Klett World Languages



REPORTEROS 2

TEXAS EDITION ©2028

LEVEL: Level II, Novice High to Intermediate Low Proficiency (§114.40)

Texas Essential Knowledge and Skills (TEKS) for Languages Other Than English

(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:

(A) ask and respond to questions about everyday life with simple elaboration in spoken and written conversation

(i) ask questions about everyday life in spoken conversation

STUDENT EDITION

UNIDAD 2: p. 114 (act. 5)
UNIDAD 3: p. 161 (act. 30a)
UNIDAD 4: p. 192 (act. 29b), p. 203 (act. 10)
UNIDAD 6: p. 326 (*Expresiones útiles*), p. 328 (*Expresiones útiles*)

(ii) ask questions about everyday life in written conversation

STUDENT EDITION

UNIDAD 1: p. 23 (act. 13)
UNIDAD 3: p. 168 (act. 4, *Estrategia*)
UNIDAD 6: p. 324 (act. 4)

TEACHER'S EDITION

UNIDAD 2: p. 114 (act. 4)

(iii) respond to questions about everyday life with simple elaboration in spoken conversation

STUDENT EDITION

UNIDAD 2: p. 114 (act. 5)
UNIDAD 3: p. 168 (act. 5)
UNIDAD 4: p. 191 (act. 26c), p. 192 (act. 29b)
UNIDAD 6: p. 324 (act. 5), p. 326 (*Expresiones útiles*), p. 328 (*Expresiones útiles*)

(iv) respond to questions about everyday life with simple elaboration in written conversation

STUDENT EDITION

UNIDAD 1: p. 23 (act. 13), p. 62 (act. 4, *Estrategia*)
UNIDAD 2: p. 114 (act. 4)
UNIDAD 3: p. 168 (act. 4, *Estrategia*)
UNIDAD 6: p. 324 (act. 4)

WORKBOOK

p. 57 (act. 5)

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(B) express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation

(i) express personal opinions or preferences with simple supporting statements in spoken conversation

STUDENT EDITION	**UNIDAD 3:** p. 168 (act. 5) **UNIDAD 4:** p. 182 (act. 13) **UNIDAD 5:** p. 244 (act. 30a) **UNIDAD 6:** p. 300 (act. 2a), p. 302 (act. 5d), p. 326 (*Expresiones útiles*), p. 327 (*Expresiones útiles*)
TEACHER'S EDITION	**UNIDAD 1:** p. 37 (act. 1a) **UNIDAD 2:** p. 75 (act. 12d)

(ii) express personal opinions or preferences with simple supporting statements in written conversation

STUDENT EDITION	**UNIDAD 0:** pp. 4-5 (*Mi gramática*) **UNIDAD 1:** p. 62 (act. 4) **UNIDAD 2:** p. 82 (*Mi vocabulario*), p. 93 (act. 5d)
WORKBOOK	p. 39 (act. 5)

(iii) exchange personal opinions or preferences with simple supporting statements in spoken conversation

STUDENT EDITION	**UNIDAD 1:** p. 38 (act. 2c) **UNIDAD 4:** p. 181 (act. 11b) **UNIDAD 6:** p. 305 (act. 8e), p. 317 (act. 24b), p. 326 (*Expresiones útiles*), p. 327 (*Expresiones útiles*)

(iv) exchange personal opinions or preferences with simple supporting statements in written conversation

STUDENT EDITION	**UNIDAD 0:** pp. 4-5 (*Mi gramática*) **UNIDAD 2:** p. 82 (*Mi vocabulario*), p. 93 (act. 5d)
WORKBOOK	p. 39 (act. 5)

(i) ask others what they need to, should, or must do with simple supporting reasons in spoken conversation

STUDENT EDITION	**UNIDAD 1:** p. 40 (*Mi gramática*), p. 41 (act. 6c), p. 48 (*Mi gramática*), p. 56 (act. 26, C) **UNIDAD 2:** p. 86 (act. 33, B) **UNIDAD 6:** p. 327 (*Expresiones útiles*)

(ii) ask others what they need to, should, or must do with simple supporting reasons in written conversation

STUDENT EDITION	**UNIDAD 1:** p. 40 (*Mi gramática*), p. 48 (*Mi gramática*) **UNIDAD 4:** p. 175 (act. 6d)
ASSESSMENT PROGRAM	p. 238

(iii) tell others what they need to, should, or must do with simple supporting reasons in spoken conversation

STUDENT EDITION	**UNIDAD 4:** p. 177 (*Mi gramática*), p. 179 (*Mi gramática*), p. 191 (act. 26c), p. 215 (*Miniproyecto*), p. 220 (act. 5) **UNIDAD 5:** p. 267 (*Miniproyecto*)
TEACHER'S EDITION	**UNIDAD 1:** p. 48

(iv) tell others what they need to, should, or must do with simple supporting reasons in written conversation

STUDENT EDITION	**UNIDAD 4:** p. 177 (*Mi gramática*), p. 179 (act. 9a, *Mi gramática*), p. 181 (act. 10d), p. 220 (act. 4) **UNIDAD 6:** p. 324 (act. 4)
WORKBOOK	p. 57 (act. 5), p. 153 (act. 5)

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(D) articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation;

(i) articulate requests with simple supporting statements in spoken conversation

STUDENT EDITION	**UNIDAD 1:** p. 45 (act. 10b, *Mi vocabulario*) **UNIDAD 3:** p. 147 (act. 8) **UNIDAD 5:** p. 233 (act. 11d) **UNIDAD 6:** p. 327 (*Expresiones útiles*)

(ii) articulate requests with simple supporting statements in written conversation

STUDENT EDITION	**UNIDAD 1:** p. 45 (act. 10b, *Mi vocabulario*) **UNIDAD 3:** p. 168 (act. 4) **UNIDAD 6:** p. 324 (act. 4), p. 327 (*Expresiones útiles*)
ASSESSMENT PROGRAM	p. 215, p. 238

(iii) offer alternatives with simple supporting statements in spoken conversation

STUDENT EDITION	**UNIDAD 1:** p. 23 (act. 13, *Mi vocabulario*), p. 32 (*Mi vocabulario*), p. 62 (act. 5)
TEACHER'S EDITION	**UNIDAD 1:** p. 23 (act. 13)

(iv) offer alternatives with simple supporting statements in written conversation

STUDENT EDITION	**UNIDAD 1:** p. 23 (act. 13, *Mi vocabulario*), p. 32 (*Mi vocabulario*)

(v) develop plans with simple supporting statements in spoken conversation

STUDENT EDITION	**UNIDAD 1:** p. 23 (act. 13, *Mi vocabulario*), p. 32 (*Mi vocabulario*), p. 62 (act. 5) **UNIDAD 2:** p. 110 (*Proyecto final*) **UNIDAD 5:** p. 255 (act. 10d)

(vi) develop plans with simple supporting statements in written conversation

STUDENT EDITION	**UNIDAD 1:** p. 23 (act. 13, *Mi vocabulario*), p. 32 (*Mi vocabulario*)
WORKBOOK	p. 39 (act. 5)

(E) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures

(i) interact in spoken conversation using culturally appropriate expressions

STUDENT EDITION	**UNIDAD 1:** p. 23 (act. 13), p. 62 (act. 5) **UNIDAD 2:** p. 114 (*Estrategia*) **UNIDAD 3:** p. 147 (act. 8), p. 168 (act. 5, *Estrategia*) **UNIDAD 4:** p. 220 (act. 5)
TEACHER'S EDITION	**UNIDAD 1:** p. 23 (act. 13), p. 37 (act. 1a)

(ii) interact in spoken conversation using culturally appropriate register

STUDENT EDITION	**UNIDAD 0:** p. 4 (act. 7c), p. 5 (act. 8) **UNIDAD 2:** p. 114 (*Estrategia*) **UNIDAD 3:** p. 168 (act. 5) **UNIDAD 4:** p. 220 (act. 5)
TEACHER'S EDITION	**UNIDAD 4:** p. 220 (act. 5)

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(iii) interact in spoken conversation using culturally appropriate gestures

STUDENT EDITION	**UNIDAD 2:** p. 114 (act. 5, *Estrategia*) **UNIDAD 3:** p. 147 (act. 8, *Estrategia*)

(iv) react in spoken conversation using culturally appropriate expressions

STUDENT EDITION	**UNIDAD 0:** p. 4 (act. 7c), p. 5 (act. 8) **UNIDAD 3:** p. 147 (*Mi vocabulario*), p. 168 (act. 5, *Estrategia*) **UNIDAD 4:** p. 220 (act. 5)

(v) react in spoken conversation using culturally appropriate register

STUDENT EDITION	**UNIDAD 0:** p. 4 (act. 7c), p. 5 (act. 8) **UNIDAD 2:** p. 114 (*Estrategia*) **UNIDAD 3:** p. 168 (act. 5, *Estrategia*) **UNIDAD 4:** p. 220 (act. 5)

(vi) react in spoken conversation using culturally appropriate gestures

STUDENT EDITION	**UNIDAD 2:** p. 114 (*Estrategia*) **UNIDAD 3:** p. 147 (act. 8, *Estrategia*)

(F) interact and react in writing using culturally appropriate expressions, register, and style

(i) interact in writing using culturally appropriate expressions

STUDENT EDITION	**UNIDAD 2:** p. 114 (act. 4) **UNIDAD 3:** p. 147 (*Mi vocabulario*), p. 168 (act. 4) **UNIDAD 4:** p. 173 (*Cultura*), p. 220 (act. 4) **UNIDAD 5:** p. 272 (act. 4)
WORKBOOK	p. 39 (act. 5)

(ii) interact in writing using culturally appropriate register

STUDENT EDITION	**UNIDAD 2:** p. 114 (act. 4) **UNIDAD 3:** p. 168 (act. 4) **UNIDAD 4:** p. 220 (act. 4) **UNIDAD 5:** p. 272 (act. 4) **UNIDAD 6:** p. 289 (*Mi gramática*)
TEACHER'S EDITION	**UNIDAD 4:** p. 220 (act. 4)
WORKBOOK	p. 39 (act. 5)

(iii) interact in writing using culturally appropriate style

STUDENT EDITION	**UNIDAD 2:** p. 114 (act. 4) **UNIDAD 3:** p. 168 (act. 4) **UNIDAD 4:** p. 173 (*Cultura*), p. 220 (act. 4) **UNIDAD 5:** p. 272 (act. 4)
TEACHER'S EDITION	**UNIDAD 4:** p. 220 (act. 4)
WORKBOOK	p. 39 (act. 5)

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(iv) react in writing using culturally appropriate expressions

STUDENT EDITION	**UNIDAD 2:** p. 114 (act. 4) **UNIDAD 3:** p. 168 (act. 4, *Estrategia*) **UNIDAD 4:** p. 173 (*Cultura*), p. 220 (act. 4) **UNIDAD 5:** p. 272 (act. 4)
TEACHER'S EDITION	**UNIDAD 4:** p. 173 (*Cultura*)
WORKBOOK	p. 39 (act. 5), p. 57 (act. 5)

(v) react in writing using culturally appropriate register

STUDENT EDITION	**UNIDAD 2:** p. 114 (act. 4) **UNIDAD 3:** p. 168 (act. 4, *Estrategia*) **UNIDAD 4:** p. 173 (*Cultura*), p. 220 (act. 4) **UNIDAD 5:** p. 272 (act. 4) **UNIDAD 6:** p. 289 (*Mi gramática*)
TEACHER'S EDITION	**UNIDAD 4:** p. 220 (act. 4)
WORKBOOK	p. 39 (act. 5), p. 57 (act. 5)

(vi) react in writing using culturally appropriate style

STUDENT EDITION	**UNIDAD 2:** p. 114 (act. 4) **UNIDAD 3:** p. 168 (act. 4) **UNIDAD 4:** p. 173 (*Cultura*), p. 220 (act. 4) **UNIDAD 5:** p. 272 (act. 4)
TEACHER'S EDITION	**UNIDAD 4:** p. 220 (act. 4)
WORKBOOK	p. 39 (act. 5), p. 57 (act. 5)

(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:

(A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts

(i) demonstrate an understanding of culturally authentic print materials in everyday contexts

STUDENT EDITION	**UNIDAD 1:** p. 40 (act. 4) **UNIDAD 2:** p. 112 (act. 1) **UNIDAD 3:** p. 166 (act. 1), p. 167 (*Estrategia*) **UNIDAD 4:** pp. 180-181 (act. 10b, 10c), p. 181 (act. 11)
TEACHER'S EDITION	**UNIDAD 2:** p. 113 (act. 1)

(ii) demonstrate an understanding of culturally authentic digital materials in everyday contexts

STUDENT EDITION	**UNIDAD 2:** p. 99 (*¡Eres reportero/a!*) **UNIDAD 3:** p. 129 (*¡Eres reportero/a!*) **UNIDAD 6:** p. 309 (*¡Eres reportero/a!*, *Estrategia*)
TEACHER'S EDITION	**UNIDAD 6:** p. 309 (*¡Eres reportero/a!*)

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(iii) demonstrate an understanding of culturally authentic audio materials in everyday contexts

STUDENT EDITION	**UNIDAD 6:** p. 301 (*Estrategia*)
TEACHER'S EDITION	**UNIDAD 3:** p. 145 (act. 6a, 6b) **UNIDAD 6:** p. 301 (act. 3a, 3b)

(iv) demonstrate an understanding of culturally authentic audiovisual materials in everyday contexts

STUDENT EDITION	**UNIDAD 1:** pp. 18-19 (act. 5) **UNIDAD 2:** p. 75 (act. 12b) **UNIDAD 4:** p. 175 (act. 6b), p. 218 (act. 1) **UNIDAD 5:** p. 270 (act. 1) **UNIDAD 6:** p. 302 (act. 5b), pp. 322-323 (act. 1)
TEACHER'S EDITION	**UNIDAD 4:** p. 219 (act. 1) **UNIDAD 5:** p. 271 (act. 1)

(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials

(i) identify the main idea from fiction texts

STUDENT EDITION	**UNIDAD 3:** pp. 148-149 (act. 9b) **UNIDAD 5:** p. 252 (act. 6a)
TEACHER'S EDITION	**UNIDAD 3:** p. 149 (act. 9b) **UNIDAD 5:** p. 252 (act. 6a)

(ii) identify the main idea from nonfiction texts

STUDENT EDITION	**UNIDAD 1:** pp. 36-37 (act. 1a), pp. 42-43 (act. 8a, 1) **UNIDAD 2:** pp. 66-67 (act. 2a), p. 74 (act. 11a), pp. 90-91 (act. 2c) **UNIDAD 3:** p. 166 (act. 1b, *Estrategia*) **UNIDAD 4:** p. 176 (act. 7a)
TEACHER'S EDITION	**UNIDAD 2:** p. 71 (act. 8a) **UNIDAD 3:** p. 120 (act. 3a) **UNIDAD 4:** p. 176 (act. 7a), p. 198 (act. 4b) **UNIDAD 6:** p. 309 (act. 13, Differentiated Instruction)
WORKBOOK	pp. 148-149 (act. 1b)

(iii) identify the main idea from audio materials

STUDENT EDITION	**UNIDAD 6:** p. 301 (*Estrategia*)
TEACHER'S EDITION	**UNIDAD 5:** p. 266 (act. 29c) **UNIDAD 6:** p. 301 (act. 3a, 3b)
WORKBOOK	p. 92 (act. 2b), p. 150 (act. 2b), p. 188 (act. 2b), p. 226 (act. 2b), p. 244 (act. 2b)

(iv) identify the main idea from audiovisual materials

STUDENT EDITION	**UNIDAD 4:** p. 218 (act. 1b) **UNIDAD 6:** p. 322 (act. 1b, *Estrategia*)
TEACHER'S EDITION	**UNIDAD 4:** p. 219 (act. 1) **UNIDAD 5:** p. 271 (act. 1)

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(v) identify the theme from fiction texts

STUDENT EDITION	**UNIDAD 3:** p. 145 (act. 5a) **UNIDAD 6:** p. 305 (act. 10b)
TEACHER'S EDITION	**UNIDAD 3:** p. 145 (act. 5a) **UNIDAD 6:** p. 305 (act. 10b)

(vi) identify the theme from nonfiction texts

STUDENT EDITION	**UNIDAD 3:** p. 166 (act. 1b, *Estrategia*) **UNIDAD 4:** p. 176 (act. 7a)
TEACHER'S EDITION	**UNIDAD 3:** p. 167 (act. 1)

(vii) identify the theme from audio materials

STUDENT EDITION	**UNIDAD 3:** p. 121 (act. 4) **UNIDAD 6:** p. 301 (*Estrategia*)
TEACHER'S EDITION	**UNIDAD 3:** p. 145 (act. 6a, 6b)

(viii) identify the theme from audiovisual materials

STUDENT EDITION	**UNIDAD 1:** p. 18 (act. 5a) **UNIDAD 5:** p. 255 (act. 10b) **UNIDAD 6:** p. 322 (*Estrategia*)
TEACHER'S EDITION	**UNIDAD 5:** p. 271 (act. 1)

(ix) identify the supporting details from fiction texts

STUDENT EDITION	**UNIDAD 3:** pp. 148-149 (act. 9c) **UNIDAD 5:** p. 252 (act. 6b)
TEACHER'S EDITION	**UNIDAD 3:** p. 149 (act. 9b) **UNIDAD 5:** p. 252 (act. 6a)
WORKBOOK	pp. 34-35 (act. 1c, act. 1d, act. 1e)

(x) identify the supporting details from nonfiction texts

STUDENT EDITION	**UNIDAD 2:** p. 74 (act. 11b), pp. 90-91 (act. 2b), pp. 96-97 (act. 11b) **UNIDAD 3:** pp. 120-121 (act. 3c), pp. 126-127 (act. 12a), pp. 144-145 (act. 4b), p. 167 (*Estrategia*) **UNIDAD 4:** p. 181 (act. 10c)
TEACHER'S EDITION	**UNIDAD 3:** p. 167 (act. 1)

(xi) identify the supporting details from audio materials

STUDENT EDITION	**UNIDAD 1:** p. 19 (act. 6), p. 23 (act. 11b), p. 44 (act. 9d) **UNIDAD 3:** pp. 146-147 (act. 7d) **UNIDAD 4:** p. 179 (act. 9b), p. 202 (act. 8b) **UNIDAD 6:** p. 301 (*Estrategia*)
TEACHER'S EDITION	**UNIDAD 6:** p. 301 (act. 3a, 3b)

(xii) identify the supporting details from audiovisual materials

STUDENT EDITION	**UNIDAD 4:** p. 175 (act. 6b), p. 218 (act. 1c) **UNIDAD 5:** p. 231 (act. 10b), p. 270 (act. 1b) **UNIDAD 6:** p. 279 (act. 4c), p. 302 (act. 5b), p. 304 (act. 8c), pp. 322-323 (act. 1d)
TEACHER'S EDITION	**UNIDAD 6:** p. 302 (act. 5b), p. 323 (act. 1)

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(C) infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials

(i) infer meaning of unfamiliar words or phrases in highly contextualized texts

STUDENT EDITION

UNIDAD 1: pp. 14-15 (act. 2a, 2b), p. 39 (act. 3b)
UNIDAD 2: p. 97 (act. 11d)
UNIDAD 3: p. 166 (act. 1a)
UNIDAD 4: pp. 172-173 (act. 2b)
UNIDAD 6: pp. 306-307 (act. 11c)

TEACHER'S EDITION

UNIDAD 1: p. 42 (act. 8a)
UNIDAD 5: p. 251 (act. 4e)

(ii) infer meaning of unfamiliar words or phrases in highly contextualized audio materials

STUDENT EDITION

UNIDAD 2: p. 93 (act. 6b)
UNIDAD 3: p. 121 (act. 4), p. 145 (act. 6a, 6b)
UNIDAD 5: p. 266 (act. 29)

TEACHER'S EDITION

UNIDAD 2: p. 93 (act. 6a)
UNIDAD 3: p. 121 (act. 4a)
UNIDAD 5: p. 266 (act. 29b)

(iii) infer meaning of unfamiliar words or phrases in highly contextualized audiovisual materials

STUDENT EDITION

UNIDAD 1: p. 60 (act. 1c, *Estrategia*)
UNIDAD 5: p. 270 (act. 1c)
UNIDAD 6: p. 322 (act. 1c)

TEACHER'S EDITION

UNIDAD 1: p. 61 (act. 1)

(D) identify cultural practices from authentic print, digital, audio, and audiovisual materials

(i) identify cultural practices from authentic print materials

STUDENT EDITION

UNIDAD 1: p. 39 (act. 3a, 3b), pp. 42-43 (act. 8), p. 44 (act. 9a, 9b)
UNIDAD 6: p. 278 (*Mi gramática*), p. 281 (*Mi gramática*), p. 300 (act. 2b), p. 301 (*Mi gramática*), p. 302 (Recuerda)

(ii) identify cultural practices from authentic digital materials

STUDENT EDITION

UNIDAD 2: p. 99 (*¡Eres reportero/a!*)
UNIDAD 3: p. 129 (*¡Eres reportero/a!*)
UNIDAD 6: p. 278 (*Mi gramática*), p. 281 (*Mi gramática*), p. 301 (*Mi gramática*), p. 302 (Recuerda *Mi gramática*)

TEACHER'S EDITION

UNIDAD 1: p. 46 (act. 13, Boost Your Teaching)
UNIDAD 3: p. 118 (act. 2c, Boost your Teaching)

(iii) identify cultural practices from authentic audio materials

STUDENT EDITION

UNIDAD 6: p. 278 (*Mi gramática*), p. 281 (*Mi gramática*), p. 301 (*Mi gramática*), p. 302 (Recuerda *Mi gramática*)

TEACHER'S EDITION

UNIDAD 3: p. 145 (act. 6a, 6b)

(iv) identify cultural practices from authentic audiovisual materials

STUDENT EDITION

UNIDAD 6: p. 278 (*Mi gramática*), p. 279 (act. 4b, 4c), p. 281 (*Mi gramática*), p. 301 (*Mi gramática*), p. 302 (act. 5b, 5c, 5e, Recuerda *Mi gramática*), pp. 304-305 (act. 8c, 8e), pp. 322-323 (act. 1)

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(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:

(A) express and support an opinion or preference orally and in writing with supporting statements

(i) express an opinion or preference orally with supporting statements

STUDENT EDITION	**UNIDAD 1:** p. 22 (act. 11a), p. 23 (*Mi vocabulario*) **UNIDAD 2:** p. 113 (act. 3) **UNIDAD 6:** p. 300 (act. 2a), p. 303 (act. 6b)
TEACHER'S EDITION	**UNIDAD 2:** p. 68 (act. 3b) **UNIDAD 4:** p. 183 (act. 13)

(ii) express an opinion or preference in writing with supporting statements

STUDENT EDITION	**UNIDAD 1:** p. 41 (act. 6d) **UNIDAD 2:** p. 86 (act. 32a), p. 108 (act. 27c), p. 113 (act. 2, *Estrategia*) **UNIDAD 3:** p. 161 (act. 28) **UNIDAD 5:** p. 271 (act. 2)
TEACHER'S EDITION	**UNIDAD 5:** p. 244 (act. 30a, 30, B)

(iii) support an opinion or preference orally with supporting statements

STUDENT EDITION	**UNIDAD 1:** p. 23 (*Mi vocabulario*) **UNIDAD 2:** p. 75 (act. 12c) **UNIDAD 5:** p. 266 (act. 29d)
TEACHER'S EDITION	**UNIDAD 4:** p. 205 (act. 13) **UNIDAD 5:** p. 266 (act. 29d)

(iv) support an opinion or preference in writing with supporting statements

STUDENT EDITION	**UNIDAD 2:** p. 92 (act. 5b), p. 113 (*Estrategia*) **UNIDAD 5:** p. 271 (*Estrategia*)
TEACHER'S EDITION	**UNIDAD 5:** p. 244 (act. 30a, 30b)

(B) describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration

(i) describe people orally using a series of sequenced sentences with essential details

STUDENT EDITION	**UNIDAD 1:** p. 44 (act. 9a) **UNIDAD 5:** p. 267 (*Miniproyecto*)
TEACHER'S EDITION	**UNIDAD 0:** p. 3 (act. 4, Extension), p. 9 (act. 14, Extension)

(ii) describe objects orally using a series of sequenced sentences with essential details

STUDENT EDITION	**UNIDAD 3:** p. 143 (act. 3), p. 163 (*Miniproyecto*)
TEACHER'S EDITION	**UNIDAD 3:** p. 143 (act. 3), p. 163 (*Miniproyecto*)

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(iii) describe situations orally using a series of sequenced sentences with essential details

STUDENT EDITION	**UNIDAD 1:** p. 61 (act. 3) **UNIDAD 2:** p. 113 (act. 3) **UNIDAD 3:** p. 167 (act. 3, *Estrategia*) **UNIDAD 6:** p. 307 (act. 12a)
TEACHER'S EDITION	**UNIDAD 2:** p. 113 (act. 3)

(iv) describe people in writing using a series of sequenced sentences with simple elaboration

STUDENT EDITION	**UNIDAD 0:** p. 3 (act. 6) **UNIDAD 3:** p. 151 (*¡Eres reportero/a!*), p. 164 (*Proyecto final*), p. 165 (How to Write a Short Story) **UNIDAD 5:** p. 268 (*Proyecto final*)
TEACHER'S EDITION	**UNIDAD 3:** p. 162 (act. 31)

(v) describe objects in writing using a series of sequenced sentences with simple elaboration

STUDENT EDITION	**UNIDAD 0:** p. 5 (act. 9) **UNIDAD 1:** p. 61 (act. 2) **UNIDAD 3:** p. 123 (act. 7d), p. 136 (*Mi vocabulario*) **UNIDAD 6:** p. 296 (act. 28b), p. 323 (*Estrategia*)

(vi) describe situations in writing using a series of sequenced sentences with simple elaboration

STUDENT EDITION	**UNIDAD 0:** p. 7 (*Mi vocabulario*) **UNIDAD 3:** p. 164 (*Proyecto final*), p. 165 (How to Write a Short Story), p. 167 (act. 2) **UNIDAD 5:** p. 271 (act. 2) **UNIDAD 6:** p. 320 (*Proyecto final*)
TEACHER'S EDITION	**UNIDAD 6:** p. 315 (Boost Your Teaching, Verbal Learners)

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