Edition Level 2, page 29 (C'est vous les reporters!)	Student Edition Level 2, page 29 (C'est vous les reporters!)
		2 Student Edition Level 2, page 58 (Projet final)	Student Edition Level 2, page 58 (Projet final)
		3 Student Edition Level 2, page 100 (Projet final)	Student Edition Level 2, page 100 (Projet final)
		4 Student Edition Level 2, page 103 (act. 3)	Student Edition Level 2, page 103 (act. 3)
		5 Student Edition Level 2, page 73 (C'est vous les reporters!)	Student Edition Level 2, page 73 (C'est vous les reporters!)
		6 Student Edition Level 2, page 175 (C'est vous les reporters!)	Student Edition Level 2, page 175 (C'est vous les reporters!)
		7 Student Edition Level 2, page 145 (act. 2a)	Student Edition Level 2, page 145 (act. 2a)
		8 Student Edition Level 2, page 268 (Projet final)	Student Edition Level 2, page 268 (Projet final)
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WL_K12.IL.5.7	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.	1 Student Edition Level 2, page 37 (Mini-projet 1)	Student Edition Level 2, page 37 (Mini-projet 1)
		2 Student Edition Level 2, page 229 (act. 3, Stratégie)	Student Edition Level 2, page 229 (act. 3, Stratégie)
		3 Student Edition Level 2, page 141 (Mini-projet 2)	Student Edition Level 2, page 141 (Mini-projet 2)
		4 Student Edition Level 2, page 184 (Projet final)	Student Edition Level 2, page 184 (Projet final)
		5 Student Edition Level 2, page 225 (Mini-projet 2)	Student Edition Level 2, page 225 (Mini-projet 2)
		6 Student Edition Level 2, page 103 (act. 3)	Student Edition Level 2, page 103 (act. 3)
		7 Student Edition Level 2, page 268 (Projet final)	Student Edition Level 2, page 268 (Projet final)
		8 Student Edition Level 2, page 187 (act. 3)	Student Edition Level 2, page 187 (act. 3)
		9 Student Edition Level 2, page 29 (C'est vous les reporters!)	Student Edition Level 2, page 29 (C'est vous les reporters!)
		10 Student Edition Level 2, page 175 (C'est vous les reporters!)	Student Edition Level 2, page 175 (C'est vous les reporters!)
WL_K12.IL.6.1	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.	1 Student Edition Level 2, page 23 (Culture)	Student Edition Level 2, page 23 (Culture)
		2 Student Edition Level 2, page 25 (act. 4a-4e)	Student Edition Level 2, page 25 (act. 4a-4e)
		3 Student Edition Level 2, page 65 (Culture)	Student Edition Level 2, page 65 (Culture)
		4 Student Edition Level 2, page 233 (Culture)	Student Edition Level 2, page 233 (Culture)
		5 Student Edition Level 2, page 23 (act. 2b)	Student Edition Level 2, page 23 (act. 2b)
		6 Student Edition Level 2, page 109 (act. 4d)	Student Edition Level 2, page 109 (act. 4d)
		7 Student Edition Level 2, page 153 (act. 7c)	Student Edition Level 2, page 153 (act. 7c)
		8 Student Edition Level 2, page 153 (act. 6d)	Student Edition Level 2, page 153 (act. 6d)
		9 Student Edition Level 2, page 169 (act. 1c)	Student Edition Level 2, page 169 (act. 1c)
		10 Student Edition Level 2, page 170 (act. 2c)	Student Edition Level 2, page 170 (act. 2c)
WL_K12.IL.6.2	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.	1 Student Edition Level 2, page 21 (act. 1b)	Student Edition Level 2, page 21 (act. 1b)
		2 Student Edition Level 2, page 193 (act. 5)	Student Edition Level 2, page 193 (act. 5)
		3 Student Edition Level 2, page 83 (act. 1b, Culture)	Student Edition Level 2, page 83 (act. 1b, Culture)
		4 Student Edition Level 2, page 105 (act. 1a, 1b)	Student Edition Level 2, page 105 (act. 1a, 1b)
		5 Student Edition Level 2, page 228 (act. 1b)	Student Edition Level 2, page 228 (act. 1b)
		6 Student Edition Level 2, page 169 (act. 1a, 1b)	Student Edition Level 2, page 169 (act. 1a, 1b)
		7 Student Edition Level 2, page 63 (act. 1a, 1b)	Student Edition Level 2, page 63 (act. 1a, 1b)
		8 Student Edition Level 2, page 209 (Mini-projet 1)	Student Edition Level 2, page 209 (Mini-projet 1)
		9 Student Edition Level 2, page 67 (act. 3)	Student Edition Level 2, page 67 (act. 3)
		10 Student Edition Level 2, page 112 (act. 7)	Student Edition Level 2, page 112 (act. 7)
WL_K12.IL.6.3	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.	1 Student Edition Level 2, pages 4-5 (act. 4a, 4b, 4c)	Student Edition Level 2, pages 4-5 (act. 4a, 4b, 4c)
		2 Student Edition Level 2, page 5 (act. 5)	Student Edition Level 2, page 5 (act. 5)
		3 Student Edition Level 2, page 6 (act. 6a, 6b, 6c)	Student Edition Level 2, page 6 (act. 6a, 6b, 6c)
		4 Student Edition Level 2, page 10 (act. 11a, 11b, 11c)	Student Edition Level 2, page 10 (act. 11a, 11b, 11c)
		5 Student Edition Level 2, page 47 (C'est vous les reporters!)	Student Edition Level 2, page 47 (C'est vous les reporters!)
		6 Student Edition Level 2, page 88 (act. 6)	Student Edition Level 2, page 88 (act. 6)
		7 Student Edition Level 2, page 88 (act. 7)	Student Edition Level 2, page 88 (act. 7)
		8 Student Edition Level 2, page 89 (C'est vous les reporters!)	Student Edition Level 2, page 89 (C'est vous les reporters!)
		9 Student Edition Level 2, page 61 (act. 1a)	Student Edition Level 2, page 61 (act. 1a)
		10 Student Edition Level 2, page 145 (act. 1)	Student Edition Level 2, page 145 (act. 1)
WL_K12.IL.6.4	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 21 (act. 1a)	Student Edition Level 2, page 21 (act. 1a)
		2 Student Edition Level 2, page 113 (act. 9)	Student Edition Level 2, page 113 (act. 9)
		3 Student Edition Level 2, page 23 (act. 2a)	Student Edition Level 2, page 23 (act. 2a)
		4 Student Edition Level 2, page 28 (act. 10)	Student Edition Level 2, page 28 (act. 10)
		5 Student Edition Level 2, page 39 (act. 1a, 1c, Culture)	Student Edition Level 2, page 39 (act. 1a, 1c, Culture)
		6 Student Edition Level 2, page 107 (Culture)	Student Edition Level 2, page 107 (Culture)
		7 Student Edition Level 2, page 14 (act. 15a, 15b)	Student Edition Level 2, page 14 (act. 15a, 15b)
		8 Student Edition Level 2, page 47 (act. 13)	Student Edition Level 2, page 47 (act. 13)
		9 Student Edition Level 2, page 41 (act. 3a)	Student Edition Level 2, page 41 (act. 3a)
		10 Student Edition Level 2, page 0 (act. 1a, 1b)	Student Edition Level 2, page 0 (act. 1a, 1b)
WL_K12.IL.7.1	Access information in the target language to reinforce previously acquired content area knowledge.	1 Student Edition Level 2, page 107 (Culture)	Student Edition Level 2, page 107 (Culture)

		2 Student Edition Level 2, page 129 (act. 5a, 5b)	Student Edition Level 2, page 129 (act. 5a, 5b)
		3 Student Edition Level 2, page 131 (act. 7b)	Student Edition Level 2, page 131 (act. 7b)
		4 Student Edition Level 2, page 133 (C'est vous les reporters!)	Student Edition Level 2, page 133 (C'est vous les reporters!)
		5 Student Edition Level 2, page 80 (act. 19)	Student Edition Level 2, page 80 (act. 19)
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WL_K12_IL.7.2	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.	1 Student Edition Level 2, page 129 (act. 4a-c)	Student Edition Level 2, page 129 (act. 4a-c)
		2 Student Edition Level 2, page 6 (act. 6c)	Student Edition Level 2, page 6 (act. 6c)
		3 Teacher's Edition Level 2, page 22 (Boost your teaching)	Teacher's Edition Level 2, page 22 (Boost your teaching)
		4 Teacher's Edition Level 2, page 128 (Boost your teaching)	Teacher's Edition Level 2, page 128 (Boost your teaching)
		5 Student Edition Level 2, page 88 (act. 6)	Student Edition Level 2, page 88 (act. 6)
		6 Student Edition Level 2, page 112 (act. 7)	Student Edition Level 2, page 112 (act. 7)
		7 Student Edition Level 2, page 112 (act. 8)	Student Edition Level 2, page 112 (act. 8)
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WL_K12_IL.8.1	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.	1 Student Edition Level 2, page 23 (act. 2d)	Student Edition Level 2, page 23 (act. 2d)
		2 Student Edition Level 2, page 23 (Culture)	Student Edition Level 2, page 23 (Culture)
		3 Student Edition Level 2, page 25 (act. 4c, 4d, 4e)	Student Edition Level 2, page 25 (act. 4c, 4d, 4e)
		4 Student Edition Level 2, page 26 (act. 6d)	Student Edition Level 2, page 26 (act. 6d)
		5 Student Edition Level 2, page 27 (act. 7c)	Student Edition Level 2, page 27 (act. 7c)
		6 Student Edition Level 2, page 169 (act. 1c)	Student Edition Level 2, page 169 (act. 1c)
		7 Student Edition Level 2, page 67 (act. 3b)	Student Edition Level 2, page 67 (act. 3b)
		8 Student Edition Level 2, page 8 (act. 8b)	Student Edition Level 2, page 8 (act. 8b)
		9 Student Edition Level 2, page 149 (act. 2c)	Student Edition Level 2, page 149 (act. 2c)
		10 Student Edition Level 2, page 255 (act. 7d)	Student Edition Level 2, page 255 (act. 7d)
WL_K12_IL.8.2	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.	1 Student Edition Level 2, page 67 (act. 3b)	Student Edition Level 2, page 67 (act. 3b)
		2 Student Edition Level 2, page 186 (act. 1c)	Student Edition Level 2, page 186 (act. 1c)
		3 Student Edition Level 2, page 90 (Magnifying glass box)	Student Edition Level 2, page 90 (Magnifying glass box)
		4 Student Edition Level 2, page 114 (Magnifying glass box)	Student Edition Level 2, page 114 (Magnifying glass box)
		5 Teacher's Edition Level 2, page 231 (Differentiated instruction)	Teacher's Edition Level 2, page 231 (Differentiated instruction)
		6 Teacher's Edition Level 2, page 50 (Boost your teaching)	Teacher's Edition Level 2, page 50 (Boost your teaching)
		7 Teacher's Edition Level 2, page 113 (Differentiated instruction)	Teacher's Edition Level 2, page 113 (Differentiated instruction)
		8 Teacher's Edition Level 2, page 240 (Language Comparisons)	Teacher's Edition Level 2, page 240 (Language Comparisons)
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WL_K12_IL.8.3	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.	1 Student Edition Level 2, page 46 (act. 12)	Student Edition Level 2, page 46 (act. 12)
		2 Student Edition Level 2, page 73 (act. 11)	Student Edition Level 2, page 73 (act. 11)
		3 Student Edition Level 2, page 65 (Culture)	Student Edition Level 2, page 65 (Culture)
		4 Student Edition Level 2, page 110 (Culture)	Student Edition Level 2, page 110 (Culture)
		5 Student Edition Level 2, page 113 (C'est vous les reporters!)	Student Edition Level 2, page 113 (C'est vous les reporters!)
		6 Student Edition Level 2, page 125 (Culture)	Student Edition Level 2, page 125 (Culture)
		7 Student Edition Level 2, page 129 (act. 5b)	Student Edition Level 2, page 129 (act. 5b)
		8 Student Edition Level 2, page 131 (act. 7b)	Student Edition Level 2, page 131 (act. 7b)
		9 Student Edition Level 2, page 191 (Culture)	Student Edition Level 2, page 191 (Culture)
		10 Student Edition Level 2, page 0 (act. 1b)	Student Edition Level 2, page 0 (act. 1b)
WL_K12_IL.9.1	Use the target language to participate in different activities for personal enjoyment and enrichment.	1 Student Edition Level 2, pages 18-19 (Le jeu de l'oie)	Student Edition Level 2, pages 18-19 (Le jeu de l'oie)
		2 Student Edition Level 2, page 25 (act. 5)	Student Edition Level 2, page 25 (act. 5)
		3 Student Edition Level 2, page 36 (act. 19)	Student Edition Level 2, page 36 (act. 19)
		4 Student Edition Level 2, page 41 (act. 2c)	Student Edition Level 2, page 41 (act. 2c)
		5 Student Edition Level 2, page 43 (act. 5)	Student Edition Level 2, page 43 (act. 5)
		6 Student Edition Level 2, page 45 (act. 9)	Student Edition Level 2, page 45 (act. 9)
		7 Student Edition Level 2, page 53 (act. 26)	Student Edition Level 2, page 53 (act. 26)
		8 Student Edition Level 2, page 56 (act. 27)	Student Edition Level 2, page 56 (act. 27)
		9 Student Edition Level 2, page 85 (act. 3)	Student Edition Level 2, page 85 (act. 3)
		10 Student Edition Level 2, page 98 (act. 24)	Student Edition Level 2, page 98 (act. 24)
WL_K12_IL.9.2	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to-face encounters.	1 Student Edition Level 2, page 7 (act. 7c)	Student Edition Level 2, page 7 (act. 7c)
		2 Student Edition Level 2, page 13 (act. 14a, 14c)	Student Edition Level 2, page 13 (act. 14a, 14c)
		3 Student Edition Level 2, page 14 (act. 15c)	Student Edition Level 2, page 14 (act. 15c)
		4 Student Edition Level 2, page 15 (act. 18)	Student Edition Level 2, page 15 (act. 18)
		5 Student Edition Level 2, page 37 (Mini-projet 1)	Student Edition Level 2, page 37 (Mini-projet 1)
		6 Student Edition Level 2, page 99 (Mini-projet 2)	Student Edition Level 2, page 99 (Mini-projet 2)
		7 Student Edition Level 2, page 167 (Mini-projet 1)	Student Edition Level 2, page 167 (Mini-projet 1)
		8 Student Edition Level 2, page 184 (Projet final)	Student Edition Level 2, page 184 (Projet final)
		9 Student Edition Level 2, page 187 (act. 2)	Student Edition Level 2, page 187 (act. 2)
		10 Student Edition Level 2, page 271 (act. 3)	Student Edition Level 2, page 271 (act. 3)

WL_K12.IM.1.1	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 152 (act. 6b)	Student Edition Level 2, page 152 (act. 6b)
		2	Student Edition Level 2, page 153 (act. 6c)	Student Edition Level 2, page 153 (act. 6c)
		3	Student Edition Level 2, page 173 (act. 6d)	Student Edition Level 2, page 173 (act. 6d)
		4	Student Edition Level 2, page 196 (act. 8b, 8c, 8d)	Student Edition Level 2, page 196 (act. 8b, 8c, 8d)
		5	Student Edition Level 2, page 212 (act. 2c)	Student Edition Level 2, page 212 (act. 2c)
		6	Student Edition Level 2, page 221 (act. 15)	Student Edition Level 2, page 221 (act. 15)
		7	Student Edition Level 2, page 236 (act. 4c)	Student Edition Level 2, page 236 (act. 4c)
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WL_K12.IM.1.2	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.	1	Student Edition Level 2, page 192 (act. 3b)	Student Edition Level 2, page 192 (act. 3b)
		2	Student Edition Level 2, page 228 (act. 1b)	Student Edition Level 2, page 228 (act. 1b)
		3	Student Edition Level 2, page 253 (act. 6b)	Student Edition Level 2, page 253 (act. 6b)
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WL_K12.IM.1.3	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.	1	Student Edition Level 2, page 270 (act. 1a, 1b)	Student Edition Level 2, page 270 (act. 1a, 1b)
		2	Student Edition Level 2, page 189 (act. 1a, 1b)	Student Edition Level 2, page 189 (act. 1a, 1b)
		3	Student Edition Level 2, page 231 (act. 1a, 1b)	Student Edition Level 2, page 231 (act. 1a, 1b)
		4	Teacher's Edition Level 2, page 124 (Boost your teaching)	Teacher's Edition Level 2, page 124 (Boost your teaching)
		5	Student Edition Level 2, page 271 (act. 1c, 1d)	Student Edition Level 2, page 271 (act. 1c, 1d)
		6	Teacher's Edition Level 2, page 248 (Boost your teaching)	Teacher's Edition Level 2, page 248 (Boost your teaching)
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WL_K12.IM.1.4	Identify essential information and supporting details on familiar topics presented through a variety of media.	1	Student Edition Level 2, page 170 (act. 2b)	Student Edition Level 2, page 170 (act. 2b)
		2	Student Edition Level 2, page 195 (act. 7b, 7c)	Student Edition Level 2, page 195 (act. 7b, 7c)
		3	Student Edition Level 2, page 236 (act. 4c)	Student Edition Level 2, page 236 (act. 4c)
		4	Student Edition Level 2, page 70 (act. 7b)	Student Edition Level 2, page 70 (act. 7b)
		5	Student Edition Level 2, page 105 (act. 1a)	Student Edition Level 2, page 105 (act. 1a)
		6	Student Edition Level 2, page 147 (act. 1a)	Student Edition Level 2, page 147 (act. 1a)
		7	Student Edition Level 2, page 189 (act. 1a)	Student Edition Level 2, page 189 (act. 1a)
		8	Student Edition Level 2, page 109 (act. 4b)	Student Edition Level 2, page 109 (act. 4b)
		9	Student Edition Level 2, page 255 (act. 8a, 8b, 8c)	Student Edition Level 2, page 255 (act. 8a, 8b, 8c)
		10	Student Edition Level 2, page 270 (act. 1a, 1b)	Student Edition Level 2, page 270 (act. 1a, 1b)
WL_K12.IM.1.5	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.	1	Student Edition Level 2, page 109 (act. 4b, 4c)	Student Edition Level 2, page 109 (act. 4b, 4c)
		2	Student Edition Level 2, page 195 (act. 7c)	Student Edition Level 2, page 195 (act. 7c)
		3	Student Edition Level 2, page 253 (act. 6b)	Student Edition Level 2, page 253 (act. 6b)
		4	Student Edition Level 2, page 231 (act. 1a, 1b)	Student Edition Level 2, page 231 (act. 1a, 1b)
		5	Student Edition Level 2, page 189 (act. 1a)	Student Edition Level 2, page 189 (act. 1a)
		6	Student Edition Level 2, page 170 (act. 2b)	Student Edition Level 2, page 170 (act. 2b)
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WL_K12.IM.1.6	Demonstrate understanding of complex directions and instructions in familiar settings.	1	Student Edition Level 2, page 208 (act. 26)	Student Edition Level 2, page 208 (act. 26)
		2	Teacher's Edition Level 2, page 17 (Differentiated instruction)	Teacher's Edition Level 2, page 17 (Differentiated instruction)
		3	Teacher's Edition Level 2, page 107 (Differentiated instruction)	Teacher's Edition Level 2, page 107 (Differentiated instruction)
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WL_K12.IM.2.1	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.	1	Student Edition Level 2, page 149 (act. 2b)	Student Edition Level 2, page 149 (act. 2b)
		2	Student Edition Level 2, page 153 (act. 7a, 7b)	Student Edition Level 2, page 153 (act. 7a, 7b)
		3	Student Edition Level 2, page 174 (act. 7)	Student Edition Level 2, page 174 (act. 7)
		4	Student Edition Level 2, page 156 (act. 10)	Student Edition Level 2, page 156 (act. 10)
		5	Student Edition Level 2, page 171 (act. 3b)	Student Edition Level 2, page 171 (act. 3b)
		6	Student Edition Level 2, page 194 (act. 6b)	Student Edition Level 2, page 194 (act. 6b)
		7	Student Edition Level 2, page 197 (act. 9b, 9c)	Student Edition Level 2, page 197 (act. 9b, 9c)
		8	Student Edition Level 2, page 198 (act. 10)	Student Edition Level 2, page 198 (act. 10)
		9	Student Edition Level 2, page 174 (act. 8)	Student Edition Level 2, page 174 (act. 8)
		10	Student Edition Level 2, page 216 (act. 7)	Student Edition Level 2, page 216 (act. 7)
WL_K12.IM.2.2	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 111 (act. 6a, 6b)	Student Edition Level 2, page 111 (act. 6a, 6b)
		2	Student Edition Level 2, page 129 (act. 4b, 4c)	Student Edition Level 2, page 129 (act. 4b, 4c)
		3	Student Edition Level 2, page 131 (act. 6b, 6c)	Student Edition Level 2, page 131 (act. 6b, 6c)
		4	Student Edition Level 2, page 145 (act. 1a, 1b)	Student Edition Level 2, page 145 (act. 1a, 1b)

		5 Student Edition Level 2, page 27 (act. 7b, 7c)	Student Edition Level 2, page 27 (act. 7b, 7c)
		6 Student Edition Level 2, page 108 (act. 3a)	Student Edition Level 2, page 108 (act. 3a)
		7 Student Edition Level 2, page 109 (act. 3c)	Student Edition Level 2, page 109 (act. 4d)
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WL.K12.IM.2.3	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.	1 Student Edition Level 2, page 149 (act. 2a)	Student Edition Level 2, page 149 (act. 2a)
		2 Student Edition Level 2, page 152 (act. 6a)	Student Edition Level 2, page 152 (act. 6a)
		3 Student Edition Level 2, page 249 (act. 1a)	Student Edition Level 2, page 249 (act. 1a)
		4 Student Edition Level 2, page 17 (act. 22)	Student Edition Level 2, page 17 (act. 22)
		5 Student Edition Level 2, page 245 (act. 7a, 7b, 7c)	Student Edition Level 2, page 245 (act. 7a, 7b, 7c)
		6 Student Edition Level 2, page 85 (act. 2b)	Student Edition Level 2, page 85 (act. 2b)
		7 Student Edition Level 2, page 186 (act. 1a, 1b)	Student Edition Level 2, page 186 (act. 1a, 1b)
		8 Student Edition Level 2, page 237 (act. 5a, 5b)	Student Edition Level 2, page 237 (act. 5a, 5b)
		9	
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WL.K12.IM.2.4	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 111 (act. 6c)	Student Edition Level 2, page 111 (act. 6c)
		2 Student Edition Level 2, page 186 (act. 1c)	Student Edition Level 2, page 186 (act. 1c)
		3 Student Edition Level 2, page 28 (act. 9)	Student Edition Level 2, page 28 (act. 9)
		4 Student Edition Level 2, page 61 (act. 1b)	Student Edition Level 2, page 61 (act. 1b)
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WL.K12.IM.3.1	Express views and effectively engage in conversations on a variety of familiar topics.	1 Student Edition Level 2, page 171 (act. 3c)	Student Edition Level 2, page 171 (act. 3c)
		2 Student Edition Level 2, page 196 (act. 8e)	Student Edition Level 2, page 196 (act. 8e)
		3 Student Edition Level 2, page 212 (act. 2d)	Student Edition Level 2, page 212 (act. 2d)
		4 Student Edition Level 2, page 217 (act. 9)	Student Edition Level 2, page 217 (act. 9)
		5 Student Edition Level 2, page 250 (act. 2b)	Student Edition Level 2, page 250 (act. 2b)
		6 Student Edition Level 2, page 89 (act. 8)	Student Edition Level 2, page 89 (act. 8)
		7 Student Edition Level 2, page 109 (act. 4d)	Student Edition Level 2, page 109 (act. 4d)
		8	
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WL.K12.IM.3.2	Ask and answer questions on familiar topics to clarify information and sustain a conversation.	1 Student Edition Level 2, page 177 (act. 12)	Student Edition Level 2, page 177 (act. 12)
		2 Student Edition Level 2, page 261 (act. 22)	Student Edition Level 2, page 261 (act. 22)
		3 Student Edition Level 2, page 271 (act. 2)	Student Edition Level 2, page 271 (act. 2)
		4 Student Edition Level 2, page 145 (act. 3)	Student Edition Level 2, page 145 (act. 3)
		5 Teacher's Edition Level 2, page 68 (Boost your teaching, 5)	Teacher's Edition Level 2, page 68 (Boost your teaching, 5)
		6	
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WL.K12.IM.3.3	Express personal views and opinions on a variety of topics.	1 Student Edition Level 2, page 171 (act. 3c)	Student Edition Level 2, page 171 (act. 3c)
		2 Student Edition Level 2, page 250 (act. 2b)	Student Edition Level 2, page 250 (act. 2b)
		3 Student Edition Level 2, page 131 (act. 6d)	Student Edition Level 2, page 131 (act. 6d)
		4 Student Edition Level 2, page 217 (act. 9)	Student Edition Level 2, page 217 (act. 9)
		5 Student Edition Level 2, page 89 (act. 8)	Student Edition Level 2, page 89 (act. 8)
		6 Student Edition Level 2, page 73 (act. 11)	Student Edition Level 2, page 73 (act. 11)
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WL.K12.IM.3.4	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).	1 Student Edition Level 2, page 157 (act. 11)	Student Edition Level 2, page 157 (act. 11)
		2 Student Edition Level 2, page 194 (act. 6c)	Student Edition Level 2, page 194 (act. 6c)
		3 Student Edition Level 2, page 214 (act. 5c)	Student Edition Level 2, page 214 (act. 5c)
		4 Student Edition Level 2, page 229 (act. 2)	Student Edition Level 2, page 229 (act. 2)
		5 Student Edition Level 2, page 237 (act. 4e)	Student Edition Level 2, page 237 (act. 4e)
		6 Student Edition Level 2, page 251 (act. 4)	Student Edition Level 2, page 251 (act. 4)
		7 Student Edition Level 2, page 255 (act. 7e)	Student Edition Level 2, page 255 (act. 7e)
		8 Student Edition Level 2, page 266 (act. 29)	Student Edition Level 2, page 266 (act. 29)
		9 Student Edition Level 2, page 247 (Mini-projet 1)	Student Edition Level 2, page 247 (Mini-projet 1)
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WL.K12.IM.3.5	Initiate and maintain a conversation on a variety of familiar topics.	1 Student Edition Level 2, page 150 (act. 4)	Student Edition Level 2, page 150 (act. 4)
		2 Student Edition Level 2, page 199 (act. 12)	Student Edition Level 2, page 199 (act. 12)
		3 Student Edition Level 2, page 109 (act. 4d)	Student Edition Level 2, page 109 (act. 4d)
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WL.K12.IM.3.6	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.	1 Student Edition Level 2, page 187 (act. 2, Stratégie)	Student Edition Level 2, page 187 (act. 2, Stratégie)

		2 Teacher's Edition Level 2, page 173 (act. 6c)	Teacher's Edition Level 2, page 173 (act. 6c)
		3 Teacher's Edition Level 2, page 231 (Differentiated instruction)	Teacher's Edition Level 2, page 231 (Differentiated instruction)
		4 Teacher's Edition Level 2, page 67 (Differentiated instruction)	Teacher's Edition Level 2, page 67 (Differentiated instruction)
		5 Teacher's Edition Level 2, page 113 (Differentiated instruction)	Teacher's Edition Level 2, page 113 (Differentiated instruction)
		6 Teacher's Edition Level 2, page 217 (Differentiated instruction)	Teacher's Edition Level 2, page 217 (Differentiated instruction)
		7 Teacher's Edition Level 2, page 250 (Boost your teaching)	Teacher's Edition Level 2, page 250 (Boost your teaching)
		8 Student Edition Level 2, page 195 (act. 7d)	Student Edition Level 2, page 195 (act. 7d)
		9 Student Edition Level 2, page 213 (act. 3a)	Student Edition Level 2, page 213 (act. 3a)
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WL_K12.IM.3.7	Follow grammatical rules for self-correction when speaking.	1 Teacher's Edition Level 2, page 194 (act. 6C)	Teacher's Edition Level 2, page 194 (act. 6C)
		2 Teacher's Edition Level 2, page 152 (Boost your teaching)	Teacher's Edition Level 2, page 152 (Boost your teaching)
		3 Teacher's Edition Level 2, page 196 (act. 8E)	Teacher's Edition Level 2, page 196 (act. 8E)
		4 Student Edition Level 2, page 91 (act. 13)	Student Edition Level 2, page 91 (act. 13)
		5 Student Edition Level 2, page 95 (act. 22)	Student Edition Level 2, page 95 (act. 22)
		6 Student Edition Level 2, page 261 (act. 22)	Student Edition Level 2, page 261 (act. 22)
		7 Student Edition Level 2, page 271 (act. 2)	Student Edition Level 2, page 271 (act. 2)
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WL_K12.IM.3.8	Describe a problem or situation with details and state an opinion.	1 Student Edition Level 2, page 194 (act. 6c)	Student Edition Level 2, page 194 (act. 6c)
		2 Student Edition Level 2, page 237 (act. 4e)	Student Edition Level 2, page 237 (act. 4e)
		3 Teacher's Edition Level 2, page 255 (act. 8d)	Teacher's Edition Level 2, page 255 (act. 8d)
		4 Teacher's Edition Level 2, page 207 (Boost your teaching)	Teacher's Edition Level 2, page 207 (Boost your teaching)
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WL_K12.IM.4.1	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 183 (Mini-projet 2)	Student Edition Level 2, page 183 (Mini-projet 2)
		2 Student Edition Level 2, page 184 (Projet final)	Student Edition Level 2, page 184 (Projet final)
		3 Student Edition Level 2, page 199 (C'est vous les reporters!)	Student Edition Level 2, page 199 (C'est vous les reporters!)
		4 Student Edition Level 2, page 247 (Mini-projet 1)	Student Edition Level 2, page 247 (Mini-projet 1)
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WL_K12.IM.4.2	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.	1 Student Edition Level 2, page 271 (act. 3)	Student Edition Level 2, page 271 (act. 3)
		2 Student Edition Level 2, page 267 (Mini-projet 2)	Student Edition Level 2, page 267 (Mini-projet 2)
		3 Student Edition Level 2, page 257 (C'est vous les reporters!)	Student Edition Level 2, page 257 (C'est vous les reporters!)
		4 Student Edition Level 2, page 103 (act. 3)	Student Edition Level 2, page 103 (act. 3)
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WL_K12.IM.4.3	Retell a story or recount an experience with appropriate facts and relevant details.	1 Student Edition Level 2, page 141 (Mini-projet 2)	Student Edition Level 2, page 141 (Mini-projet 2)
		2 Student Edition Level 2, page 257 (C'est vous les reporters!)	Student Edition Level 2, page 257 (C'est vous les reporters!)
		3 Teacher's Edition Level 2, page 139 (Differentiated instruction)	Teacher's Edition Level 2, page 139 (Differentiated instruction)
		4 Teacher's Edition Level 2, page 44 (Boost your teaching)	Teacher's Edition Level 2, page 44 (Boost your teaching)
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WL_K12.IM.4.4	Provide supporting evidence using logically connected sentences that include relevant details.	1 Student Edition Level 2, page 27 (act. 7b)	Student Edition Level 2, page 27 (act. 7b)
		2 Student Edition Level 2, page 87 (act. 4b)	Student Edition Level 2, page 87 (act. 4b)
		3 Student Edition Level 2, page 105 (act. 1b)	Student Edition Level 2, page 105 (act. 1b)
		4 Student Edition Level 2, page 195 (act. 7d)	Student Edition Level 2, page 195 (act. 7d)
		5 Student Edition Level 2, page 6 (act. 6c)	Student Edition Level 2, page 6 (act. 6c)
		6 Student Edition Level 2, page 7 (act. 7c)	Student Edition Level 2, page 7 (act. 7c)
		7 Student Edition Level 2, page 89 (C'est vous les reporters!)	Student Edition Level 2, page 89 (C'est vous les reporters!)

		8 Teacher's Edition Level 2, page 47 (Differentiated instruction)	Teacher's Edition Level 2, page 47 (Differentiated instruction)
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WL_K12.IM.4.5	Retell or summarize a storyline using logically connected sentences with relevant details.	1 Student Edition Level 2, page 141 (Mini-projet 2)	Student Edition Level 2, page 141 (Mini-projet 2)
		2 Student Edition Level 2, page 137 (act. 18)	Student Edition Level 2, page 137 (act. 18)
		3 Teacher's Edition Level 2, page 124 (Boost your teaching)	Teacher's Edition Level 2, page 124 (Boost your teaching)
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WL_K12.IM.4.6	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.	1 Student Edition Level 2, page 271 (act. 3)	Student Edition Level 2, page 271 (act. 3)
		2 Teacher's Edition Level 2, page 265 (Differentiated instruction)	Teacher's Edition Level 2, page 265 (Differentiated instruction)
		3 Student Edition Level 2, page 184 (Projet final)	Student Edition Level 2, page 184 (Projet final)
		4 Student Edition Level 2, page 199 (C'est vous les reporters!)	Student Edition Level 2, page 199 (C'est vous les reporters!)
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WL_K12.IM.5.1	Write narratives on familiar topics using logically connected sentences with supporting details.	1 Student Edition Level 2, page 137 (act. 18)	Student Edition Level 2, page 137 (act. 18)
		2 Student Edition Level 2, page 142 (Projet final)	Student Edition Level 2, page 142 (Projet final)
		3 Teacher's Edition Level 2, page 138 (Boost your teaching)	Teacher's Edition Level 2, page 138 (Boost your teaching)
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WL_K12.IM.5.2	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.	1 Student Edition Level 2, page 175 (C'est vous les reporters!)	Student Edition Level 2, page 175 (C'est vous les reporters!)
		2 Student Edition Level 2, page 268 (Projet final)	Student Edition Level 2, page 268 (Projet final)
		3 Student Edition Level 2, page 199 (C'est vous les reporters!)	Student Edition Level 2, page 199 (C'est vous les reporters!)
		4 Student Edition Level 2, page 251 (act. 4)	Student Edition Level 2, page 251 (act. 4)
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WL_K12.IM.5.3	State an opinion and provide supporting evidence using connected sentences.	1 Student Edition Level 2, page 133 (C'est vous les reporters!)	Student Edition Level 2, page 133 (C'est vous les reporters!)
		2 Student Edition Level 2, page 157 (C'est vous les reporters!)	Student Edition Level 2, page 157 (C'est vous les reporters!)
		3 Student Edition Level 2, page 167 (Mini-projet 1)	Student Edition Level 2, page 167 (Mini-projet 1)
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WL_K12.IM.5.4	Conduct research and write a report on a variety of topics using connected detailed paragraphs.	1 Student Edition Level 2, page 157 (C'est vous les reporters!)	Student Edition Level 2, page 157 (C'est vous les reporters!)
		2 Teacher's Edition Level 2, page 110 (Boost your teaching)	Teacher's Edition Level 2, page 110 (Boost your teaching)
		3 Teacher's Edition Level 2, page 126 (Boost your teaching)	Teacher's Edition Level 2, page 126 (Boost your teaching)
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WL_K12.IM.5.5	Draft, edit, and summarize information, concepts, and ideas.	1 Student Edition Level 2, page 253 (act. 6B)	Student Edition Level 2, page 253 (act. 6B)
		2 Student Edition Level 2, page 142 (Projet final)	Student Edition Level 2, page 142 (Projet final)
		3 Student Edition Level 2, page 225 (Mini-projet 2)	Student Edition Level 2, page 225 (Mini-projet 2)
		4 Student Edition Level 2, page 247 (Mini-projet 1)	Student Edition Level 2, page 247 (Mini-projet 1)
		5 Student Edition Level 2, page 268 (Projet final)	Student Edition Level 2, page 268 (Projet final)
		6 Student Edition Level 2, page 68 (act. 5b)	Student Edition Level 2, page 68 (act. 5b)
		7 Student Edition Level 2, page 133 (C'est vous les reporters!)	Student Edition Level 2, page 133 (C'est vous les reporters!)
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WL_K12.IM.5.6	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	Student Edition Level 2, page 247 (Mini-projet 1, Stratégie)	Student Edition Level 2, page 247 (Mini-projet 1, Stratégie)
		2	Student Edition Level 2, page 225 (Mini-projet 2, Stratégie)	Student Edition Level 2, page 225 (Mini-projet 2, Stratégie)
		3	Student Edition Level 2, page 167 (Mini-projet 1)	Student Edition Level 2, page 167 (Mini-projet 1)
		4	Teacher's Edition Level 2, page 100 (Projet final)	Teacher's Edition Level 2, page 100 (Projet final)
		5	Teacher's Edition Level 2, page 29 (C'est vous les reporters!)	Teacher's Edition Level 2, page 29 (C'est vous les reporters!)
		6	Student Edition Level 2, page 229 (act. 3)	Student Edition Level 2, page 229 (act. 3)
		7	Student Edition Level 2, page 268 (Projet final)	Student Edition Level 2, page 268 (Projet final)
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WL_K12.IM.5.7	Write a narrative based on experiences that use descriptive language and details.	1	Student Edition Level 2, page 137 (act. 18)	Student Edition Level 2, page 137 (act. 18)
		2	Student Edition Level 2, page 153 (act. 7c)	Student Edition Level 2, page 153 (act. 7c)
		3	Teacher's Edition Level 2, page 153 (Differentiated instruction)	Teacher's Edition Level 2, page 153 (Differentiated instruction)
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WL_K12.IM.6.1	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).	1	Student Edition Level 2, page 214 (act. 5a, 5b)	Student Edition Level 2, page 214 (act. 5a, 5b)
		2	Student Edition Level 2, page 231 (act. 1a, 1b)	Student Edition Level 2, page 231 (act. 1a, 1b)
		3	Student Edition Level 2, page 238 (act. 6, 7)	Student Edition Level 2, page 238 (act. 6, 7)
		4	Student Edition Level 2, page 153 (act. 6c)	Student Edition Level 2, page 153 (act. 6c)
		5	Student Edition Level 2, page 215 (act. 6b)	Student Edition Level 2, page 215 (act. 6b)
		6	Student Edition Level 2, page 235 (act. 3a)	Student Edition Level 2, page 235 (act. 3a)
		7	Student Edition Level 2, page 233 (act. 2a)	Student Edition Level 2, page 233 (act. 2a)
		8	Student Edition Level 2, page 236 (act. 4a)	Student Edition Level 2, page 236 (act. 4a)
		9	Student Edition Level 2, page 213 (act. 3a, 3b)	Student Edition Level 2, page 213 (act. 3a, 3b)
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WL_K12.IM.6.2	Use practices and characteristics of the target cultures for daily activities among peers and adults.	1	Student Edition Level 2, page 182 (act. 17)	Student Edition Level 2, page 182 (act. 17)
		2	Student Edition Level 2, page 187 (act. 2)	Student Edition Level 2, page 187 (act. 2)
		3	Teacher's Edition Level 2, page 234 (Boost your teaching)	Teacher's Edition Level 2, page 234 (Boost your teaching)
		4	Teacher's Edition Level 2, page 238 (Boost your teaching)	Teacher's Edition Level 2, page 238 (Boost your teaching)
		5	Teacher's Edition Level 2, page 244 (Boost your teaching)	Teacher's Edition Level 2, page 244 (Boost your teaching)
		6	Teacher's Edition Level 2, page 162 (Boost your teaching)	Teacher's Edition Level 2, page 162 (Boost your teaching)
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WL_K12.IM.6.3	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, page 217 (C'est vous les reporters!)	Student Edition Level 2, page 217 (C'est vous les reporters!)
		2	Student Edition Level 2, page 191 (act. 2c)	Student Edition Level 2, page 191 (act. 2c)
		3	Student Edition Level 2, page 211 (act. 1b, Culture)	Student Edition Level 2, page 211 (act. 1b, Culture)
		4	Student Edition Level 2, page 216 (act. 7)	Student Edition Level 2, page 216 (act. 7)
		5	Student Edition Level 2, page 193 (act. 5)	Student Edition Level 2, page 193 (act. 5)
		6	Teacher's Edition Level 2, page 216 (Boost your teaching)	Teacher's Edition Level 2, page 216 (Boost your teaching)
		7	Student Edition Level 2, page 129 (act. 4d)	Student Edition Level 2, page 129 (act. 4d)
		8	Student Edition Level 2, page 131 (act. 7)	Student Edition Level 2, page 131 (act. 7)
		9	Student Edition Level 2, page 145 (act. 2)	Student Edition Level 2, page 145 (act. 2)
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WL_K12.IM.6.4	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 191 (Culture)	Student Edition Level 2, page 191 (Culture)
		2	Student Edition Level 2, page 192 (act. 3c)	Student Edition Level 2, page 192 (act. 3c)
		3	Student Edition Level 2, page 199 (act. 12)	Student Edition Level 2, page 199 (act. 12)
		4	Student Edition Level 2, page 233 (Culture)	Student Edition Level 2, page 233 (Culture)
		5	Student Edition Level 2, page 249 (Culture)	Student Edition Level 2, page 249 (Culture)
		6	Teacher's Edition Level 2, page 191 (Differentiated instruction)	Teacher's Edition Level 2, page 191 (Differentiated instruction)
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WL_K12.IM.7.1	Use expanded vocabulary and structures in the target language to increase content area knowledge.	1	Student Edition Level 2, page 174 (act. 7)	Student Edition Level 2, page 174 (act. 7)
		2	Student Edition Level 2, page 174 (act. 8)	Student Edition Level 2, page 174 (act. 8)
		3	Student Edition Level 2, page 233 (Culture)	Student Edition Level 2, page 233 (Culture)
		4	Student Edition Level 2, page 216 (act. 7)	Student Edition Level 2, page 216 (act. 7)
		5	Student Edition Level 2, page 216 (act. 8)	Student Edition Level 2, page 216 (act. 8)
		6	Student Edition Level 2, page 256 (act. 10)	Student Edition Level 2, page 256 (act. 10)
		7	Student Edition Level 2, page 238 (act. 7)	Student Edition Level 2, page 238 (act. 7)
		8	Student Edition Level 2, page 198 (act. 10)	Student Edition Level 2, page 198 (act. 10)
		9	Student Edition Level 2, page 198 (act. 11)	Student Edition Level 2, page 198 (act. 11)
		10	Student Edition Level 2, page 156 (act. 9)	Student Edition Level 2, page 156 (act. 9)

WL.K12.IM.7.2	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 183 (Mini-projet 2)	Student Edition Level 2, page 183 (Mini-projet 2)
		2 Student Edition Level 2, page 157 (C'est vous les reporters!)	Student Edition Level 2, page 157 (C'est vous les reporters!)
		3 Student Edition Level 2, page 184 (Projet final)	Student Edition Level 2, page 184 (Projet final)
		4 Student Edition Level 2, page 217 (act. 9)	Student Edition Level 2, page 217 (act. 9)
		5 Student Edition Level 2, page 217 (C'est vous les reporters!)	Student Edition Level 2, page 217 (C'est vous les reporters!)
		6 Student Edition Level 2, page 157 (act. 11)	Student Edition Level 2, page 157 (act. 11)
		7 Student Edition Level 2, page 199 (act. 12)	Student Edition Level 2, page 199 (act. 12)
		8 Teacher's Edition Level 2, page 156 (Boost your teaching)	Teacher's Edition Level 2, page 156 (Boost your teaching)
		9 Teacher's Edition Level 2, page 174 (Boost your teaching)	Teacher's Edition Level 2, page 174 (Boost your teaching)
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WL.K12.IM.8.1	Compare language structures and skills that transfer from one language to another.	1 Teacher's Edition Level 2, page 254 (act. 7D)	Teacher's Edition Level 2, page 254 (act. 7D)
		2 Teacher's Edition Level 2, page 87 (act. 4C)	Teacher's Edition Level 2, page 87 (act. 4C)
		3 Teacher's Edition Level 2, page 50 (Boost your teaching)	Teacher's Edition Level 2, page 50 (Boost your teaching)
		4 Student Edition Level 2, page 67 (act. 3b)	Student Edition Level 2, page 67 (act. 3b)
		5 Teacher's Edition Level 2, page 251 (Differentiated instruction)	Teacher's Edition Level 2, page 251 (Differentiated instruction)
		6 Student Edition Level 2, page 46 (act. 10)	Student Edition Level 2, page 46 (act. 10)
		7 Teacher's Edition Level 2, page 49 (Language Comparisons)	Teacher's Edition Level 2, page 49 (Language Comparisons)
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WL.K12.IM.8.2	Compare and contrast structural patterns in the target language and own.	1 Student Edition Level 2, page 172 (act. 4b)	Student Edition Level 2, page 172 (act. 4b)
		2 Teacher's Edition Level 2, page 254 (act. 7D)	Teacher's Edition Level 2, page 254 (act. 7D)
		3 Teacher's Edition Level 2, page 87 (act. 4C)	Teacher's Edition Level 2, page 87 (act. 4C)
		4 Teacher's Edition Level 2, page 151 (act. 5C)	Teacher's Edition Level 2, page 151 (act. 5C)
		5 Teacher's Edition Level 2, page 155 (act. 8C)	Teacher's Edition Level 2, page 155 (act. 8C)
		6 Teacher's Edition Level 2, page 32 (Language Comparisons)	Teacher's Edition Level 2, page 32 (Language Comparisons)
		7 Teacher's Edition Level 2, page 51 (Language Comparisons)	Teacher's Edition Level 2, page 51 (Language Comparisons)
		8 Teacher's Edition Level 2, page 75 (Language Comparisons)	Teacher's Edition Level 2, page 75 (Language Comparisons)
		9 Teacher's Edition Level 2, page 90 (Language Comparisons)	Teacher's Edition Level 2, page 90 (Language Comparisons)
		10 Teacher's Edition Level 2, page 114 (Language Comparisons)	Teacher's Edition Level 2, page 114 (Language Comparisons)
WL.K12.IM.8.3	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.	1 Teacher's Edition Level 2, page 66 (Boost your teaching)	Teacher's Edition Level 2, page 66 (Boost your teaching)
		2 Student Edition Level 2, page 73 (act. 11)	Student Edition Level 2, page 73 (act. 11)
		3 Student Edition Level 2, page 129 (act. 5b)	Student Edition Level 2, page 129 (act. 5b)
		4 Student Edition Level 2, page 145 (act. 2b)	Student Edition Level 2, page 145 (act. 2b)
		5 Student Edition Level 2, page 199 (act. 12)	Student Edition Level 2, page 199 (act. 12)
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WL.K12.IM.9.1	Use expanded vocabulary and structures in the target language to access different media and community resources.	1 Student Edition Level 2, page 257 (C'est vous les reporters!)	Student Edition Level 2, page 257 (C'est vous les reporters!)
		2 Student Edition Level 2, page 184 (Projet final)	Student Edition Level 2, page 184 (Projet final)
		3 Student Edition Level 2, page 268 (Projet final)	Student Edition Level 2, page 268 (Projet final)
		4 Teacher's Edition Level 2, page 64 (Boost your teaching)	Teacher's Edition Level 2, page 64 (Boost your teaching)
		5 Teacher's Edition Level 2, page 248 (Boost your teaching)	Teacher's Edition Level 2, page 248 (Boost your teaching)
		6 Teacher's Edition Level 2, page 130 (Boost your teaching)	Teacher's Edition Level 2, page 130 (Boost your teaching)
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WL.K12.IM.9.2	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 Student Edition Level 2, page 44 (act. 7a)	Student Edition Level 2, page 44 (act. 7a)
		2 Student Edition Level 2, page 236 (act. 4a, 4b)	Student Edition Level 2, page 236 (act. 4a, 4b)
		3 Student Edition Level 2, page 255 (act. 8a)	Student Edition Level 2, page 255 (act. 8a)
		4 Teacher's Edition Level 2, page 38 (Boost your teaching: Culture boost)	Teacher's Edition Level 2, page 38 (Boost your teaching: Culture boost)
		5 Teacher's Edition Level 2, page 44 (Boost your teaching)	Teacher's Edition Level 2, page 44 (Boost your teaching)
		6 Teacher's Edition Level 2, page 64 (Boost your teaching)	Teacher's Edition Level 2, page 64 (Boost your teaching)
		7 Teacher's Edition Level 2, page 83 (Differentiated instruction)	Teacher's Edition Level 2, page 83 (Differentiated instruction)
		8 Teacher's Edition Level 2, page 236 (Boost your teaching)	Teacher's Edition Level 2, page 236 (Boost your teaching)
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MA.K12.MTR.1.1	Actively participate in effortful learning both individually and collectively.	1 Student Edition Level 2, page 17 (act. 22)	Student Edition Level 2, page 17 (act. 22)
		2 Student Edition Level 2, page 107 (act. 2b)	Student Edition Level 2, page 107 (act. 2b)
		3 Student Edition Level 2, page 123 (Mini-projet 1)	Student Edition Level 2, page 123 (Mini-projet 1)
		4 Student Edition Level 2, page 225 (Mini-projet 2)	Student Edition Level 2, page 225 (Mini-projet 2)
		5 Student Edition Level 2, page 226 (Projet final)	Student Edition Level 2, page 226 (Projet final)
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MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways.	1 Student Edition Level 2, page 10 (act. 11a)	Student Edition Level 2, page 10 (act. 11a)
		2 Student Edition Level 2, page 37 (Mini-projet 1)	Student Edition Level 2, page 37 (Mini-projet 1)
		3 Student Edition Level 2, page 123 (Mini-projet 1)	Student Edition Level 2, page 123 (Mini-projet 1)
		4 Student Edition Level 2, page 141 (Mini-projet 2)	Student Edition Level 2, page 141 (Mini-projet 2)
		5 Student Edition Level 2, page 145 (act. 1a)	Student Edition Level 2, page 145 (act. 1a)
		6 Student Edition Level 2, page 187 (act. 3)	Student Edition Level 2, page 187 (act. 3)
		7 Student Edition Level 2, page 209 (Mini-projet 2)	Student Edition Level 2, page 209 (Mini-projet 2)
		8 Student Edition Level 2, page 226 (Projet final)	Student Edition Level 2, page 226 (Projet final)
		9 Student Edition Level 2, page 250 (act. 2a)	Student Edition Level 2, page 250 (act. 2a)
		10 Student Edition Level 2, page 251 (act. 4)	Student Edition Level 2, page 251 (act. 4)
MA.K12.MTR.3.1	Complete tasks with mathematical fluency.	1 Student Edition Level 2, page 4 (act. 4a)	Student Edition Level 2, page 4 (act. 4a)
		2 Teacher's Edition Level 2, page 120 (Boost your teaching)	Teacher's Edition Level 2, page 120 (Boost your teaching)
		3 Teacher's Edition Level 2, page 194 (Boost your teaching: 7	Teacher's Edition Level 2, page 194 (Boost your teaching: 7
		4 Teacher's Edition Level 2, page 214 (Warm-up)	Teacher's Edition Level 2, page 214 (Warm-up)
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MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others.	1 Student Edition Level 2, page 214 (act. 5c)	Student Edition Level 2, page 214 (act. 5c)
		2 Teacher's Edition Level 2, page 68 (Boost your teaching)	Teacher's Edition Level 2, page 68 (Boost your teaching)
		3 Teacher's Edition Level 2, page 86 (Boost your teaching)	Teacher's Edition Level 2, page 86 (Boost your teaching)
		4 Teacher's Edition Level 2, page 207 (Boost your teaching)	Teacher's Edition Level 2, page 207 (Boost your teaching)
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MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts.	1 Student Edition Level 2, page 33 (act. 18)	Student Edition Level 2, page 33 (act. 18)
		2 Student Edition Level 2, page 141 (Mini-projet 2)	Student Edition Level 2, page 141 (Mini-projet 2)
		3 Student Edition Level 2, page 246 (act. 17)	Student Edition Level 2, page 246 (act. 17)
		4 Student Edition Level 2, page 255 (act. 7e)	Student Edition Level 2, page 255 (act. 7e)
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MA.K12.MTR.6.1	Assess the reasonableness of solutions.	1 Student Edition Level 2, page 13 (act. 14b)	Student Edition Level 2, page 13 (act. 14b)
		2 Student Edition Level 2, page 125 (act. 1b)	Student Edition Level 2, page 125 (act. 1b)
		3 Student Edition Level 2, page 131 (act. 6b)	Student Edition Level 2, page 131 (act. 6b)
		4 Student Edition Level 2, page 170 (act. 2c)	Student Edition Level 2, page 170 (act. 2c)
		5 Student Edition Level 2, page 214 (act. 5c)	Student Edition Level 2, page 214 (act. 5c)
		6 Student Edition Level 2, page 226 (Projet final)	Student Edition Level 2, page 226 (Projet final)
		7 Student Edition Level 2, page 254 (act. 7b)	Student Edition Level 2, page 254 (act. 7b)
		8 Student Edition Level 2, page 255 (act. 8b)	Student Edition Level 2, page 255 (act. 8b)
		9 Student Edition Level 2, page 267 (Mini-projet 2)	Student Edition Level 2, page 267 (Mini-projet 2)
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MA.K12.MTR.7.1	Apply mathematics to real-world contexts.	1 Student Edition Level 2, page 4 (act. 4a)	Student Edition Level 2, page 4 (act. 4a)
		2 Student Edition Level 2, page 5 (act. 5)	Student Edition Level 2, page 5 (act. 5)
		3 Student Edition Level 2, page 226 (Projet final)	Student Edition Level 2, page 226 (Projet final)
		4 Teacher's Edition Level 2, page 207 (Boost your teaching)	Teacher's Edition Level 2, page 207 (Boost your teaching)
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ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	1 Student Edition Level 2, page 29 (act. 11)	Student Edition Level 2, page 29 (act. 11)
		2 Student Edition Level 2, page 61 (act. 1b)	Student Edition Level 2, page 61 (act. 1b)
		3 Student Edition Level 2, page 88 (act. 7)	Student Edition Level 2, page 88 (act. 7)
		4 Student Edition Level 2, page 125 (act. 1a)	Student Edition Level 2, page 125 (act. 1a)
		5 Student Edition Level 2, page 132 (act. 9)	Student Edition Level 2, page 132 (act. 9)
		6 Student Edition Level 2, page 154 (act. 8a)	Student Edition Level 2, page 154 (act. 8a)
		7 Student Edition Level 2, page 156 (act. 9)	Student Edition Level 2, page 156 (act. 9)
		8 Student Edition Level 2, page 187 (act. 1d)	Student Edition Level 2, page 187 (act. 1d)
		9 Student Edition Level 2, page 228 (act. 1c)	Student Edition Level 2, page 228 (act. 1c)
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ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	1 Student Edition Level 2, page 112 (act. 7)	Student Edition Level 2, page 112 (act. 7)

		2 Student Edition Level 2, page 112 (act. 8)	Student Edition Level 2, page 112 (act. 8)
		3 Student Edition Level 2, page 129 (act. 4b, 4c)	Student Edition Level 2, page 129 (act. 4b, 4c)
		4 Student Edition Level 2, page 131 (act. 6c, 6d)	Student Edition Level 2, page 131 (act. 6c, 6d)
		5 Student Edition Level 2, page 132 (act. 9)	Student Edition Level 2, page 132 (act. 9)
		6 Student Edition Level 2, page 145 (act. 1a, 1b, 1c)	Student Edition Level 2, page 145 (act. 1a, 1b, 1c)
		7 Student Edition Level 2, page 174 (act. 7)	Student Edition Level 2, page 174 (act. 7)
		8 Student Edition Level 2, page 174 (act. 8)	Student Edition Level 2, page 174 (act. 8)
		9 Student Edition Level 2, page 256 (act. 9)	Student Edition Level 2, page 256 (act. 9)
		10 Student Edition Level 2, page 256 (act. 10)	Student Edition Level 2, page 256 (act. 10)
ELA.K12.EE.3.1	Make inferences to support comprehension.	1 Student Edition Level 2, page 70 (act. 7a)	Student Edition Level 2, page 70 (act. 7a)
		2 Student Edition Level 2, page 109 (act. 4a)	Student Edition Level 2, page 109 (act. 4a)
		3 Student Edition Level 2, page 125 (act. 1a)	Student Edition Level 2, page 125 (act. 1a)
		4 Student Edition Level 2, page 129 (act. 4a)	Student Edition Level 2, page 129 (act. 4a)
		5 Student Edition Level 2, page 169 (act. 1a)	Student Edition Level 2, page 169 (act. 1a)
		6 Student Edition Level 2, page 170 (act. 2a)	Student Edition Level 2, page 170 (act. 2a)
		7 Student Edition Level 2, page 186 (act. 1a)	Student Edition Level 2, page 186 (act. 1a)
		8 Student Edition Level 2, page 191 (act. 2a)	Student Edition Level 2, page 191 (act. 2a)
		9 Student Edition Level 2, page 211 (act. 1b)	Student Edition Level 2, page 211 (act. 1b)
		10 Student Edition Level 2, page 233 (act. 2a)	Student Edition Level 2, page 233 (act. 2a)
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	1 Student Edition Level 2, page 13 (act. 14c)	Student Edition Level 2, page 13 (act. 14c)
		2 Student Edition Level 2, page 53 (act. 26)	Student Edition Level 2, page 53 (act. 26)
		3 Student Edition Level 2, page 58 (Projet final)	Student Edition Level 2, page 58 (Projet final)
		4 Student Edition Level 2, page 81 (Mini-projet 1)	Student Edition Level 2, page 81 (Mini-projet 1)
		5 Student Edition Level 2, page 131 (6d)	Student Edition Level 2, page 131 (6d)
		6 Student Edition Level 2, page 157 (act. 11)	Student Edition Level 2, page 157 (act. 11)
		7 Student Edition Level 2, page 194 (act. 6c)	Student Edition Level 2, page 194 (act. 6c)
		8 Student Edition Level 2, page 214 (act. 5c)	Student Edition Level 2, page 214 (act. 5c)
		9 Student Edition Level 2, page 229 (act. 2)	Student Edition Level 2, page 229 (act. 2)
		10 Student Edition Level 2, page 267 (Mini-projet 2)	Student Edition Level 2, page 267 (Mini-projet 2)
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	1 Student Edition Level 2, page 29 (C'est vous les reporters!)	Student Edition Level 2, page 29 (C'est vous les reporters!)
		2 Student Edition Level 2, page 37 (Mini-projet 1)	Student Edition Level 2, page 37 (Mini-projet 1)
		3 Student Edition Level 2, page 81 (Mini-projet 1)	Student Edition Level 2, page 81 (Mini-projet 1)
		4 Student Edition Level 2, page 99 (Mini-projet 2)	Student Edition Level 2, page 99 (Mini-projet 2)
		5 Student Edition Level 2, page 103 (act. 3)	Student Edition Level 2, page 103 (act. 3)
		6 Student Edition Level 2, page 123 (Mini-projet 1)	Student Edition Level 2, page 123 (Mini-projet 1)
		7 Student Edition Level 2, page 142 (Projet Final)	Student Edition Level 2, page 142 (Projet Final)
		8 Student Edition Level 2, page 145 (act. 2)	Student Edition Level 2, page 145 (act. 2)
		9 Student Edition Level 2, page 187 (act. 3)	Student Edition Level 2, page 187 (act. 3)
		10 Student Edition Level 2, page 271 (act. 3)	Student Edition Level 2, page 271 (act. 3)
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	1 Student Edition Level 2, page 3 (act. 3a, 3b, 3c, 3d)	Student Edition Level 2, page 3 (act. 3a, 3b, 3c, 3d)
		2 Student Edition Level 2, page 37 (Mini-projet 1)	Student Edition Level 2, page 37 (Mini-projet 1)
		3 Student Edition Level 2, page 67 (act. 4c)	Student Edition Level 2, page 67 (act. 4c)
		4 Student Edition Level 2, page 103 (act. 3)	Student Edition Level 2, page 103 (act. 3)
		5 Student Edition Level 2, page 175 (C'est vous les reporters!)	Student Edition Level 2, page 175 (C'est vous les reporters!)
		6 Student Edition Level 2, page 184 (Projet Final)	Student Edition Level 2, page 184 (Projet Final)
		7 Student Edition Level 2, page 187 (act. 3)	Student Edition Level 2, page 187 (act. 3)
		8 Student Edition Level 2, page 225 (Mini-projet 2)	Student Edition Level 2, page 225 (Mini-projet 2)
		9 Student Edition Level 2, page 268 (Projet final)	Student Edition Level 2, page 268 (Projet final)
		10 Student Edition Level 2, page 271 (act. 3)	Student Edition Level 2, page 271 (act. 3)
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	1 Student Edition Level 2, pages 18-19 (Le jeu de l'oie)	Student Edition Level 2, pages 18-19 (Le jeu de l'oie)
		2 Student Edition Level 2, page 25 (act. 5)	Student Edition Level 2, page 25 (act. 5)
		3 Student Edition Level 2, page 36 (act. 19)	Student Edition Level 2, page 36 (act. 19)
		4 Student Edition Level 2, page 43 (act. 5)	Student Edition Level 2, page 43 (act. 5)
		5 Student Edition Level 2, page 45 (act. 9)	Student Edition Level 2, page 45 (act. 9)
		6 Student Edition Level 2, page 57 (Mini-projet 2)	Student Edition Level 2, page 57 (Mini-projet 2)
		7 Student Edition Level 2, page 67 (act. 3b)	Student Edition Level 2, page 67 (act. 3b)
		8 Student Edition Level 2, page 80 (act. 19)	Student Edition Level 2, page 80 (act. 19)
		9 Student Edition Level 2, page 183 (Mini-projet 2)	Student Edition Level 2, page 183 (Mini-projet 2)
		10 Student Edition Level 2, page 247 (Mini-projet 1)	Student Edition Level 2, page 247 (Mini-projet 1)