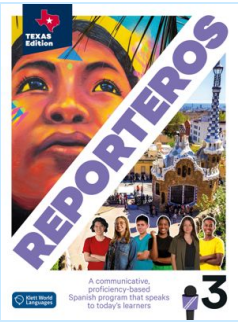
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REPORTEROS 3

TEXAS EDITION ©2028

LEVEL: Level III, Intermediate Low to Intermediate Mid Proficiency (§114.41)

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, sentences, and strings of 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 and beyond the scope of everyday life with simple elaboration in spoken and written conversation

(i) ask questions about everyday life in spoken conversation

STUDENT EDITION	**UNIDAD 1:** p. 66 (act. 5, *Estrategia*) **UNIDAD 6:** p. 326 (act. 5a, *Estrategia*)

(ii) ask questions about everyday life in written conversation

STUDENT EDITION	**UNIDAD 1:** p. 58 (*Mi vocabulario*), p. 60 (act. 26b) **UNIDAD 6:** p. 328 (Exprresiones útiles para conversar)
WORKBOOK	p. 45 (act. 5b)

(iii) ask questions beyond the scope of everyday life in spoken conversation

STUDENT EDITION	**UNIDAD 2:** p. 113 (*Miniproyecto*, *Estrategia*) **UNIDAD 4:** p. 214 (*Mi vocabulario*), p. 217 (*Miniproyecto*)

(iv) ask questions beyond the scope of everyday life in written conversation

STUDENT EDITION	**UNIDAD 4:** p. 222 (act. 4) **UNIDAD 6:** p. 329 (*Expresiones útiles*)
TEACHER'S EDITION	**UNIDAD 4:** p. 222 (act. 4)
WORKBOOK	p. 121 (act. 5b)

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

STUDENT EDITION	**UNIDAD 1:** p. 57 (*Mi vocabulario*), p. 66 (act. 5) **UNIDAD 4:** p. 222 (act. 5)
TEACHER'S EDITION	**UNIDAD 4:** p. 222 (act. 5)

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

STUDENT EDITION	**UNIDAD 1:** p. 58 (*Mi vocabulario*), p. 60 (act. 26b) **UNIDAD 6:** p. 328 (*Expresiones útiles*)
WORKBOOK	p. 45 (act. 5b)

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(vii) respond to questions beyond the scope of everyday life with simple elaboration in spoken conversation

STUDENT EDITION	**UNIDAD 2:** p. 118 (act. 5a, *Estrategia*) **UNIDAD 4:** p. 217 (*Miniproyecto*, *Estrategia*)

(viii) respond to questions beyond the scope of everyday life with simple elaboration in written conversation

STUDENT EDITION	**UNIDAD 2:** p. 118 (act. 4) **UNIDAD 4:** p. 222 (act. 4)
TEACHER'S EDITION	**UNIDAD 2:** p. 118 (act. 4, *Estrategia*) **UNIDAD 4:** p. 222 (act. 4)

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

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

STUDENT EDITION	**UNIDAD 1:** p. 27 (act. 11b, *Mi vocabulario*), p. 36 (*Mi vocabulario*), p. 37 (act. 23b)

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

STUDENT EDITION	**UNIDAD 1:** p. 36 (*Mi vocabulario*) **UNIDAD 6:** p. 328 (*Expresiones útiles*)
WORKBOOK	p. 83 (act. 5b), p. 121 (act. 5b)

(iii) express personal preferences with supporting statements in spoken conversation

STUDENT EDITION	**UNIDAD 3:** p. 129 (act. 8b, *Mi gramática*), p. 136 (*Mi gramática*) **UNIDAD 4:** p. 215 (act. 24a)

(iv) express personal preferences with supporting statements in written conversation

STUDENT EDITION	**UNIDAD 3:** p. 136 (*Mi gramática*) **UNIDAD 6:** p. 329 (*Expresiones útiles*)
WORKBOOK	p. 121 (act. 5b), p. 253 (act. 5b)

(v) express personal recommendations with supporting statements in spoken conversation

STUDENT EDITION	**UNIDAD 1:** p. 47 (act. 9), p. 58 (*Mi vocabulario*) **UNIDAD 6:** p. 296 (*Mi vocabulario*), p. 326 (act. 5a)

(vi) express personal recommendations with supporting statements in written conversation

STUDENT EDITION	**UNIDAD 3:** p. 157 (*Mi gramática*), p. 170 (act. 4) **UNIDAD 6:** p. 296 (*Mi vocabulario*), p. 326 (act. 4)

(vii) exchange personal opinions with supporting statements in spoken conversation

STUDENT EDITION	**UNIDAD 1:** p. 27 (act. 11b, *Mi vocabulario*), p. 36 (*Mi vocabulario*), p. 37 (act. 23b)

(viii) exchange personal opinions with supporting statements in written conversation

STUDENT EDITION	**UNIDAD 1:** p. 36 (*Mi vocabulario*) **UNIDAD 6:** p. 328 (*Expresiones útiles*)
WORKBOOK	p. 83 (act. 5b), p. 121 (act. 5b)

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(ix) exchange personal preferences with supporting statements in spoken conversation

STUDENT EDITION	**UNIDAD 3:** p. 129 (act. 8b, *Mi gramática*), p. 136 (*Mi gramática*) **UNIDAD 4:** p. 215 (act. 24a)

(x) exchange personal preferences with supporting statements in written conversation

STUDENT EDITION	**UNIDAD 3:** p. 136 (*Mi gramática*) **UNIDAD 6:** p. 329 (*Expresiones útiles*)
WORKBOOK	p. 121 (act. 5b), p. 253 (act. 5b)

(xi) exchange personal recommendations with supporting statements in spoken conversation

STUDENT EDITION	**UNIDAD 1:** p. 47 (act. 9), p. 58 (*Mi vocabulario*) **UNIDAD 6:** p. 296 (*Mi vocabulario*), p. 326 (act. 5a)

(xii) exchange personal recommendations with supporting statements in written conversation

STUDENT EDITION	**UNIDAD 3:** p. 157 (*Mi gramática*), p. 170 (act. 4) **UNIDAD 6:** p. 296 (*Mi vocabulario*), p. 326 (act. 4)

(C) ask and tell others what they need to, should, and must do with supporting reasons in spoken and written conversation

(i) ask others what they need do in spoken conversation

STUDENT EDITION	**UNIDAD 2:** p. 118 (act. 5a, Bullet 3) **UNIDAD 4:** p. 193 (act. 28b)
TEACHER'S EDITION	**UNIDAD 2:** p. 118 (act. 5a) **UNIDAD 4:** p. 193 (act. 28b)

(ii) ask others what they need to do in written conversation

STUDENT EDITION	**UNIDAD 3:** p. 153 (act. 10b-10d, Opción A) **UNIDAD 4:** p. 222 (act. 4)
TEACHER'S EDITION	**UNIDAD 3:** p. 153 (act. 10b-10d) **UNIDAD 4:** p. 222 (act. 4)

(iii) ask others what they should do in spoken conversation

STUDENT EDITION	**UNIDAD 1:** p. 47 (act. 9, #1, *Mi vocabulario*), p. 58 (*Mi vocabulario*), p. 62 (*Proyecto final*)
TEACHER'S EDITION	**UNIDAD 3:** p. 170 (act. 5, Interpersonal speaking) **UNIDAD 5:** p. 274 (act. 5, Interpersonal speaking)

(iv) ask others what they should do in written conversation

STUDENT EDITION	**UNIDAD 1:** p. 58 (*Mi vocabulario*), p. 60 (act. 26b), p. 66 (act. 4)
TEACHER'S EDITION	**UNIDAD 1:** p. 66 (act. 4, Interpersonal writing)

(v) ask others what they must do in in spoken conversation

STUDENT EDITION	**UNIDAD 2:** p. 113 (*Miniproyecto*) **UNIDAD 4:** p. 215 (act. 24a)
TEACHER'S EDITION	**UNIDAD 2:** p. 113 (*Miniproyecto*) **UNIDAD 4:** p. 215 (act. 24a)

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(vi) ask others what they must do in written conversation

STUDENT EDITION	**UNIDAD 3:** p. 153 (act. 10b-10d, Opción A) **UNIDAD 4:** p. 222 (act. 4)
TEACHER'S EDITION	**UNIDAD 3:** p. 153 (act. 10b-10d) **UNIDAD 4:** p. 222 (act. 4, Interpersonal writing)

(vii) tell others what they need do with supporting reasons in spoken conversation

STUDENT EDITION	**UNIDAD 2:** p. 118 (act. 5a, Bullet 3) **UNIDAD 4:** p. 193 (act. 28b)
TEACHER'S EDITION	**UNIDAD 2:** p. 118 (act. 5a) **UNIDAD 4:** p. 193 (act. 28b)

(viii) tell others what they need to do with supporting reasons in written conversation

STUDENT EDITION	**UNIDAD 3:** p. 153 (act. 10b-10d, Opción A) **UNIDAD 5:** p. 274 (act. 4)
TEACHER'S EDITION	**UNIDAD 3:** p. 153 (act. 10b-d) **UNIDAD 5:** p. 274 (act. 4)

(ix) tell others what they should do with supporting reasons in spoken conversation

STUDENT EDITION	**UNIDAD 1:** p. 47 (act. 9, #2, *Mi vocabulario*), p. 62 (*Proyecto final*) **UNIDAD 5:** p. 239 (*Mi gramática*)

(x) tell others what they should do with supporting reasons in written conversation

STUDENT EDITION	**UNIDAD 1:** p. 58 (*Mi vocabulario*), p. 60 (act. 26b), p. 66 (act. 4) **UNIDAD 5:** p. 239 (*Mi gramática*)

(xi) tell others what they must do with supporting reasons in spoken conversation

STUDENT EDITION	**UNIDAD 4:** p. 215 (act. 24a), p. 217 (*Miniproyecto*)
TEACHER'S EDITION	**UNIDAD 4:** p. 215 (act. 24a), p. 217 (*Miniproyecto*)

(xii) tell others what they must do with supporting reasons in written conversation

STUDENT EDITION	**UNIDAD 3:** p. 153 (act. 10b-10d, Opción A) **UNIDAD 5:** p. 274 (act. 4)
TEACHER'S EDITION	**UNIDAD 3:** p. 153 (act. 10b-d) **UNIDAD 5:** p. 274 (act. 4)

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

(i) articulate requests with supporting statements in spoken conversation

STUDENT EDITION	**UNIDAD 1:** p. 47 (act. 9, *Mi vocabulario*) **UNIDAD 4:** p. 217 (*Miniproyecto*) **UNIDAD 5:** p. 262 (*Mi gramática*)

(ii) articulate requests with supporting statements in written conversation

STUDENT EDITION	**UNIDAD 1:** p. 47 (*Mi vocabulario*), p. 66 (act. 4) **UNIDAD 5:** p. 262 (*Mi gramática*)
WORKBOOK	p. 207 (act. 20)

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(iii) offer suggestions with supporting statements in spoken conversation

STUDENT EDITION
UNIDAD 1: p. 58 (*Mi vocabulario*)
UNIDAD 4: p. 183 (act. 14c)
UNIDAD 6: p. 292 (*Mi gramática*), p. 326 (act. 5a)

(iv) offer suggestions with supporting statements in written conversation

STUDENT EDITION
UNIDAD 1: p. 58 (*Mi vocabulario*), p. 60 (act. 26b)
UNIDAD 6: p. 292 (*Mi gramática*), p. 326 (act. 4)

(v) develop plans with supporting statements in spoken conversation

STUDENT EDITION
UNIDAD 1: p. 63 (How to Collaborate Successfully)
UNIDAD 3: p. 164 (act. 24a)
UNIDAD 5: p. 270 (*Proyecto final*)

TEACHER'S EDITION
UNIDAD 5: p. 270 (*Proyecto final*)

(vi) develop plans with supporting statements in written conversation

STUDENT EDITION
UNIDAD 3: p. 153 (act. 10b-10d, Opción B), p. 170 (act. 4)
UNIDAD 5: p. 244 (*Mi vocabulario*)

TEACHER'S EDITION
UNIDAD 3: p. 153 (act. 10b-10d, Opción B)

(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 3: p. 166 (*Proyecto final*), p. 167 (The Day of the Debate, Bullet 3)
UNIDAD 6: p. 326 (act. 5a)

(ii) interact in spoken conversation using culturally appropriate register

STUDENT EDITION
UNIDAD 2: p. 113 (*Miniproyecto*)
UNIDAD 4: p. 217 (*Miniproyecto*)

TEACHER'S EDITION
UNIDAD 2: p. 113 (*Miniproyecto*)
UNIDAD 4: p. 217 (*Miniproyecto*)

(iii) interact in spoken conversation using culturally appropriate gestures

STUDENT EDITION
UNIDAD 2: p. 113 (*Miniproyecto*)
UNIDAD 4: p. 217 (*Miniproyecto*)

TEACHER'S EDITION
UNIDAD 2: p. 113 (*Miniproyecto*)
UNIDAD 4: p. 217 (*Miniproyecto*)

(iv) react in spoken conversation using culturally appropriate expressions

STUDENT EDITION
UNIDAD 1: p. 45 (act. 7, s, Tep 3, *Mi vocabulario*), p. 66 (act. 5b, *Estrategia*)

(v) react in spoken conversation using culturally appropriate register

STUDENT EDITION
UNIDAD 2: p. 113 (*Miniproyecto*)
UNIDAD 4: p. 217 (*Miniproyecto*)

TEACHER'S EDITION
UNIDAD 2: p. 113 (*Miniproyecto*)
UNIDAD 4: p. 217 (*Miniproyecto*)

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(vi) react in spoken conversation using culturally appropriate gestures

STUDENT EDITION
UNIDAD 2: p. 113 (*Miniproyecto*)
UNIDAD 4: p. 217 (*Miniproyecto*)

TEACHER'S EDITION
UNIDAD 2: p. 113 (*Miniproyecto*)
UNIDAD 4: p. 217 (*Miniproyecto*)

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

(i) interact in writing using culturally appropriate expressions

STUDENT EDITION
UNIDAD 3: p. 153 (act. 10b–10d, *Mi vocabulario*)
UNIDAD 6: p. 296 (*Mi vocabulario*), p. 326 (act. 4)

(ii) interact in writing using culturally appropriate register

STUDENT EDITION
UNIDAD 3: p. 153 (act. 10b–10d, *Mi vocabulario*), p. 162 (*Mi vocabulario*), p. 163 (act. 22)

(iii) interact in writing using culturally appropriate style

STUDENT EDITION
UNIDAD 3: p. 170 (act. 4, *Estrategia*)
UNIDAD 6: p. 326 (act. 4, *Estrategia*)

(iv) react in writing using culturally appropriate expressions

STUDENT EDITION
UNIDAD 5: p. 274 (act. 4, *Estrategia*)
UNIDAD 6: p. 296 (*Mi vocabulario*), p. 326 (act. 4)

(v) react in writing using culturally appropriate register

STUDENT EDITION
UNIDAD 3: p. 153 (act. 10b–10d, *Mi vocabulario*), p. 162 (*Mi vocabulario*), p. 163 (act. 22)

(vi) react in writing using culturally appropriate style

STUDENT EDITION
UNIDAD 3: p. 170 (act. 4, *Estrategia*)
UNIDAD 6: p. 326 (act. 4, *Estrategia*)

(2) Interpretive communication: reading and listening. The student comprehends 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 a variety of contexts

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

STUDENT EDITION
UNIDAD 3: p. 168 (act. 1a, *Estrategia*)
UNIDAD 5: p. 273 (act. 1a, *Estrategia*)

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

STUDENT EDITION
UNIDAD 1: p. 27 (act. 11b)
UNIDAD 4: p. 197 (act. 1a–1b)

TEACHER'S EDITION
UNIDAD 1: p. 27 (act. 11b, Interpretive reading)
UNIDAD 4: p. 197 (act. 1a, Interpretive reading)

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

STUDENT EDITION	**UNIDAD 1:** p. 28 (act. 14, Comparación *Cultural*) **UNIDAD 4:** p. 175 (*Cultura*), p. 205 (*Cultura*)
TEACHER'S EDITION	**UNIDAD 1:** p. 29 (act. 14, Comparación *Cultural*) **UNIDAD 4:** p. 175 (*Cultura*), p. 205 (*Cultura*)

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

STUDENT EDITION	**UNIDAD 2:** p. 116 (act. 1a-1d) **UNIDAD 6:** p. 324 (act. 1, *Estrategia*)
TEACHER'S EDITION	**UNIDAD 2:** p. 117 (act. 1, Interpretive Viewing, *Estrategias*)

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

(i) paraphrase the main idea from fiction texts

STUDENT EDITION	**UNIDAD 4:** p. 205 (act. 8e) **UNIDAD 5:** p. 235 (act. 9b) **UNIDAD 6:** p. 289 (*Estrategia*), p. 296 (*Mi vocabulario*)

(ii) paraphrase the main idea from nonfiction texts

STUDENT EDITION	**UNIDAD 4:** p. 221 (act. 1c) **UNIDAD 5:** p. 273 (act. 1a, *Estrategia*) **UNIDAD 6:** p. 289 (*Estrategia*)

(iii) paraphrase the main idea from audio materials

STUDENT EDITION	**UNIDAD 1:** p. 28 (act. 14, Comparación *Cultural*) **UNIDAD 3:** p. 129 (act. 9b)
TEACHER'S EDITION	**UNIDAD 1:** p. 29 (act. 14, Comparación *Cultural*) **UNIDAD 3:** p. 129 (act. 9b)

(iv) paraphrase the main idea from audiovisual materials

STUDENT EDITION	**UNIDAD 1:** p. 26 (act. 10b, #1) **UNIDAD 6:** p. 324 (act. 1a)
TEACHER'S EDITION	**UNIDAD 1:** p. 26 (act. 10b, #1) **UNIDAD 6:** p. 325 (act. 1)

(v) paraphrase the theme from fiction texts

STUDENT EDITION	**UNIDAD 6:** p. 307 (act. 6e, #3), p. 309 (act. 8d)
TEACHER'S EDITION	**UNIDAD 6:** p. 307 (act. 6e), p. 309 (act. 8d, Presentational speaking)

(vi) paraphrase the theme from nonfiction texts

STUDENT EDITION	**UNIDAD 2:** p. 101 (act. 10d, #3) **UNIDAD 4:** p. 221 (act. 1g)
TEACHER'S EDITION	**UNIDAD 2:** p. 101 (act. 10d, #3) **UNIDAD 4:** p. 221 (act. 1)

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(vii) paraphrase the theme from audio materials

STUDENT EDITION	**UNIDAD 3:** p. 129 (act. 9e), p. 147 (act. 3b)
TEACHER'S EDITION	**UNIDAD 3:** p. 129 (act. 9e), p. 147 (act. 3b)

(viii) paraphrase the theme from audiovisual materials

STUDENT EDITION	**UNIDAD 1:** p. 26 (act. 10b, #3) **UNIDAD 6:** p. 324 (act. 1c)
TEACHER'S EDITION	**UNIDAD 1:** p. 26 (act. 10b, #3) **UNIDAD 6:** p. 325 (act. 1c)

(ix) paraphrase the supporting details from fiction texts

STUDENT EDITION	**UNIDAD 3:** p. 131 (act. 10d) **UNIDAD 6:** p. 309 (act. 8c)
TEACHER'S EDITION	**UNIDAD 3:** p. 131 (act. 10d) **UNIDAD 6:** p. 309 (act. 8c)

(x) paraphrase the supporting details from nonfiction texts

STUDENT EDITION	**UNIDAD 2:** p. 101 (act. 1b) **UNIDAD 5:** p. 273 (act. 1b) **UNIDAD 6:** p. 289 (*Estrategia*)
TEACHER'S EDITION	**UNIDAD 5:** p. 273 (act. 1b)

(xi) paraphrase the supporting details from audio materials

STUDENT EDITION	**UNIDAD 2:** p. 97 (act. 5a) **UNIDAD 6:** p. 287 (act. 10b)
TEACHER'S EDITION	**UNIDAD 2:** p. 97 (act. 5a) **UNIDAD 6:** p. 287 (act. 10b)

(xii) paraphrase the supporting details from audiovisual materials

STUDENT EDITION	**UNIDAD 3:** p. 152 (act. 9b-9c) **UNIDAD 4:** p. 182 (act. 11d)
TEACHER'S EDITION	**UNIDAD 3:** p. 152 (act. 9b) **UNIDAD 4:** p. 182 (act. 11d)

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

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

STUDENT EDITION	**UNIDAD 3:** p. 131 (act. 10c) **UNIDAD 4:** p. 221 (act. 1d, *Estrategia*)
TEACHER'S EDITION	**UNIDAD 3:** p. 130 (act. 10c)

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

STUDENT EDITION	**UNIDAD 3:** p. 129 (act. 9c)
TEACHER'S EDITION	**UNIDAD 1:** p. 31 (act. 18) **UNIDAD 3:** p. 129 (act. 9c, Interpretive Listening)
WORKBOOK	p. 136 (act. 2c, #1)

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

STUDENT EDITION
UNIDAD 1: p. 25 (act. 8c)
UNIDAD 2: p. 116 (act. 1c)

TEACHER'S EDITION
UNIDAD 1: p. 25 (act. 8c)
UNIDAD 2: p. 117 (act. 1c)

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

(i) compare and contrast cultural practices from authentic print materials

STUDENT EDITION
UNIDAD 1: p. 19 (act. 2a, #2 Comparación *Cultural*)
UNIDAD 2: p. 101 (act. 10d, #1)
UNIDAD 3: p. 171 (*Estrategia*)
UNIDAD 5: p. 275 (*Estrategia*)

(ii) compare and contrast cultural practices from authentic digital materials

STUDENT EDITION
UNIDAD 1: p. 19 (Comparación *Cultural*)
UNIDAD 3: p. 154 (act. 4, Comparación *Cultural*), p. 171 (*Estrategia*)
UNIDAD 5: p. 275 (*Estrategia*)

(iii) compare and contrast cultural practices from authentic audio materials

STUDENT EDITION
UNIDAD 1: p. 28 (act. 14, Comparación *Cultural*)
UNIDAD 3: p. 171 (*Estrategia*)
UNIDAD 4: p. 175 (*Cultura*)
UNIDAD 5: p. 275 (*Estrategia*)

(iv) compare and contrast cultural practices from authentic audiovisual materials

STUDENT EDITION
UNIDAD 1: p. 25 (act. 8d, Comparación *Cultural*)
UNIDAD 2: p. 99 (act. 8d, Comparación *Cultural*)
UNIDAD 3: p. 171 (*Estrategia*)
UNIDAD 5: p. 275 (*Estrategia*)

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

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

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

STUDENT EDITION
UNIDAD 1: p. 36 (*Mi vocabulario*), p. 65 (act. 3)
UNIDAD 3: p. 167 (How to Prepare for a Debate, bullet 2)
UNIDAD 6: p. 325 (act. 3)

(ii) express an opinion or preference orally with recommendations

STUDENT EDITION
UNIDAD 5: p. 273 (act. 3)
UNIDAD 6: p. 311 (*¡Eres reportero/a!*)

TEACHER'S EDITION
UNIDAD 5: p. 273 (act. 3)
UNIDAD 6: p. 311 (*¡Eres reportero/a!*)

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

STUDENT EDITION	**UNIDAD 1:** p. 36 (*Mi vocabulario*), p. 65 (act. 2) **UNIDAD 2:** p. 117 (act. 2) **UNIDAD 6:** p. 328 (*Expresiones útiles*)

(iv) express an opinion or preference in writing with recommendations

STUDENT EDITION	**UNIDAD 6:** p. 292 (*Mi gramática*), p. 296 (*Mi vocabulario*), p. 299 (*Miniproyecto*), p. 325 (act. 2)

(v) defend an opinion or preference orally with supporting statements

STUDENT EDITION	**UNIDAD 1:** p. 65 (act. 3, #2) **UNIDAD 3:** p. 166 (*Proyecto final*), p. 167 (How to Prepare for a Debate, Bollet 2)
TEACHER'S EDITION	**UNIDAD 1:** p. 65 (act. 3)

(vi) defend an opinion or preference orally with recommendations

STUDENT EDITION	**UNIDAD 5:** p. 270 (*Proyecto final*), p. 273 (act. 3)
TEACHER'S EDITION	**UNIDAD 5:** p. 270 (*Proyecto final*), p. 273 (act. 3)

(vii) defend an opinion or preference in writing with supporting statements

STUDENT EDITION	**UNIDAD 3:** p. 169 (act. 2) **UNIDAD 5:** p. 269 (*Miniproyecto*)
TEACHER'S EDITION	**UNIDAD 3:** p. 169 (act. 2) **UNIDAD 5:** p. 269 (*Miniproyecto*)

(viii) defend an opinion or preference in writing with recommendations

STUDENT EDITION	**UNIDAD 3:** p. 169 (act. 2) **UNIDAD 5:** p. 269 (*Miniproyecto*)
TEACHER'S EDITION	**UNIDAD 3:** p. 169 (act. 2) **UNIDAD 5:** p. 269 (*Miniproyecto*)

(B) narrate situations and events orally and in writing using connected sentences with details and elaboration

(i) narrate situations orally using connected sentences with details and elaboration

STUDENT EDITION	**UNIDAD 1:** p. 65 (act. 3, #1, *Estrategia*) **UNIDAD 2:** p. 114 (*Proyecto final*), p. 115 (How to Improve Your Game)
TEACHER'S EDITION	**UNIDAD 1:** p. 65 (act. 3)

(ii) narrate situations in writing using connected sentences with details and elaboration

STUDENT EDITION	**UNIDAD 3:** p. 131 (act. 11), p. 141 (act. 21b)
TEACHER'S EDITION	**UNIDAD 3:** p. 131 (act. 11), p. 141 (act. 21b)

(iii) narrate events orally using connected sentences with details and elaboration

STUDENT EDITION	**UNIDAD 1:** p. 57 (*Mi vocabulario*) **UNIDAD 2:** p. 114 (*Proyecto final*), p. 115 (How to Improve Your Game)
WORKBOOK	p. 62 (act. 4)

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(iv) narrate events in writing using connected sentences with details and elaboration

STUDENT EDITION	**UNIDAD 1:** p. 49 (act. 11), p. 57 (*Mi vocabulario*) **UNIDAD 6:** p. 320 (act. 23a), p. 321 (*Estrategia*)

(C) inform others orally and in writing about a variety of topics using connected sentences with details and elaboration

(i) inform others orally about a variety of topics using connected sentences with details and elaboration

STUDENT EDITION	**UNIDAD 2:** p. 117 (act. 3, *Estrategia*) **UNIDAD 4:** p. 221 (act. 3)
TEACHER'S EDITION	**UNIDAD 4:** p. 222 (act. 3)

(ii) inform others in writing about a variety of topics using connected sentences with details and elaboration

STUDENT EDITION	**UNIDAD 2:** p. 81 (act. 3, *¡Eres reportero/a!*) **UNIDAD 5:** p. 259 (act. 3, *¡Eres reportero/a!*, *Estrategia*)
TEACHER'S EDITION	**UNIDAD 2:** p. 81 (*¡Eres reportero/a!*)

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