



# REPORTEROS 2

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

**COURSE CODE(S):** 0708350

2011 Florida Next Generation World Languages Standards

## STANDARD 1: Interpretive Listening

The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.

Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
WL.K12.IM.1.1	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.	SE: p. 159 (act. 1b), p. 163 (act. 6b), p. 167 (act. 9b), p. 182 (act. 2b), p. 188 (act. 8b), p. 189 (act. 9c), p. 202 (act. 1), p. 207 (act. 1b), p. 213 (act. 8b), p. 215 (act. 10b), p. 235 (act. 7a), p. 236 (act. 9b), p. 237 (act. 10b, 10c), p. 243 (act. 19), p. 250 (act. 1), p. 255 (act. 1b), p. 259 (act. 4b, 4c), p. 261 (act. 6a), p. 279 (act. 3a, 3b), p. 280 (act. 5b), p. 282 (act. 8b, 8c), p. 298 (act. 1b, 1c), p. 299 (act. 1d)
WL.K12.IM.1.2	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.	SE: p. 159 (act. 1b), p. 182 (act. 2b), p. 202 (act. 1), p. 207 (act. 1b), p. 237 (act. 10b, 10c), p. 255 (act. 1b), p. 237 (act. 10b, 10c), p. 250 (act. 1), p. 255 (act. 1b), p. 259 (act. 4b, 4c), p. 261 (act. 6a), p. 280 (act. 5b), p. 282 (act. 8b, 8c), p. 298 (act. 1b, 1c), p. 299 (act. 1d)  TE: p. 171 (Differentiated Instruction), p. 219 (¡Eres reportero/a!: Extension)
WL.K12.IM.1.3	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.	SE: p. 163 (act. 6b), p. 167 (act. 9b), p. 213 (act. 8b), p. 221 (act. 18), p. 279 (act. 3a), p. 202 (act. 1), p. 213 (act. 8b), p. 237 (act. 10b, 10c), p. 250 (act. 1), p. 163 (act. 6b)
WL.K12.IM.1.4	Identify essential information and supporting details on familiar topics presented through a variety of media.	SE: p. 159 (act. 1b), p. 163 (act. 6b), p. 182 (act. 2b), p. 202 (act. 1), p. 207 (act. 1b), p. 213 (act. 8b), p. 215 (act. 10b), p. 237 (act. 10b, 10c), p. 250 (act. 1), p. 255 (act. 1b), p. 259 (act. 4b, 4c), p. 262 (act. 8b), p. 279 (act. 3a, 3b), p. 280 (act. 5b), p. 282 (act. 8b, 8c), p. 298 (act. 1b, 1c)
WL.K12.IM.1.5	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.	SE: p. 167 (act. 9b), p. 237 (act. 10b, 10c), p. 250 (act. 1), p. 259 (act. 4b), p. 279 (act. 3a), p. 282 (act. 8b), p. 298 (act. 1b)  TE: p. 168 (Boost your teaching: 10), p. 188 (Boost your teaching: 9)
WL.K12.IM.1.6	Demonstrate understanding of complex directions and instructions in familiar settings.	SE: p. 167 (act. 9b), p. 235 (act. 7a), p. 236 (act. 9b, 9c), p. 250 (act. 1), p. 262 (act. 8b), p. 263 (act. 9), p. 279 (act. 3a, 3b)  TE: p. 256 (Boost your teaching), p. 262 (Boost your teaching: 8)

Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
WL.K12.IL.1.1	Use context clues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.	13 (act. 1b), p. 18 (act. 5a), p. 19 (act. 5b), p. 23 (act. 11b), p. 27 (act. 16), p. 39 (act. 6b), p. 42 (act. 9d), p. 56 (act. 1), p. 60 (act. 1b), (p. 75 (act. 20), p. 87 (act. 6), p. 109 (act. 1b), p. 113 (act. 4), p. 116 (act. 9b, 9d), p. 133 (act. 2d, 2e), p. 137 (act. 7a, 7b, 7d),
WL.K12.IL.1.2	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.	SE: p. 11 (act. 17b), p. 13 (act. 1b), p. 19 (act. 6), p. 23 (act. 11b), p. 27 (act. 16), p. 39 (act. 6b), p. 42 (act. 9d), p. 56 (act. 1), p. 60 (act. 1b), p. 61 (act. 1b), p. 87 (act. 6), p. 109 (act. 1b), p. 113 (act. 4), p. 109 (act. 1b), p. 133 (act. 2d, 2e), p. 116 (act. 9b, 9d), TE: p. 21 (act. 10: Extension), p. 41 (P8: Extension)
WL.K12.IL.1.3	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.	SE: p. 19 (act. 6), p. 71 (act. 12b, 12c), p. 7 (act. 11b), p. 75 (act. 20), p. 19 (act. 6), p. 27 (act. 16), 75 (act. 20) TE: p. 35 (act. 1D: Lifelong learning), p. 116 (act. 9b)
WL.K12.IL.1.4	Identify key points and essential details on familiar topics presented in a variety of media.	SE: p. 13 (act. 1b), p. 18 (act. 5), p. 56 (act. 1), p. 60 (act. 1b), p. 75 (act. 20), p. 109 (act. 1b), p. 115 (act. 7b, 7c), p. 116 (act. 9b, 9d), p. 133 (act. 2d, 2e) TE: p. 15 (Differentiated instruction), p. 21 (act. 9: Extension), p. 39 (act. 7: Lifelong learning), p. 41 (act. 8: Extension), p. 92 (act. 13: Extension)
WL.K12.IL.1.5	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.	SE: p. 137 (act. 7a, 7b, 7d), p. 139 (act. 9b, 9d), pp. 136-137 (act. 7b, 7d), p. 215 (act. 10b), p. 215 (act. 10b), 182 (act. 2b) TE: p. 151 (Teacher presentation)
WL.K12.IL.1.6	Demonstrate understanding of multiple-step directions and instructions, in familiar settings.	TE: p. 18 (Boost your teaching: 6), p. 19 (Differentiated instruction: 5), p. 164 (Boost your teaching: 7f Cultural Boost), p. 184 (Boost your teaching: 4 Gamification TPR)

## STANDARDS 2: Interpretative Reading

The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.

Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
WL.K12.IM.2.1	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.	SE: p. 161 (act. 2c, Cultura), p. 166 (act. 8a, 8b, 8c), p. 169 (act. 10b, 10c), p. 170 (act. 12), p. 181 (act. 1b, Cultura), p. 186 (act. 5a, 5c), p. 187 (Cultura), p. 190 (act. 11), p. 191 (act. 11, 12, 13), p. 204 (act. 4), p. 209 (act. 2b, Cultura), p. 212 (act. 7a), p. 213 (act. 7b), p. 214 (act. 9a, 9b, 9c), p. 215 (Cultura), p. 217 (act. 11a, 12a), p. 218 (act. 13, 14), p. 229 (act. 1b, Cultura), p. 233 (act. 4a, 4b, 4c), p. 235 (act. 8a), p. 252 (act. 4), p. 257 (act. 2b), p. 258 (act. 3a), p. 259 (Cultura), p. 261 (act. 7), p. 263 (act. 11), p. 265 (act. 12b, 12c, 13), p. 266 (act. 14, 15), p. 277 (act. 1b, Cultura), p. 281 (act. 7), p. 285 (act. 12), p. 286 (act. 13, 14, 15), p. 300 (act. 4) TE: p. 287 (Differentiated instruction)

<b>Benchmark code</b>	<b>Benchmark</b>	<b>Activities where benchmark is directly addressed in-depth in major tool.</b>
<b>WL.K12.IM.2.2</b>	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.	<b>SE:</b> p. 113 (act. 3a, 3c), p. 119 (act. 12a, 14a), p. 135 (act. 4b), p. 139 (act. 9b), p. 234 (act. 6a), p. 283 (act. 10a), p. 285 (act. 11a, 11b)
<b>WL.K12.IM.2.3</b>	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.	<b>SE:</b> pp. 164 (act. 7a), p. 165 (act. 7b), p. 169 (act. 11a), p. 183 (act. 3a), p. 187 (act. 7a, 7b), 229 (act. 1a), p. 231 (act. 2a), p. 278 (act. 2a, 2b), p. 212 (act. 7a), p. 213 (act. 7b)
<b>WL.K12.IM.2.4</b>	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.	<b>SE:</b> p. 161 (act. 2b, Cultura, Cultura 'Tico, tica'), p. 186 (act. 5a, 5c), p. 218 (act. 13, 14), , p. 91 (act. 11d), p. 170 (act. 12), p. 190 (act. 11), p. 218 (act. 13), 229 (act. 1a) <b>TE:</b> p. 159 (act. 1: Warm-up), p. 180 (Authentic Resource)
<b>WL.K12.IL.2.1</b>	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.	<b>SE:</b> p. 3 (act. 4), p. 6 (act. 10), p. 8 (act. 13a, 13b), p. 15 (act. 2b, Cultura), p. 17 (act. 3a, 3b, Cultura), p. 21 (act. 9), p. 22 (act. 11a), p. 24 (act. 14), p. 35 (act. 1c, Cultura), p. 36 (act. 2b), p. 37 (Cultura), p. 39 (act. 6a, 7), p. 42 (Cultura), p. 44 (act. 11), p. 58 (act. 4), p. 63 (act. 2c), p. 64 (act. 3a), p. 67 (Cultura), p. 69 (act. 10, Cultura), p. 70 (act. 11a, 11b), p. 72 (act. 13), p. 83 (act. 1b, Cultura), p. 84 (act. 2a, 2b, 2c), p. 85 (act. 4a), p. 86 (act. 5a, 5b), p. 89 (act. 8, 10a), p. 92 (act. 12, 13), p. 104 (act. 1), p. 106 (act. 4), p. 111 (act. 2b, Cultura), p. 113 (act. 3a, 3c), p. 119 (act. 12a, 14a), p. 120 (act. 15), p. 131 (act. 1a, 1b, Cultura), p. 132 (Cultura), p. 135 (act. 4b), p. 139 (act. 9b), p. 140 (act. 10, 11), p. 154 (act. 1a, 1b), p.155 (act. 1c), p. 156 (act. 4)
<b>WL.K12.IL.2.2</b>	Interpret written literary text in which the writer tells or asks about familiar topics.	<b>SE:</b> p. 91 (act. 11b, 11c, 11d), p. 96 (act. 15a), p. 104 (act. 1), p. 135 (act. 6), p. 139 (act. 9b)
<b>WL.K12.IL.2.3</b>	Determine the meaning of a message and identify the author's purpose of authentic written texts such as advertisements and public announcements.	<b>SE:</b> p. 8 (act. 13a, 13b), p. 15 (act. 2a), p. 20 (act. 8a), p. 21 (act. 9), p. 22 (act. 11a), p. 34 (act. 1a), p. 36 (act. 2b, 2c), p. 37 (act. 3a), p. 38 (act. 4a), p. 41 (act. 8a), p. 42 (act. 9a, 9b), p. 63 (act. 2a, 2b), p. 68 (act. 9a, 9b), p. 70 (act. 11a, 11b), p. 82 (act. 1a), 85 (act. 2c)
<b>WL.K12.IL.2.4</b>	Demonstrate understanding of vocabulary used in context when following written directions.	<b>SE:</b> p. 36 (act. 2b, 2c), p. 37 (act. 3c), p. 38 (act. 4a), p. 39 (act. 6a, 6b), p. 41 (act. 8b), p. 43 (act. 10a), p. 46 (act. 15), p. 67 (Cultura) <b>TE:</b> p. 19 (Differentiated instruction: 6)

## **STANDARD 3: Interpersonal Communication**

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.

<b>Benchmark code</b>	<b>Benchmark</b>	<b>Activities where benchmark is directly addressed in-depth in major tool.</b>
<b>WL.K12.IM.3.1</b>	Express views and effectively engage in conversations on a variety of familiar topics.	<b>SE:</b> p. 71 (act. 12d, p. 91 (act. 11f), p. 169 (act. 11b), p. 170 (act. 13), p. 183 (act. 3b), p. 185 (act. 4f), p. 189 (act. 10), p. 199 (Miniproyecto 2), p. 204 (act. 4, 5), p. 217 (act. 11d), p. 235 (act. 8b), p. 247 (Miniproyecto 2), p. 252 (act. 4, 5), p. 300 (act. 4, 5) <b>TE:</b> p. 285 (act. 12b)
<b>WL.K12.IM.3.2</b>	Ask and answer questions on familiar topics to clarify information and sustain a conversation.	<b>SE:</b> p. 58 (act. 5), p. 106 (act. 5), p. 137 (act. 8), p. 156 (act. 5), p. 182 (act. 2c), p. 204 (act. 5), p. 217 (act. 11d), p. 231 (act. 3), p. 237 (act. 10a, 10d), p. 252 (act. 5), p. 300 (act. 4, 5) <b>TE:</b> p. 254 (Boost your teaching: 1 Show & Tell)
<b><u>WL.K12.IM.3.3</u></b>	Express personal views and opinions on a variety of topics.	<b>SE:</b> p. 17 (act. 3d), p. 24 (act. 15), p. 36 (act. 2c), p. 71 (act. 12d), p. 72 (act. 16), p. 169 (act. 11b), p. 170 (act. 13), p. 183 (act. 3b), p. 210 (act. 3a), p. 213 (act. 8a), p. 218 (act. 16), p. 233 (act. 5), p. 238 (act. 14), p. 280 (act. 5d) <b>TE:</b> p. 239 (act. 14: Critical thinking), p. 285 (act. 12b)
<b>WL.K12.IM.3.4</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).	<b>SE:</b> p. 115 (act. 7c, 8), p. 163 (act. 6d), p. 199 (Miniproyecto 2), p. 182 (act. 2c), p. 210 (act. 3a), p. 215 (act. 10d), p. 235 (act. 8b), p. 238 (act. 14), p. 248 (Proyecto final), p. 296 (Proyecto final, 1) <b>TE:</b> p. 34 (Boost your teaching: 1d), p. 240 (Boost your teaching: Collaboration), p. 283 (act. 8e)
<b>WL.K12.IM.3.5</b>	Initiate and maintain a conversation on a variety of familiar topics.	<b>SE:</b> 114 (act. 5c), p. 204 (act. 5), p. 300 (act. 4, 5), p. 252 (act. 5), p. 183 (act. 3b), p. 185 (act. 4f), p. 217 (act. 11d), p. 235 (act. 8b), p. 211 (act. 6) <b>TE:</b> p. 177 (Boost your teaching: Interpersonal learners)
<b>WL.K12.IM.3.6</b>	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.	<b>SE:</b> p. 204 (act. 5: Estrategias), p. 58 (act. 4: Estrategias), p. 252 (act. 4: Estrategias) <b>TE:</b> p. 181 (act. 1 Accommodation), p. 197 (Boost your teaching: Auditory learners), p. 224 (Boost your teaching: Interpersonal learners), p. 225 (Boost your teaching: Verbal learners), p. 231 (Differentiated instruction: 3), p. 245 (Boost your teaching: Auditory learners), p. 272 (Boost your teaching: Verbal learners)
<b>WL.K12.IM.3.7</b>	Follow grammatical rules for self-correction when speaking.	<b>SE:</b> p. 43 (act. 10b), p. 114 (act. 5c), p. 137 (act. 8), p. 211 (act. 6), p. 235 (act. 8b) <b>TE:</b> p. 211 (Differentiated instruction: 5)
<b>WL.K12.IM.3.8</b>	Describe a problem or situation with details and state an opinion.	<b>SE:</b> p. 182 (act. 2c), p. 189 (act. 10), p. 204 (act. 5), p. 235 (act. 8b) <b>TE:</b> p. 186 (Boost your teaching: act. 5c), p. 189 (Differentiated instruction: act. 9 Challenge)

Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
WL.K12.IL.3.1	Initiate and engage in a conversation on familiar topics.	<p><b>SE:</b> p. 2 (act. 2b), p. 4 (act. 7c), p. 5 (act. 8), p. 7 (act. 12), p. 10 (act. 16b), p. 11 (act. 18), p. 23 (act. 13), p. 39 (act. 6c), p. 41 (act. 8d), p. 42 (act. 9c), p. 43 (act. 10b), p. 58 (act. 4, 5), p. 68 (act. 9c), p. 87 (act. 7b), p. 91 (act. 11f), p. 92 (act. 14), p. 106 (act. 4, 5), p. 115 (act. 8), p. 156 (act. 4, 5), p. 199 (Miniproyecto 2)</p> <p><b>TE:</b> p. 47 (Differentiated instruction: 17), p. 51 (Boost your teaching: Interpersonal learners)</p>
WL.K12.IL.3.2	Interact with others in everyday situations.	<p><b>SE:</b> p. 7 (act. 12), p. 10 (act. 16b), p. 23 (act. 13), p. 43 (act. 10), p. 58 (act. 4, 5), p. 67 (act. 7), p. 97 (act. 19), p. 106 (act. 4), p. 137 (act. 8), p. 156 (act. 4, 5)</p> <p><b>TE:</b> p. 216 (Boost your teaching: 11D)</p>
WL.K12.IL.3.3	Express and react to feelings and emotions in real life situations.	<p><b>SE:</b> p. 17 (act. 3d), p. 71 (act. 12d), p. 87 (act. 7b), p. 91 (11f), p. 137 (act. 8), p. 162 (act. 4), p. 163 (act. 5)</p>
WL.K12.IL.3.4	Exchange information about familiar academic and social topics including participation in an interview.	<p><b>SE:</b> p. 21 (act. 8b), p. 67 (act. 7), p. 70 (act. 11c), p. 72 (act. 16), p. 81 (Miniproyecto 1), p. 91 (act. 11f), p. 106 (act. 5), p. 114 (act. 5c), p. 120 (act. 16), p. 140 (act. 12), p. 182 (act. 2c), p. 199 (Miniproyecto 2), p. 231 (act. 2c, 3), p. 235 (act. 8b), p. 247 (Miniproyecto 2)</p> <p><b>TE:</b> p. 79 (Boost your teaching: Interpersonal learners), p. 177 (Boost your teaching: Interpersonal learners), p. 235 (Differentiated instruction: 8)</p>
WL.K12.IL.3.5	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.	<p><b>SE:</b> p. 7 (act. 12), p. 11 (act. 18), p. 10 (act. 16b), p. 23 (act. 13), p. 39 (act. 6c), p. 43 (act. 10b), p. 58 (act. 5), p. 87 (act. 7), p. 204 (act. 5)</p> <p><b>TE:</b> p. 23 (Differentiated instruction: 13), p. 31 (Boost your teaching: Interpersonal and artistic learners), p. 184 (Boost your teaching: 4 Gamification)</p>
WL.K12.IL.3.6	Recount and restate information received in a conversation in order to clarify meaning.	<p><b>SE:</b> p. 58 (act. 5: Estrategias), p. 137 (act. 7b), p. 199 (Miniproyecto 2: Estrategias)</p> <p><b>TE:</b> p. 71 (Differentiated instruction: 12b), p. 136 (Boost your teaching: 8), p. 137 (Differentiated instruction: 7d), p. 217 (act. 11d)</p>
WL.K12.IL.3.7	Exchange general information about a few topics outside personal and academic fields of interest.	<p><b>SE:</b> p. 21 (act. 8b), p. 24 (act. 15), p. 61 (act. 1a), p. 68 (act. 9c), p. 72 (act. 16), p. 81 (Miniproyecto 1), p. 83 (act. 1c), p. 199 (Miniproyecto 2), p. 211 (act. 6), p. 259 (act. 4d), p. 265 (act. 12a), p. 277 (act. 1c), p. 279 (act. 3c)</p>
WL.K12.IL.3.8	Initiate, engage, and exchange basic information to solve a problem.	<p><b>SE:</b> p. 11 (act. 18), p. 19 (act. 7), p. 23 (act. 13), p. 27 (act. 19), p. 38 (act. 5), p. 43 (act. 10), p. 67 (act. 7), p. 114 (act. 6), p. 135 (act. 5), p. 189 (act. 10), p. 235 (act. 8b)</p> <p><b>TE:</b> p. 71 (Differentiated instruction: 11)</p>

## **STANDARD 4: Presentational Speaking**

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

<b>Benchmark code</b>	<b>Benchmark</b>	<b>Activities where benchmark is directly addressed in-depth in major tool.</b>
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.	SE: p. 129 (Miniproyecto 1), p. 151 (Miniproyecto 2), p. 182 (act. 2c: 5), p. 200 (Proyecto final), p. 203 (act. 3), p. 205 (act. 2), p. 215 (act. 10c, 10d), p. 247 (Miniproyecto 2), p. 275 (Miniproyecto 1), p. 251 (act. 3), p. 295 (Miniproyecto 2), p. 299 (act. 3)
WL.K12.IM.4.2	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.	SE: p. 200 (Proyecto final), p. 215 (act. 10d), p. 247 (Miniproyecto 2), p. 251 (act. 3), p. 280 (act. 5e), p. 295 (Miniproyecto 2), p. 299 (act. 3)
WL.K12.IM.4.3	Retell a story or recount an experience with appropriate facts and relevant details.	SE: p. 85 (act. 4a), p. 87 (act. 6b), p. 89 (act. 10a), p. 111 (act. 2c), p. 123 (act. 4b), p. 151 (Miniproyecto 2), p. 161 (act. 2c), p. 182 (act. 2b), p. 190 (act. 13), p. 280 (act. 5e) TE: p. 217 (act. 12b), p. 284 (Boost your teaching: 12b)
WL.K12.IM.4.4	Provide supporting evidence using logically connected sentences that include relevant details.	SE: p. 170 (act. 15), p. 190 (act. 14), p. 203 (act. 3), p. 211 (act. 5a), p. 217 (act. 11c), p. 247 (Miniproyecto 2), p. 251 (act. 3) TE: p. 171 (act. 13)
WL.K12.IM.4.5	Retell or summarize a storyline using logically connected sentences with relevant details.	SE: p. 299 (act. 3) TE: 212 (Boost your teaching), p. 285 (Differentiated instruction: 11d), p. 284 (Boost your teaching: 12b)
WL.K12.IM.4.6	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.	SE: p. 151 (Miniproyecto 2), p. 161 (act. 2d), p. 162 (act. 3b), p. 247 (Miniproyecto 2), p. 279 (act. 4), p. 280 (act. 5e), p. 299 (act. 3)
WL.K12.IL.4.1	Present information on familiar topics using a series of sentences with sufficient details.	SE: p. 33 (Miniproyecto 1), p. 53 (Miniproyecto 2), p. 57 (act. 3), p. 59 (act. 2), p. 65 (act. 4c), p. 73 (¡Eres reportero/a!), p. 107 (act. 2), p. 111 (act. 2c), p. 129 (Miniproyecto 1), p. 133 (act. 3), p. 137 (act. 8), p. 140 (act. 12), p. 105 (act. 3), p. 151 (Miniproyecto 2), p. 155 (act. 3), p. 157 (act. 2), p. 203 (act. 3), p. 205 (act. 2), p. 253 (act. 2), p. 301 (act. 2)
WL.K12.IL.4.2	Describe people, objects, and situations using a series of sequenced sentences.	SE: p. 27 (act. 19), p. 33 (act. Miniproyecto 1), p. 36 (act. 2a), p. 59 (act. 2), p. 65 (act. 4c), p. 73 (¡Eres reportero/a!), p. 105 (act. 3), p. 107 (act. 2), p. 111 (act. 2c), p. 129 (Miniproyecto 1), p. 133 (act. 3), p. 137 (act. 8), p. 151 (Miniproyecto 2), p. 155 (act. 3), p. 157 (act. 2), p. 205 (act. 2), p. 238 (act. 14), p. 253 (act. 2), p. 299 (act. 3), p. 301 (act. 2)
WL.K12.IL.4.3	Express needs, wants, and plans using a series of sentences that include essential details.	SE: p. 35 (act. 1c), p. 65 (act. 3b), p. 72 (act. 14), p. 89 (act. 8), p. 140 (act. 13), p. 209 (act. 2c), p. 217 (act. 12b), p. 236 (act. 9a), p. 247 (Miniproyecto 2), p. 275 (Miniproyecto 1)



Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
WL.K12.IL.4.4	Provide a logical sequence of instructions on how to make something or complete a task.	<b>SE:</b> p. 33 (Miniproyecto 1), p. 53 (Miniproyecto 2), p. 57 (act. 3), p. 105 (act. 3), p. 200 (Proyecto final), p. 275 (Miniproyecto 1), p. 203 (act. 3), p. 251 (act. 3) <b>TE:</b> p. 40 (Boost your teaching: Global communities)
WL.K12.IL.4.5	Present a short skit or play using well-structured sentences.	<b>SE:</b> p. 23 (act. 13), p. 43 (act. 10b), p. 106 (act. 5b), p. 199 (Miniproyecto 2), p. 204 (act. 5)
WL.K12.IL.4.6	Describe events in chronological order using connected sentences with relevant details.	<b>SE:</b> p. 87 (act. 6b), p. 105 (act. 3), p. 136 (act. 7a), p. 137 (act. 8), p. 151 (Miniproyecto 2), p. 155 (act. 3), p. 295 (Miniproyecto 2)

## STANDARD 5: Presentational Writing

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

Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
WL.K12.IM.5.1	Write narratives on familiar topics using logically connected sentences with supporting details.	<b>SE:</b> p. 101 (Miniproyecto 2), p. 129 (Miniproyecto 1), p. 137 (act. 7d, 8), p. 151 (Miniproyecto 2), p. 152 (Proyecto final), p. 155 (act. 2), p. 251 (act. 2), p. 267 (¡Eres reportero/a!), p. 301 (act. 1) <b>TE:</b> p. 43 (Differentiated instruction), p. 98 (Write a travelog), p. 113 (Differentiated instruction: 4), p. 138 (Boost your teaching), p. 235 (Differentiated instruction: 6b)
WL.K12.IM.5.2	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.	<b>SE:</b> p. 25 (¡Eres reportero/a!), p. 45 (¡Eres reportero/a!), p. 93 (¡Eres reportero/a!), p. 171 (¡Eres reportero/a!), p. 179 (Miniproyecto 1), p. 191 (¡Eres reportero/a!), p. 203 (act. 2), p. 219 (¡Eres reportero/a!), p. 227 (Miniproyecto 1, p. 248 (Proyecto final), p. 267 (¡Eres reportero/a!), p. 296 (Proyecto final), p. 299 (act. 2) <b>TE:</b> p. 25 (Differentiated Instruction: ¡Eres reportero/a!), p. 238 (Boost your teaching: 13)
WL.K12.IM.5.3	State an opinion and provide supporting evidence using connected sentences.	<b>SE:</b> p. 203 (act. 2), p. 204 (act. 4), p. 233 (act. 4e), p. 250 (act. 1d), p. 252 (act. 4), p. 299 (act. 1e)
WL.K12.IM.5.4	Conduct research and write a report on a variety of topics using connected detailed paragraphs.	<b>SE:</b> p. 21 (act. 8c), p. 121 (¡Eres reportero/a!), p. 171 (¡Eres reportero/a!), p. 191 (¡Eres reportero/a!), p. 219 (¡Eres reportero/a!), p. 267 (¡Eres reportero/a!), p. 275 (Miniproyecto 1), p. 287 (¡Eres reportero/a!), p. 299 (act. 2) <b>TE:</b> p. 110 (Boost your teaching), p. 159 (Differentiated instruction), p. 277 (Differentiated instruction: Challenge)

<b>Benchmark code</b>	<b>Benchmark</b>	<b>Activities where benchmark is directly addressed in-depth in major tool.</b>
<b>WL.K12.IM.5.5</b>	Draft, edit, and summarize information, concepts, and ideas.	<b>SE:</b> p. 137 (act. 7d, 8), p. 185 (act. 4e), p. 153 (How to write a short story), p. 249 (How to write an article), p. 251 (act. 2), 261 (act. 6b), p. 275 (Miniproyecto 1), p. 287 (¡Eres reportero/a!), p. 295 (Miniproyecto 2) <b>TE:</b> p. 216 (Boost your teaching: 11), p. 218 (act. 14), p. 264 (Boost your teaching: 13 Making connections), p. 282 (Boost your teaching: 8d)
<b>WL.K12.IM.5.6</b>	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.	<b>SE:</b> p. 55 (How to write the content), p. 249 (How to write an article) <b>TE:</b> p. 17 (act. 4a), p. 57 (act. 2: Estrategias), p. 101 (Miniproyecto 2: Execution), p. 105 (act. 2: Estrategias), p. 155 (act. 2), p. 199 (Miniproyecto 2: Execution), p. 219 (¡Eres reportero/a!), p. 295 (Miniproyecto 2), p. 299 (act. 2: Estrategias)
<b>WL.K12.IM.5.7</b>	Write a narrative based on experiences that use descriptive language and details.	<b>SE:</b> p. 89 (act. 9), p. 101 (Miniproyecto 2), p. 115 (act. 7d), p. 117 (act. 11), p. 129 (Miniproyecto 1), p. 137 (act. 7d, 8), p. 151 (Miniproyecto 2), p. 155 (act. 2), p. 239 (¡Eres reportero/a!), p. 279 (act. 3d) <b>TE:</b> p. 149 (Boost your teaching: Verbal learners), p. 244 (Write it out), p. 293 (Boost your teaching: Verbal learners)
<b>WL.K12.IL.5.1</b>	Write on familiar topics and experiences using main ideas and supporting details.	<b>SE:</b> p. 17 (act. 4a), p. 37 (act. 3c), 39 (act. 6d), p. 45 (¡Eres reportero/a!), p. 53 (Miniproyecto 2), p. 54 (Proyecto Final), p. 57 (act. 2), p. 58 (act. 4), p. 59 (act. 1), p. 65 (act. 3d), p. 67 (act. 6), p. 69 (act. 10c), p. 81 (Miniproyecto 1), p. 85 (act. 3), p. 102 (Proyecto final), p. 105 (act. 2), p. 106 (act. 4), p. 129 (Miniproyecto 1), p. 141 (¡Eres reportero/a!), p. 145 (act. 20), p. 155 (act. 2), p. 156 (act. 4), p. 167 (act. 9a), p. 175 (act. 23), p. 179 (Miniproyecto 1), p. 191 (¡Eres reportero/a!), p. 200 (Proyecto final), p. 203 (act. 2), p. 204 (act. 4), p. 210 (act. 4), p. 219 (¡Eres reportero/a!), p. 233 (act. 4e), p. 227 (Miniproyecto 1), p. 243 (act. 21), 247 (Miniproyecto 2), p. 248 (Proyecto final), p. 251 (act. 2), p. 252 (act. 4), p. 261 (act. 6b), p. 295 (Miniproyecto 2), p. 296 (Proyecto final), p. 299 (act. 2), p. 300 (act. 4)
<b>WL.K12.IL.5.2</b>	Describe a familiar event or situation using a variety of sentences and with supporting details.	<b>SE:</b> p. 17 (act. 4a), p. 25 (¡Eres Reportero/a!), p. 57 (act. 2), p. 67 (act. 6), p. 69 (act. 10c), p. 89 (act. 9), p. 97 (act. 20), p. 101 (Miniproyecto 2), p. 105 (act. 2), p. 137 (act. 7d, 8), p. 156 (act. 4), p. 287 (¡Eres re-portero/a!), p. 295 (act. Miniproyecto 2), p. 296 (Proyecto final), p. 300 (act. 4) <b>TE:</b> p. 27 (Differentiated instruction: 19 Heritage learners), p. 30 (Write a story), p. 43 (Differentiated instruction), p. 137 (Differentiated instruction: 7d), p. 146 (boost your teaching: 24)
<b>WL.K12.IL.5.3</b>	Express and support opinions on familiar topics using a series of sentences.	<b>SE:</b> p. 39 (act. 6d), 155 (act. 1d), p. 179 (Miniproyecto 1), p. 204 (act. 4), p. 250 (act. 1d), p. 299 (act. 2) <b>TE:</b> p. 205 (act. 1: Estrategias), p. 301 (act. 1: Estrategias)
<b>WL.K12.IL.5.4</b>	Compare and contrast information, concepts, and ideas.	<b>SE:</b> p.21 (act. 8c), p. 59 (act. 1), p. 107 (act. 1), p. 116 (act. 9d, 9e), p. 117 (act. 10, 11), p. 119 (act. 13), p. 124 (act. 23), p. 129 (Miniproyecto 1), p. 157 (act. 1), p. 171 (¡Eres reportero/a!), p. 205 (act. 1), p. 253 (act. 1), p. 287 (¡Eres reportero/a!), p. 301 (act. 1)



Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
WL.K12.IL.5.5	Develop questions to obtain and clarify information.	<b>SE:</b> p. 81 (act. Miniproyecto 1), p. 106 (act. 4, 5), p. 156 (act. 4), p. 182 (act. 2c), p. 199 (Miniproyecto 2) <b>TE:</b> p. 106 (act. 4), p. 204 (act. 4), 245 (Boost your teaching: Verbal learners)
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).	<b>SE:</b> p. 25 (¡Eres reportero/a!), p. 54 (Proyecto Final), p. 93 (¡Eres reportero/a!: Estrategias), p. 101 (Miniproyecto 2), p. 102 (Proyecto final) <b>TE:</b> p. 25 (Differentiated instruction: ¡Eres reportero/a!), p. 78 (Write a travelog), p. 88 (Boost your teaching), p. 98 (Write a travelog)
WL.K12.IL.5.7	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.	<b>TE:</b> p. 17 (Differentiated instruction: 4a Accommodation), p. 33 (Miniproyecto 1: Teacher's presentation), p. 53 (Miniproyecto 2: Teacher's presentation), p. 54 (Proyecto final: Teacher's presentation), p. 101 (Miniproyecto 2: Teacher's presentation), p. 102 (Proyecto final: Teacher's presentation), p. 129 (Miniproyecto 1: Teacher's presentation), p. 151 (Miniproyecto 2: Teacher's presentation), p. 152 (Proyecto final: Teacher's presentation), p. 200 (Proyecto final: Teacher's presentation), p. 248 (Proyecto final: Teacher's presentation)

## STANDARD 6: Culture

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

Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
WL.K12.IM.6.1	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).	<b>SE:</b> p. 44 (act. 11), p. 161 (Cultura), p. 188 (act. 8), p. 189 (act. 9), p. 204 (act. 5), p. 209 (act. 2a), p. 229 (Cultura), p. 234 (act. 6b), p. 235 (act. 7, 8), p. 236 (act. 9), p. 278 (act. 2), p. 279 (act. 3), p. 281 (act. 7) <b>TE:</b> p. 17 (Cultura), p. 171 (act. 15: Lifelong learning), p. 189 (Differentiated instruction: 9), p. 214 (Boost your teaching: 10, Critical thinking), p. 229 (Differentiated instruction: 1a)
WL.K12.IM.6.2	Use practices and characteristics of the target cultures for daily activities among peers and adults.	<b>SE:</b> p. 296 (Proyecto final) <b>TE:</b> p. 235 (Differentiated instruction: act. 8, Challenge)
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.	<b>SE:</b> p. 83 (Cultura), 91 (act. 11, Para saber más), p. 92 (Para saber más), p. 104 (act. 1), p. 135 (act. 4, 6), p. 14 (Para saber más), p. 141 (¡Eres reportero/a!), p. 238 (act. 11), p. 283 (act. 10a), <b>TE:</b> p. 91 (act. 11f: Lifelong learning), p. 121 (Differentiated instruction: Heritage speakers), p. 219 (¡Eres reportero/a!: Extension), 257 (Differentiated instruction: Conexión)

Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
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).	<p><b>SE:</b> p. 15 (Cultura), p. 72 (act. 15), p. 89 (act. 10b), p. 111 (Cultura), p. 181 (Cultura), p. 183 (Conexión: Deportes), p. 187 (Cultura), p. 205 (act. 2), p. 217 (act. 12b), p. 261 (act. 7), p. 263 (act. 11), p. 266 (act. 14), p. 301 (act. 1, 2)</p> <p><b>TE:</b> p. 131 (Differentiated instruction: 1), p. 278 (Boost your teaching: 2b), p. 279 (Differentiated instruction: 3), p. 253 (act. 1, 2)</p>
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.	<p><b>SE:</b> p. 17 (Cultura), p. 20 (act. 8a), p. 21 (act. 8c), p. 22 (act. 11a), p. 35 (act. 1b, Cultura), p. 41 (act. 8a), p. 44 (act. 14), p. 68 (act. 9c), p. 89 (act. 10b), p. 111 (act. 2b, 2c, Cultura), p. 120 (act. 16, 18), p. 140 (act. 13), p. 157 (act. 1, 2), p. 171 (¡Eres reportero/a!), p. 209 (Cultura), p. 229 (Cultura), p. 238 (act. 12, 13), p. 266 (act. 16), p. 277 (Cultura), p. 280 (act. 5e), p. 283 (act. 8d), p. 286 (act. 13, 14), p. 287 (¡Eres reportero/a!)</p> <p><b>TE:</b> p. 35 (Differentiated instruction: 1)</p>
WL.K12.IL.6.2	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.	<p><b>SE:</b> p. 17 (act. 4b), p. 22 (act. 11a), p. 23 (act. 12), p. 24 (act. 14), p. 36 (act. 2a, 2b, 2c), p. 37 (3a, 3b, Cultura), p. 38 (act. 4a), p. 42 (act. 9, Cultura), p. 57 (act. 3), p. 59 (act. 1, 2), p. 63 (act. 2c), p. 67 (Cultura), p. 68 (act. 9), p. 69 (Cultura), p. 107 (act. 1, 2), p. 111 (act. 2b, 2c, Cultura), p. 112 (act. 3a, 3c), p. 157 (act. 1, 2), p. 181 (act. 1a), p. 279 (act. 3a, 3b, 3d, 4), p. 281 (act. 7), p. 285 (act. 12), p. 296 (act. Proyecto final)</p> <p><b>TE:</b> p. 35 (Differentiated instruction: 1), p. 110 (Boost your teaching), p. 120 (Boost your teaching), p. 183 (Differentiated instruction: Challenge)</p>
WL.K12.IL.6.3	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.	<p><b>SE:</b> p. 15 (Cultura), p. 83 (Cultura), p. 92 (act. 12, 13), p. 120 (act. 15), 121 (¡Eres reportero/a!), p. 135 (act. 4, 6), p. 140 (act. 10, 11), p. 141 (¡Eres reportero/a!), p. 145 (act. 17), p. 238 (act. 11), p. 259 (Cultura), p. 266 (act. 14), p. 281 (act. 7)</p> <p><b>TE:</b> p. 121 (Differentiated instruction: Heritage speakers), p. 135 (Differentiated instruction: 6 Heritage)</p>
WL.K12.IL.6.4	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).	<p><b>SE:</b> p. 13 (act. 1), p. 15 (Cultura), p. 24 (act. 14), p. 39 (act. 7), p. 61 (act. 1), p. 63 (Cultura), p. 65 (act. 3a, 3b), p. 69 (Cultura), p. 72 (act. 13), p. 81 (ac. Miniproyecto 1), p. 83 (Cultura), p. 85 (act. 2, 4), p. 89 (act. 10a), p. 109 (act. 1), p. 119 (act. 14), p. 131 (Cultura), p. 161 (Cultura "Pura vida", "Tico / tica"), p. 132 (Cultura), p. 170 (act. 12), p. 190 (act. 12, 13), p. 215 (Cultura), p. 217 (act. 12a), p. 218 (act. 14), p. 259 (Cultura), p. 263 (act. 11), p. 265 (act. 13), p. 266 (act. 14)</p> <p><b>TE:</b> p. 12 (Boost your teaching), p. 14 (Boost your teaching: 2), p. 63 (Conexión: Lifelong learning), p. 69 (Differentiated instruction)</p>

## **STANDARD 7: Connections**

The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

<b>Benchmark code</b>	<b>Benchmark</b>	<b>Activities where benchmark is directly addressed in-depth in major tool.</b>
<b>WL.K12.IM.7.1</b>	Use expanded vocabulary and structures in the target language to increase content area knowledge.	<b>SE:</b> p. 21 (act. 8b), p. 45 (¡Eres reportero/a!), p. 72 (act. 13), p. 73 (¡Eres reportero/a!), p. 120 (act. 15, 18), p. 121 (¡Eres reportero/a!), p. 165 (act. 7b), p. 181 (Cultura), p. 183 (Conexión: Deportes), p. 185 (act. 4d), p. 199 (Miniproyecto 2), p. 200 (Proyecto final), p. 219 (¡Eres reportero/a!), p. 227 (Miniproyecto 1), p. 266 (act. 14, 15, 17), p. 267 (¡Eres reportero/a!), p. 296 (Proyecto final)
<b>WL.K12.IM.7.2</b>	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.	<b>SE:</b> p. 67 (act. 7, Cultura), p. 72 (act. 14), p. 92 (act. 13), p. 170 (act. 14), p. 120 (act. 18), p. 140 (act. 10, 11), p. 135 (act. 6), p. 182 (act. 2c), p. 205 (act. 2), p. 215 (act. 10a), p. 218 (act. 16), p. 238 (act. 12, 13, 14), p. 257 (Conexión: Arte), p. 283 (Conexión: Literatura, act. 10a, 10b), p. 285 (act. 11d, 12a), p. 286 (act. 13, 14, 15), p. 266 (act. 14)
<b>WL.K12.IL.7.1</b>	Access information in the target language to reinforce previously acquired content area knowledge.	<b>SE:</b> p. 21 (act. 9, 10), p. 39 (act. 7, Para saber más), p. 41 (Para saber más), p. 44 (act. 11), p. 63 (Conexión: Geografía), p. 65 (act. 3), p. 67 (Cultura, act. 8), p. 72 (act. 13), p. 85 (act. 4, Para saber más), p. 89 (act. 10), p. 92 (act. 13), p. 120 (act. 15), p. 135 (act. 6), p. 140 (act. 11), p. 170 (act. 12), p. 187 (act. 7a), p. 183 (act. 3, Conexión: Deportes), p. 190 (act. 12, 13), p. 218 (act. 14), p. 238 (act. 11)  <b>TE:</b> p. 20 (Boost your teaching: 8b), p. 34 (Boost your teaching: 1d), p. 44 (Boost your teaching: 13), p. 67 (Differentiated instruction: 8), p. 89 (Differentiated instruction: 8), p. 108 (Boost your teaching: Making connections 1)
<b>WL.K12.IL.7.2</b>	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.	<b>SE:</b> p. 24 (act. 14), p. 44 (act. 11), p. 44 (act. 13), p. 63 (Conexión: Geografía), p. 65 (act. 3), p. 67 (act. 8, Cultura), p. 72 (act. 13), p. 91 (Para saber más), p. 120 (act. 15), p. 121 (Para saber más), p. 135 (act. 4, 6), p. 140 (act. 11), p. 141 (Video Para saber más), p. 183 (Conexión: Deportes), p. 187 (act. 7a), p. 190 (act. 12, 13), p. 257 (Conexión: Arte), p. 238 (act. 11), p. 266 (act. 14, 15), p. 267 (¡Eres reportero/a!), p. 283 (act. 10), p. 286 (act. 13, 14)  <b>TE:</b> p. 40 (Boost your teaching: 8a Making connections), p. 83 (Cultura)

## **STANDARD 8: Comparisons**

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

<b>Benchmark code</b>	<b>Benchmark</b>	<b>Activities where benchmark is directly addressed in-depth in major tool.</b>
<b>WL.K12.IM.8.1</b>	Compare language structures and skills that transfer from one language to another.	<p><b>SE:</b> p. 201 (How to speak in front of the camera), p. 55 (How to present a guide), p. 73 (Estrategias), p. 103 (How to create a brochure), p. 201 (How to prepare for a video recording)</p> <p><b>TE:</b> p. 222 (Grammar presentation: Language comparisons), p. 233 (act. 4e Language comparisons), p. 241 (Grammar presentation: Language comparison), p. 288 (Grammar presentation: Language comparisons), p. 290 (Grammar presentation: Language comparisons)</p>
<b>WL.K12.IM.8.2</b>	Compare and contrast structural patterns in the target language and own.	<p><b>SE:</b> p. 188 (act. 8c), 194 (Yellow Language Comparison box), p. 278 (act. 2c), p. 220 (Yellow Language Comparison box), p. 222 (Bell icon), p. 240 (Yellow Language Comparison box), p. 241 (Yellow Language Comparison box), p. 288 (Yellow Language Comparison box)</p> <p><b>TE:</b> p. 165 (act. 7d Language comparison), p. 174 (Grammar presentation: Language comparison), p. 194 (Grammar presentation: Language comparisons), p. 220 (Grammar presentation: Language comparisons), p. 222 (Grammar presentation: Language comparison), p. 233 (act. 4e Language comparison), p. 240 (act. 15 Language comparison), p. 241 (act. 17 Language comparison), p. 242 (Grammar presentation: Language comparison), p. 268 (Grammar presentation: Language comparisons), p. 288 (Language comparison), p. 290 (Grammar presentation: Language comparison)</p>
<b>WL.K12.IM.8.3</b>	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.	<p><b>SE:</b> p. 15 (Comparación cultural), p. 17 (act. 4b), p. 63 (Comparación cultural), p. 65 (act. 3d), p. 67 (act. 8b), p. 72 (act. 15), p. 89 (act. 10b), p. 107 (act. 1, 2), p. 113 (act. 3c), p. 119 (act. 14b), p. 120 (act. 18), p. 131 (Comparación cultural), p. 140 (act. 13), p. 157 (act. 1, 2), p. 266 (act. 14, 15, 16), p. 286 (act. 13, 14, 15), p. 301 (act. 1)</p> <p><b>TE:</b> p. 284 (act. 11: Warm-up)</p>

Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
WL.K12.IL.8.1	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.	<p><b>SE:</b> p. 8 (act. 13b), p. 15 (Comparación cultural), p. 21 (act. 8c), p. 29 (Yellow Language Comparison box), p. 35 (act. 1b), p. 36 (act. 2d), p. 37 (act. 3b), p. 48 (act. 8a), p. 44 (act. 14), p. 59 (act. 1, 2), p. 68 (act. 9c), p. 69 (Comparación cultural), p. 76 (Yellow Language Comparison box), p. 85 (act. 4b), p. 89 (act. 10b), p. 107 (act. 1, 2), p. 111 (Comparación cultural), p. 122 (Yellow Language Comparison box), p. 132 (Comparación cultural), p. 157 (act. 1, 2), p. 161 (Comparación cultural), p. 181 (Comparación cultural), p. 205 (act. 1, 2), p. 215 (act. 10c), p. 217 (act. 12c), p. 229 (Comparación cultural), p. 238 (act. 12, 13), p. 253 (act. 1, 2), p. 258 (act. 3b), p. 261 (act. 7), p. 263 (act. 11), p. 265 (act. 11c, 12e), p. 277 (Comparación cultural), p. 279 (act. 3c), p. 280 (act. 5e), p. 283 (act. 8d, 10b), p. 286 (act. 13), p. 301 (act. 1, 2)</p> <p><b>TE:</b> p. 32 (act. 24 Language comparisons), p. 47 (Language comparisons), p. 76 (Language comparisons), p. 95 (Language comparisons), p. 122 (Language comparisons), p. 125 (Language comparisons), p. 142 (Language comparisons), p. 144 (Language comparisons)</p>
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.	<p><b>SE:</b> p. 188 (act. 8c), p. 29 (Yellow Language Comparison box), p. 36 (act. 2d), p. 76 (Yellow Language Comparison box), p. 122 (Yellow Language Comparison box), p. 142 (Yellow Language Comparison box), p. 144 (Yellow Language Comparison box)</p> <p><b>TE:</b> p. 15 (act. 2b, Cultura), p. 21 (act. 9), p. 40 (act. 8a), p. 61 (act. 1b), p. 164 (act. 7a), p. 220 (Language comparisons)</p>
WL.K12.IL.8.3	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.	<p><b>SE:</b> p. 21 (act. 9c), p. 59 (act. 1, 2), p. 63 (Conexión: Geografía), p. 65 (act. 3d), p. 67 (act. 7, 8b), p. 72 (act. 13, 15), p. 83 (Comparación cultural), p. 89 (act. 10), p. 107 (act. 1, 2), p. 111 (Cultura), p. 120 (act. 15, 18), p. 131 (Cultura), p. 140 (act. 11, 16), p. 157 (act. 1, 2), p. 183 (Comparación cultural), p. 187 (Comparación cultural), p. 209 (Comparación cultural), p. 257 (Comparación cultural), p. 266 (act. 14, 15, 16)</p>

## STANDARD 9: Communities

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

Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
WL.K12.IM.9.1	Use expanded vocabulary and structures in the target language to access different media and community resources.	<p><b>SE:</b> p. 120 (act. 17), p. 135 (act. 4d), p. 169 (act. 11c), p. 102 (Proyecto final), p. 170 (act. 15), p. 219 (¡Eres reportero/a!), p. 238 (act. 11), p. 266 (act. 15), p. 275 (Miniproyecto 1), p. 277 (act. 1c), p. 296 (Proyecto final)</p> <p><b>TE:</b> p. 168 (Boost your teaching)</p>

Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
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.	SE: p. 15 (act. 2a), p. 21 (act. 9), p. 22 (act. 11a), p. 24 (act. 14), p. 42 (act. 9a), p. 44 (act. 11, 13), p. 200 (Proyecto final), p. 275 (Miniproyecto 1) TE: p. 44 (Boost your teaching: 13)
WL.K12.IL.9.1	Use the target language to participate in different activities for personal enjoyment and enrichment.	SE: p. 25 (¡Eres reportero/a!), p. 102 (Proyecto final) TE: p. 20 (Boost your teaching: 10), p. (25 ¡Eres reportero/a!: Extension), p. 36 (Boost your teaching: 3c), p. 40 (Boost your teaching: act. 8a Global communities), p. 44 (Boost your teaching: act. 13), p. 103 (Student presentation)
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.	SE: p. 47 (act. 17), p. 67 (act. 6), p. 97 (act. 20), p. 105 (act. 3), p. 129 (Miniproyecto 1) TE: p. 36 (Boost your teaching: 3c), p. 44 (Boost your teaching: 14, ¡Eres reportero/a!), p. 168 (Boost your teaching: act. 10), p. 188 (Boost your teaching: 10), 238 (Boost your teaching: 13)

## **MATH, ELA, and ELL benchmarks**

Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
MA.K12.MTR.1.1	Actively participate in effortful learning both individually and collectively.	SE: p. 21 (act. 8b), p. 182 (act. 2c) TE: p. 34 (Boost your teaching, 1d)
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways.	SE: p. 21 (act. 8b), p. 67 (Cultura), p. 182 (act. 2c) TE: p. 89 (Differentiated instruction, 8)
MA.K12.MTR.3.1	Complete tasks with mathematical fluency.	SE: p. 21 (act. 8b, 8c), p. 67 (Cultura), p. 182 (act. 2c, 5) TE: p. 89 (Differentiated instruction, 8)
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others.	SE: p. 21 (act. 8b), p. 182 (act. 2c) TE: p. 89 (Differentiated instruction, 8)
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts.	SE: p. 182 (act. 2c) TE: p. 34 (Boost your teaching, 1d), p. 264 (Boost your teaching: 13)
MA.K12.MTR.6.1	Assess the reasonableness of solutions.	SE: p. 21 (act. 8b), p. 38 (act. 4b), p. 113 (act. 3b), p. 231 (act. 2b, 2c), p. 235 (act. 8), p. 236 (act. 9c), p. 237 (act. 10d), p. 251 (act. 3a) TE: p. 89 (Differentiated instruction:8)
MA.K12.MTR.7.1	Apply mathematics to real-world contexts.	SE: p. 21 (act. 8b, 8c), p. 67 (Cultura), p. 182 (act. 2c) TE: p. 20 (Boost your teaching, 8b), p. 34 (Boost your teaching, 1d)



<b>Benchmark code</b>	<b>Benchmark</b>	<b>Activities where benchmark is directly addressed in-depth in major tool.</b>
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	<b>SE:</b> p. 71 (act. 12c), p. 170 (act. 12), p. 210 (act. 3a, 4), p. 210 (act. 4), p. 217 (act. 11), p. 234 (act. 6a), p. 265 (act. 12b), p. 278 (act. 2a)
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	<b>SE:</b> p. 72 (act. 13, 14), p. 92 (act. 12, 13, 13) p. 120 (act. 15), p. 140 (act. 10, 11), p. 218 (act. 13, 14), p. 266 (act. 14), p. 286 (act. 13, 14)
ELA.K12.EE.3.1	Make inferences to support comprehension.	<b>SE:</b> p. 11 (act. 17a), p. 17 (act. 3a), p. 92 (act. 12), p. 136 (act. 7a), p. 140 (act. 10), p. 214 (act. 9a), p. 218 (act. 13), p. 282 (act. 8a)
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	<b>SE:</b> p. 53 (Miniproyecto 2), p. 58 (act. 5), p. 54 (Proyecto final), p. 101 (Miniproyecto 2), p. 102 (Proyecto final), p. 106 (act. 5), p. 156 (act. 5, Estrategias), p. 200 (Proyecto final), p. 204 (act. 5), p. 248 (Proyecto final), p. 300 (act. 5, Estrategias)  <b>TE:</b> p. 34 (Boost your teaching, 1d), p. 106 (act. 5 Estrategias), p. 252 (act. 5, Estrategias)
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	<b>SE:</b> p. 33 (Miniproyecto 1), p. 54 (Proyecto final), p. 101 (Miniproyecto 2), p. 102 (Proyecto final), p. 199 (Miniproyecto 2), p. 200 (Proyecto final), p. 248 (Proyecto final), p. 267 (¡Eres reportero/a!), p. 275 (Miniproyecto 1), p. 295 (Miniproyecto 2), p. 296 (Proyecto final)
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	<b>SE:</b> p. 33 (Miniproyecto 1), p. 101 (Miniproyecto 2), p. 151 (Miniproyecto 2), p. 199 (Miniproyecto 2), p. 200 (Proyecto final), p. 251 (act. 2, 3), p. 275 (Miniproyecto 1), p. 295 (Miniproyecto 2)
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	<b>SE:</b> p. 36 (act. 2d), p. 161 (Cultura), p. 188 (act. 8c), p. 278 (act. 2c)  <b>TE:</b> p. 284 (Boost your teaching, 12b), p. 285 (act. 12b)