



# REPORTEROS 2

**LEVEL:** NOVICE HIGH TO INTERMEDIATE LOW

2021 New York State Learning Standards for World Languages  
(Modern Languages)

## ANCHOR STANDARD: COMMUNICATION

Learners communicate effectively in the target language in order to function in a variety of contexts and for multiple purposes.

| LEARNING STANDARDS   | EVIDENCE  |
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| <p><b>Standard 1: Interpretive Communication</b> Learners understand, interpret, and analyze what is heard, read, received, or viewed on a variety of topics, using a range of diverse texts, including authentic resources.</p> | <p>p. 13 (act. 1a, 1b), p. 15 (act. 2a, 2b, Cultura), p. 17 (act. 3a, 3b, 3c, Cultura), p. 18 (act. 5a), p. 19 (act. 5b, 6), p. 20 (act. 8a), p. 21 (act. 9a, 9b), p. 22 (act. 11a), p. 22 (act. 11a), p. 23 (act. 11b, 12), p. 24 (act. 14), p. 35 (act. 1a, 1c, Cultura), p. 36 (act. 2b), p. 37 (act. 3a, Cultura), p. 38 (act. 4a), p. 39 (act. 6a, 6b, 7a, 7b), p. 41 (act. 8a, 8d), p. 42 (act. 9a, 9b, 9d, Cultura), p. 43 (act. 9e, 10a), p. 44 (act. 11, 12), p. 56 (act. 1), p. 61 (act. 1a, 1b), p. 63 (act. 2a, 2c, Conexión), p. 65 (act. 3a, 4a, 4b), p. 67 (act. 6, 7, 8a, Cultura), p. 68 (act. 9a), p. 69 (act. Cultura, 10a), p. 70 (act. 11a, 11b, 11c), p. 71 (act. 12b, 12c), p. 72 (act. 13), p. 83 (act. 1a, 1b, Cultura), p. 85 (act. 2b, 4a), p. 86 (act. 5a, 5b), p. 87 (act. 6a, 6b), p. 89 (act. 8, 10a), p. 91 (act. 11a, 11b, 11c, 11d), p. 92 (act. 12, 13), p. 109 (act. 1a, 1b), p. 111 (act. 2a, 2b, Cultura), p. 113 (act. 3a, 3b, 3c, 4a, 4b), p. 115 (act. 7b), p. 116 (act. 9b, 9d), p. 117 (act. 10a), p. 119 (act. 12a, 14a), p. 120 (act. 15), p. 131 (act. 1a, 1b, Cultura), p. 132 (act. 2b, Cultura), p. 133 (act. 2d, 2e), p. 135 (act. 4b, 4d, 6a, 6b), p. 136 (act. 7a), p. 137 (act. 7b, 7d), p. 139 (act. 9a, 9b), p. 140 (act. 10, 11), p. 154 (act. 1), p. 159 (act. 1a, 1b), p. 161 (act. 2a, 2b, 2c, Cultura), p. 162 (act. 3a), p. 163 (act. 6a, 6b), p. 164 (act. 7a), p. 165 (act. 7b, 7d), p. 166 (act. 8a, 8b, 8c), p. 167 (act. 9a, 9b), p. 169 (act. 10b, 10c, 11a), p. 170 (act. 12), p. 181 (act. 1a, 1b, Cultura), p. 182 (act. 2b), p. 183 (act. 3a, Conexión), p. 184 (act. 4a), p. 185 (act. 4b, 4d), p. 186 (act. 5a, 5c), p. 187 (act. 7a, Cultura), p. 188 (act. 8b), p. 189 (act. 9a, 9b, 9c), p. 190 (act. 11, 12, 13), p. 202 (act. 1), p. 207 (act. 1a, 1b), p. 209 (act. 2a, 2b, Cultura), p. 210 (act. 3a), p. 211 (act. 5b), p. 212 (act. 7a), p. 213 (act. 7b, 8b), p. 214 (act. 9a, 9b, 9c), p. 215 (act. 10a, 10b, Cultura),</p> |

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|  | <p>p. 217 (act. 11a, 12a), p. 218 (act. 13, 14, 15), p. 229 (act. 1a, 1b, Cultura), p. 231 (act. 2a), p. 233 (act. 4a, 4b), p. 234 (act. 6a), p. 235 (act. 7a, 8a), p. 236 (act. 9a, 9b), p. 237 (act. 10b, 10c), p. 238 (act. 11), p. 250 (act. 1), p. 255 (act. 1a,1b), p. 257 (act. 2b, 2c, Conexión), p. 258 (act. 3a), p. 259 (act. 4b, 4c, Cultura), p. 261 (act. 5b, 6a, 7), p. 262 (act. 8b), p. 263 (act. 11), p. 265 (act. 12b, 13), p. 266 (act. 14, 15a), p. 277 (act. 1b, Cultura), p. 278 (act. 2a, 2b), p. 279 (act. 3a, 3b), p. 280 (act. 5b), p. 281 (6a, 7), p. 282 (act. 8b, 8c), p. 283 (act. 10a), p. 285 (act. 11a, 11b, 11c, 12a), p. 286 (act. 13, 14), p. 298 (act. 1) (act. 10b, 10c), p. 238 (act. 11), p. 250 (act. 1), p. 255 (act. 1a,1b), p. 257 (act. 2b, 2c, Conexión), p. 258 (act. 3a), p. 259 (act. 4b, 4c, Cultura), p. 261 (act. 5b, 6a, 7), p. 262 (act. 8b), p. 263 (act. 11), p. 265 (act. 12b, 13), p. 266 (act. 14, 15a), p. 277 (act. 1b, Cultura), p. 278 (act. 2a, 2b), p. 279 (act. 3a, 3b), p. 280 (act. 5b), p. 281 (6a, 7), p. 282 (act. 8b, 8c), p. 283 (act. 10a), p. 285 (act. 11a, 11b, 11c, 12a), p. 286 (act. 13, 14), p. 298 (act. 1)</p>   |
| <p><b>Standard 2: Interpersonal Communication</b> Learners interact and negotiate meaning in spontaneous, spoken, visual*, or written communication to exchange information and express feelings, preferences, and opinions.</p> | <p>p. 15 (act. 2a, 2c), p. 17 (act. 3a, 3d), p. 19 (act. 7), p. 21 (act. 8b, 10), p. 23 (act. 13), p. 24 (act. 15), pp. 27-32 (act. 16-24), p. 33 (Miniproyecto 1), p. 36 (act. 2a, 2c), p. 38 (act. 4b, 5), p. 39 (act. 6c, 7), p. 41 (act. 8c, 8d), p. 42 (act. 9c), p. 43 (act. 10b), p. 44 (act. 13, 14), pp. 46-52 (act. 15-22), p. 53 (Miniproyecto 2), p. 54 (Proyecto final), p. 58 (act. 4, 5), p. 63 (act. 2b), p. 65 (act. 3b, 3d, 4c), p. 66 (act. 5), p. 68 (act. 9c), p. 69 (act. 10b), p. 71 (act. 12a, 12c, 12d), p. 72 (act. 14, 15, 16), pp. 75-80 (act. 17-26), p. 81 (Miniproyecto 1), p. 83 (act. 1a, 1c), p. 85 (act. 2c, 2d, 4b), p. 87 (act. 5c, 7a, 7b), p. 91 (act. 11e, 11f), p. 92 (act. 12, 14a, 14b), pp. 96-100 (act. 15-22), p. 101 (Miniproyecto 2), p. 102 (Proyecto final), p. 104 (act. 1), p. 106 (act. 4, 5), p. 111 (act. 2a, 2c), p. 114 (act. 5a, 5b, 5c, 6), p. 115 (act. 7a, 7c, 7d, 8), p. 116 (act. 9a, 9c, 9e), p. 119 (act. 12b, 14b), p. 120 (act. 16, 17), pp. 123-128 (act. 19-25), p. 132 (act. 2a, 2b), p. 133 (act. 2c), p. 135 (act. 4a, 4c, 5, 6), p. 136 (act. 7a), p. 137 (act. 7c, 7e, 8), p. 139 (act. 9b, 9c, 9d), p. 140 (act. 12, 13), pp. 143-150 (act. 14-26), p. 152 (Proyecto final), p. 156 (act. 4, 5), p. 159 (act. 1a, 1b), p. 161 (act. 2d), p. 162 (act. 3a, 3b, 4), p. 163 (act. 5, 6d), p. 165 (act. 7c, 7e), p. 167 (act. 8d, 8e, 9a), p. 169 (act. 10a, 10d, 11a, 11b), p. 170 (act. 13, 14, 15), pp. 173-178 (act. 16-25), p. 181 (act. 1c), p. 182 (act. 2a, 2c), p. 183 (act. 3a, 3b), p. 184 (act. 4a), p. 185 (act. 4c, 4e, 4f), p. 186 (act. 5a, 5b, 5c), p. 187 (act. 6, 7b), p. 188 (act. 8a, 8c, 8d), p. 189 (act. 10), p. 190 (act. 14), pp. 193-198 (act. 15-23), p. 199 (Miniproyecto 2), p. 200 (Proyecto final), p. 204 (act. 4, 5), p. 209 (act. 2a, 2c), p. 210 (act. 3a, 3b, 4), p. 211 (act. 5a, 5c, 5d, 6), p. 213 (act. 7c, 8a, 8c), p. 214 (act. 9a, 9d), p. 215 (act. 9e, 10c, 10d), p. 217 (act. 11b, 11d), p. 218 (act. 16), pp. 221-226 (act. 17-26),</p> |

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|   | <p>p. 227 (Miniproyecto 1), p. 229 (act. 1c), p. 231 (act. 2b, 2c, 3), p. 233 (act. 4a, 4c, 4d, 4e, 5), p. 234 (act. 6b), p. 235 (act. 7b, 8b), p. 236 (act. 9c), p. 237 (act. 10a, 10d), p. 238 (act. 14), pp. 241-246 (act. 15-23), p. 248 (act. Proyecto final), p. 252 (act. 4, 5), p. 255 (act. 1a, 1b), p. 257 (act. 2a, 2d), p. 258 (act. 3b), p. 259 (act. 4a, 4d), p. 261 (act. 5a, 5b, 5c, 7), p. 262 (act. 8a), p. 263 (act. 8c, 8d, 9), p. 265 (act. 12a, 12d, 13), p. 266 (act. 15b), pp. 268-274 (act. 17-26), p. 277 (act. 1a, 1c), p. 279 (act. 3c, 4), p. 280 (act. 5a, 5c, 5d), p. 281 (act. 6a, 6b, 7), p. 282 (act. 8a), p. 283 (act. 8e, 9, 10b), p. 285 (act. 11d, 12b), p. 286 (act. 15), pp. 289-294 (act. 16-22), p. 296 (Proyecto final), p. 300 (act. 4, 5)</p>  |
| <p><b>Standard 3: Presentational Communication</b> Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers, or viewers to describe, inform, narrate, explain, or persuade.</p> | <p>p. 17 (act. 4a, 4b), p. 21 (act. 8c), p. 22 (act. 11a), p. 25 (¡Eres reportero/a!), p. 33 (Miniproyecto 1), p. 37 (act. 3c), p. 39 (act. 6d), p. 45 (¡Eres reportero/a!), p. 53 (Miniproyecto 2), p. 54 (Proyecto final), p. 57 (act. 2, 3), p. 59 (act. 1, 2), p. 65 (act. 4c), p. 68 (act. 9b), p. 69 (act. 10c), p. 70 (act. 11c), p. 73 (¡Eres reportero/a!), p. 89 (act. 9), p. 93 (¡Eres reportero/a!), p. 101 (Miniproyecto 2), p. 102 (Proyecto final), p. 105 (act. 2, 3), p. 107 (act. 1, 2), p. 117 (act. 11), p. 119 (act. 13), p. 121 (¡Eres reportero/a!), p. 129 (Miniproyecto 1), p. 133 (act. 3), p. 141 (¡Eres reportero/a!), p. 151 (Miniproyecto 2), p. 152 (Proyecto final), p. 155 (act. 2, 3), p. 157 (act. 1, 2), p. 163 (act. 6c), p. 165 (act. 7f), p. 169 (act. 10d, 12), p. 171 (¡Eres reportero/a!), p. 179 (Miniproyecto 1), p. 191 (¡Eres reportero/a!), p. 199 (Miniproyecto 2), p. 200 (Proyecto final), p. 203 (act. 2, 3), p. 205 (act. 1, 2), p. 217 (act. 11c), p. 219 (¡Eres reportero/a!), p. 227 (Miniproyecto 1), p. 233 (act. 5), p. 239 (¡Eres reportero/a!), p. 247 (Miniproyecto 2), p. 248 (act. Proyecto final), p. 251 (act. 2, 3), p. 253 (act. 1, 2), p. 263 (act. 10), p. 267 (¡Eres reportero/a!), p. 275 (Miniproyecto 1), p. 279 (act. 3d), p. 287 (¡Eres reportero/a!), p. 295 (Miniproyecto 2), p. 296 (act. Proyecto final), p. 299 (act. 2, 3), p. 301 (act. 1, 2)</p> |

## ANCHOR STANDARD: CULTURES

Learners use the target language to identify, describe, compare, and explain the practices, products, and perspectives of the cultures studied.

| LEARNING STANDARDS   | EVIDENCE   |
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| <p><b>Standard 4: Relating Cultural Practices and Products to Perspectives</b><br/>Learners use the target language to identify, describe, and explain the practices and products of the cultures studied as well as the cultural perspectives they suggest.</p> | <p>p. 13 (act. 1a, 1b), p. 15 (Cultura), p. 17 (Cultura), p. 18 (act. 5a), p. 20 (act. 8a), p. 21 (act. 9), p. 22 (act. 11a), p. 23 (act. 12), p. 24 (act. 14), p. 25 (¡Eres reportero/a!), p. 35 (act. 1a, 1b, 1c, Cultura), p. 37 (3a, Cultura), p. 41 (act. 8a), p. 42 (act. 9a, 9b, Cultura), p. 44 (act. 11, 12, 13), p. 61 (act. 1a, 1b), p. 63 (act. 2a, Conexión), p. 65 (act. 3a, 4b), p. 67 (Cultura), p. 68 (act. 9a), p. 69 (Cultura), p. 70 (act. 11a, 11b), p. 71 (act. 12b), p. 72 (act. 13), p. 73 (¡Eres reportero/a!), p. 81 (Miniproyecto 1), p. 83 (act. 1a, 1b), p. 85 (act. 2a, 2b, 2c, 4a), p. 89 (act. 10a), p. 91 (act. 11a), p. 92 (act. 13, 14a, 14b), p. 93 (¡Eres reportero/a!), p. 109 (act. 1a, 1b), p. 111 (act. 2a, 2b, Cultura), p. 113 (act. 3a, 4b), p. 115 (act. 7c, 8), p. 120 (act. 15, 16, 17, 18), p. 121 (¡Eres reportero/a!), p. 131 (act. 1a, Cultura), p. 132 (Cultura), p. 135 (act. 4a, 4d, 6), p. 139 (act. 9a, 9b, 9d), p. 140 (act. 10, 11), p. 141 (¡Eres reportero/a!), p. 152 (Proyecto final), p. 159 (act. 1a, 1b), p. 161 (act. 2a, Cultura), p. 163 (act. 6b), p. 164 (act. 7a), p. 169 (act. 11a), p. 170 (act. 12, 13), p. 181 (Cultura), p. 183 (act. 3a, 3b), p. 190 (act. 11, 12, 13), p. 207 (act. 1a, 1b), p. 209 (act. 2a, Cultura), p. 212 (act. 7a), p. 213 (act. 7b, 8a), p. 215 (act. 10a, 10b, 10c, 10d, Cultura), p. 218 (act. 14), p. 238 (act. 11), p. 238 (act. 14), p. 255 (act. 1a, 1b), p. 257 (act. 2a, 2b), p. 258 (act. 3a), p. 259 (act. 4c, 4d, Cultura), p. 261 (act. 5b, 7), p. 262 (act. 8a, 8b), p. 263 (Cultura), p. 265 (act. 12b), p. 266 (act. 14, 15), p. 275 (Miniproyecto 1), p. 277 (act. 1a, 1b), p. 278 (act. 2a), p. 279 (act. 3a), p. 280 (act. 5b), p. 281 (act. 6a, 6b, 7), p. 282 (act. 8b, 8c), p. 283 (act. 10a), p. 285 (act. 12a, 12b), p. 286 (act. 13, 14), p. 287 (¡Eres reportero/a!), p. 296 (act. Proyecto final)</p> |
| <p><b>Standard 5: Cultural Comparisons</b><br/>Learners use the target language to compare the products and practices of the cultures studied and their own.</p>   | <p>p. 15 (2a, Cultura), p. 17 (act. 4b), p. 21 (act. 8c), p. 33 (Miniproyecto 1), p. 24 (act. 15), p. 32 (act. 24), p. 35 (act. 1b), p. 36 (act. 2d), p. 37 (act. 3b), p. 39 (act. 6c), p. 41 (act. 8a), p. 44 (act. 14), p. 59 (act. 1, 2), p. 63 (Conexión), p. 65 (act. 3d), p. 67 (Cultura, 8b), p. 68 (act. 9c), p. 69 (Cultura), p. 72 (act. 15), p. 83 (Cultura), p. 85 (act. 4b), p. 89 (act. 10b), p. 92 (act. 13), p. 107 (act. 1, 2), p. 111 (Cultura), p. 113 (act. 3c), p. 119 (act. 14b), p. 120 (act. 18), p. 128 (act. 25), p. 129 (Miniproyecto 1), p. 131 (Cultura), p. 132 (Cultura), p. 140 (act. 13), p. 157 (act. 1, 2), p. 161 (Cultura), p. 178 (act. 24, 25), p. 181 (Cultura), p. 183 (Conexión), p. 187 (Cultura), p. 198 (act. 22, 23), p. 205 (act. 1, 2), p. 209 (act. 2c, Cultura), p. 217 (act. 12b), p. 226 (act. 24-26), p. 229 (Cultura), p. 238 (act. 12, 13), p. 246 (act. 22, 23), p. 253 (act. 1, 2), p. 257 (act. Conexión), p. 258 (act. 3b), p. 261 (act. 7), p. 263 (act. 11), p. 265 (act. 12c, 12e, 13), p. 266 (act. 16), p. 277 (act. 1c, Cultura), p. 278 (act. 2c), p. 279 (act. 3c), p. 280 (act. 5e), p. 283 (act. 8d, 10b), p. 286 (act. 13), p. 287 (¡Eres reportero/a!), p. 294 (act. 22), p. 301 (act. 1, 2)</p>  |