



¡Así se dice!

Glencoe Spanish 3
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Anchor Standards for Reading

STANDARDS

PAGE REFERENCES

Novice students: Key Ideas and Details

Comprehend main ideas in developmentally appropriate oral/visual narratives based on familiar themes and highly predictable contexts with appropriate support.

Interpret informational texts with strong visual support such as graphs and charts.

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Student Edition: p. R6, Act. A–B; p. R16, Act. A–B; p. R42, Act. A; p. R52, Act. A; p. R63, Act. B; p. 15, Act. A, C; p. 16, Reading Check; p. 47, Act. A, C; p. 48, Reading Checks; p. 49, Reading Checks, Act. A, C; p. 79, Act. B–C; p. 183, Act. C

Teacher Wraparound Edition: p. 48, Differentiation (Bullet 1)

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Student Edition: p. R16, Act. B; p. R42, Act. C; p. 47, Act. B; p. 183, Act. B

Teacher Wraparound Edition: p. R52, Differentiation (Advanced Learners); p. 48, Differentiation (Bullet 3); p.78, Differentiation; p. 183, Writing Development

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Student Edition:

Teacher Wraparound Edition:

Intermediate students: Key Ideas and Details

Understand the main themes and significant details on primarily familiar topics from authentic multimedia and print sources, both informational and narratives with clear storylines.

When presented with an inference based on an authentic text, identify if the inference is logical or illogical by citing specific textual evidence to support conclusions drawn from the text.

<p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>Student Edition: p. 80, Reading Check; p. 81, Reading Checks; p. 82, Reading Check; p. 83, Act. B–D; p. 87, Act. B–E; p. 113, Act. A–B; p. 114, Reading Checks; p. 115, Act. A–B; p. 123, Act. A–C, E; p. 147, Act. A–B, D; p. 148, Reading Check; p. 149, Reading Checks; p. 151, Act. A–D; p. 154, Durante la lectura; p. 155, Act. A–D; p. 184, Reading Checks; p. 185, Act. A–D; p. 191, Act. B, D; p. 219, Act. B; p. 220, Reading Check; p. 221, Reading Check; p. 223, Act. B, D–F; p. 225, Act. B–C; p. 251, Act. B–C; p. 255, Act. B–C; p. 259, Act. A, C–D; p. 283, Act. A–C; p. 284, Reading Check; p. 285, Reading Checks; p. 286, Reading Check; p. 287, Act. A, D–E; p. 290, Durante la lectura, Después de leer; p. 291, Act. A–E; p. 319, Act. A–C; p. 324, Durante la lectura; p. 327, Act. A–D</p> <p>Teacher Wraparound Edition: p. 65, Learning from Realia; p. 69, Teaching Options; p. 86, Tips for Success (C); p. 114, Core Instruction (Step 2); p. 118, Core Instruction (Step 4); p. 120, Core Instruction; p. 121, Core Instruction; p. 149, Comparaciones; p. 153, Core Instruction (Step 4); p. 154, Core Instruction (Step 2); p. 187, Introducción; p. 188, Core Instruction (Step 3); p. 189, Differentiation (Advanced Learners), Tips for Success (Bullet 2); p. 190, Core Instruction (Step 2); p. 220, Core Instruction (Steps 3, 5); p. 224, Introducción, Conexiones; p. 225, Core Instruction (Steps 4–5); p. 258, Teaching Options; p. 284, Core Instruction (Step 3); p. 290, Core Instruction (Step 2)</p> <p>eScape: http://blog.glencoe.com/escape/explore-more-lake-titicaca/, Explore more: Lake Titicaca (#1)</p>
<p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>Student Edition: p. 83, Act. D; p. 86, Durante la lectura, Después de leer; p. 123, Act. C; p. 251, Act. D; p. 255, Act. A; p. 257, Estrategia</p> <p>Teacher Wraparound Edition: p. 81, Differentiation (Bullet 3); p. 114, Core Instruction (Step 3); p. 148, Core Instruction (Step 2), Teaching Options; p. 153, Core Instruction (Step 3); p. 184, Differentiation (Bullet 3); p. 237, Comunicación; p. 284, Teaching Options</p> <p>eScape: http://blog.glencoe.com/escape/explore-more-lake-titicaca/, Explore more: Lake Titicaca (#1)</p>
<p>3. Analyze how and why individuals, events, and</p>	<p>Student Edition: p. 86, Después de leer; p. 118,</p>

<p>ideas develop and interact over the course of a text.</p>	<p>Estrategia; p. 119, Durante la lectura; p. 229, Tarea (#2); p. 259, Act. D; p. 287, Act. A, E</p> <p>Teacher Wraparound Edition: p. 1D, Connection to Fine Art; p. 118, Core Instruction (Step 4)</p>
<p>Advanced students: Key Ideas and Details</p>	
<p>Determine the main ideas and significant details of discussions, lectures, and presentations on current or past events from the target culture or other content areas.</p> <p>Interpret the principal elements of technical, informational, and narrative literary texts on topics of current and historical importance to the target culture.</p>	
<p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>Student Edition:</p> <p>Teacher Wraparound Edition:</p> <p>eScape: http://blog.glencoe.com/escape/explore-more-welcome-to-guatemala-and-honduras/, Explore more: Welcome to Guatemala and Honduras! (#4)</p>
<p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>Student Edition:</p> <p>Teacher Wraparound Edition:</p> <p>eScape: http://blog.glencoe.com/escape/explore-more-welcome-to-guatemala-and-honduras/, Explore more: Welcome to Guatemala and Honduras! (#4)</p>
<p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>Student Edition:</p> <p>Teacher Wraparound Edition:</p>
<p>Novice students: Craft and Structure</p>	
<p>Identify people and objects in their environment or from other school subjects based on oral and written description.</p> <p>Recognize that cognates and previously learned structures enhance comprehension of spoken and written language.</p> <p>Identify and appreciate differences in cultural perspectives within a defined range of topics (defined by the curriculum).</p>	
<p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>Student Edition:</p> <p>Teacher Wraparound Edition:</p>
<p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>Student Edition:</p> <p>Teacher Wraparound Edition:</p>
<p>6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>Student Edition:</p>

	Teacher Wraparound Edition:
Intermediate students: Craft and Structure	
Determine meaning by using vocabulary knowledge, background knowledge, and possibly some contextual clues.	
Understand the relationship among languages based on their awareness of cognates, idioms, and parallel structures.	
Identify and appreciate differences in cultural perspectives in a broader range of topics and begin to appreciate such differences not only in topic areas presented in the curriculum; they do not judge non-American cultural practices according to American conventions, but begin to appreciate the values and perspectives of the target culture from within its own cultural system.	
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	<p>Student Edition: p. 48, Durante la lectura; p. 87, Act. A; p. 151, Act. D; p. 185, Act. B; p. 191, Act. A, D; p. 225, Act. A; p. 259, Act. A–B; p. 291, Act. B; p. 327, Act. C</p> <p>Teacher Wraparound Edition: p. 119, About the Spanish Language; p. 120, Core Instruction; p. 122, Core Instruction (Step 1); p. 183, Learning from Realia; p. 187, Introducción; p. 189, Differentiation (Bullet 1); p. 252, Teaching Options (Bullet 2); p. 258, Teaching Options; p. 290, Core Instruction (Step 2)</p> <p>eScape: http://blog.glencoe.com/escape/share-what-you-know-los-andes/, Share what you know: Los Andes (#2)</p>
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	<p>Student Edition: p. 210, Act. 1; p. 229, Tarea</p> <p>Teacher Wraparound Edition: p. 208, Core Instruction, Conexiones; p. 209, Teaching Options</p>
6. Assess how point of view or purpose shapes the content and style of a text.	<p>Student Edition: p. 229, Tarea; p. 259, Act. A</p> <p>Teacher Wraparound Edition:</p>
Advanced students: Craft and Structure	
Interpret the cultural nuances of meaning in authentic written and spoken technical, informational, and literary texts.	
Analyze the relationship between word order and meaning and how this reflects the ways in which cultures organize information and view the world.	
Identify and appreciate cultural differences in a broad range of topic areas well beyond what has formally been presented to them in the curriculum, appreciating target culture perspectives and practices from within the target culture’s own system.	
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	<p>Student Edition:</p> <p>Teacher Wraparound Edition:</p>

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	<p>Student Edition:</p> <p>Teacher Wraparound Edition:</p>
6. Assess how point of view or purpose shapes the content and style of a text.	<p>Student Edition:</p> <p>Teacher Wraparound Edition:</p>
Novice students: Integration of Knowledge and Ideas	
Use content knowledge learned in other subject areas to comprehend spoken and written messages in authentic texts, within familiar topics and highly predictable contexts, and with strong visual support.	
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	<p>Student Edition:</p> <p>Teacher Wraparound Edition: p. 211, Glencoe Technology; p. 225, Core Instruction (Step 2)</p>
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	<p>Student Edition:</p> <p>Teacher Wraparound Edition:</p>
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	<p>Student Edition:</p> <p>Teacher Wraparound Edition:</p>
Intermediate students: Integration of Knowledge and Ideas	
Integrate and evaluate multiple sources of information including idiomatic phrases in order to collaborate or problem solve.	
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	<p>Student Edition: p. 13, Refrán; p. 45, Refrán; p. 55, Tarea; p. 77, Refrán; p. 111, Refrán; p. 145, Refrán; p. 181, Refrán; p. 217, Refrán; p. 249, Refrán; p. 281, Refrán; p. 295, Tarea; p. 317, Refrán</p> <p>Teacher Wraparound Edition: p. 13, Refrán; p. 45, Refrán; p. 77, Refrán; p. 96D, Tango; p. 111, Refrán; p. 145, Refrán; p. 181, Refrán; p. 185, Glencoe Technology; p. 217, Refrán; p. 218, Core Instruction (Steps 1–2); p. 237, Comunicación; p. 249, Refrán; p. 281, Refrán; p. 317, Refrán</p>
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	<p>Student Edition:</p> <p>Teacher Wraparound Edition: p. 164C, Chapter Project (#2); p. 200C, Chapter Project (#1); p. 234C, Chapter Project</p>
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	<p>Student Edition: p. 295, Tarea</p> <p>Teacher Wraparound Edition: p. 50, Conexiones;</p>

	p. 288, Introducción eScape: http://blog.glencoe.com/escape/explore-more-galicia/ , Explore more: Galicia (#1)
Advanced students: Integration of Knowledge and Ideas	
Analyze how cultural perspectives influence texts on similar themes or topics. Analyze the origins of idioms as reflections of culture, citing examples from the technical, informational, and literary texts from the target culture and the student's own culture. Identify the threads of the text's argument with supporting details.	
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	Student Edition: Teacher Wraparound Edition:
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Student Edition: Teacher Wraparound Edition:
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Student Edition: Teacher Wraparound Edition:
Novice students: Range of Reading and Level of Text Complexity	
Comprehend the principal message contained in various media such as illustrated texts, posters, or advertisements, in familiar contexts and with strong visual support.	
10. Read and comprehend complex literary and informational texts independently and proficiently.	Student Edition: pp. 16–17, Una receta hispana, Después de leer, Act. A–C; pp. 18–19, Una receta para «la ropa vieja», ¿Comprendes? activity; pp. 48–49, Vida activa y buena salud, Reading Checks, Act. A, C; pp. 50–51, Médicos Sin Fronteras, ¿Comprendes? activity Teacher Wraparound Edition: p. 18, Teaching Options; p. 48, Differentiation; p. 214, GeoVistas
Intermediate students: Range of Reading and Level of Text Complexity	
Interpret the message in increasingly complex texts by using background knowledge and strategies (e.g., redundancy, restatement, and paraphrase).	
10. Read and comprehend complex literary and informational texts independently and proficiently.	Student Edition: p. 55, Tarea; pp. 80–83, Celebraciones y ritos de pasaje, Reading Checks, Act. A–E; pp. 114–115, Los preparativos para un viaje, Reading Checks, Act. A–B; pp. 118–123, El mensajero de San Martín, Act. A–C, E; pp. 148–151, ¿Buen comportamiento o mal comportamiento?, Reading Checks, Act. A–E; pp. 153–155, El conde Lucanor, Durante la lectura, Después de leer, Act. A–D; pp. 184–185, ¡A Bolivia ya!, Reading Checks, Act. A–D; pp. 220–223, Las artes, Reading Checks, Act. A–C; pp. 252–255, Latinos en Estados Unidos, Reading Checks, Act. A–C; pp. 284–287, Historia de la comida, Reading

	<p>Checks, Act. A–E; p. 295, Tarea; pp. 320–321, Una lengua importante, Reading Checks, Act. A–C</p> <p>Teacher Wraparound Edition: p. 69, Teaching Options; p. 114, Core Instruction (Steps 2–3); p. 118, Core Instruction (Step 4); p. 120, Core Instruction; p. 121, Core Instruction; p. 122, Core Instruction (Steps 1–2); p. 148, Core Instruction (Step 2), Teaching Options; p. 154, Core Instruction, Differentiation; p. 173, Comparaciones; p. 184, Differentiation; p. 185, Glencoe Technology; p. 200C, Chapter Project; p. 200D, Carnaval; p. 205, Differentiation (Bullet 1); p. 207, Conexiones; p. 234C, Chapter Project; p. 234D, Día de los Niños; p. 237, Comunicación; p. 252, Teaching Options (Bullet 1); p. 277, Writing Development; p. 282, Conexiones; p. 284, Core Instruction (Step 3), Teaching Options</p> <p>eStudio® (SE): http://estudio.quia.com > ¡Así se dice! Level 3 Pre-AP Workbook (scroll down to this title on right) > Capítulo 4 > Reading Comprehension; Capítulo 6 > Reading Comprehension; Capítulo 8 > Reading Comprehension</p> <p>eEscape: http://blog.glencoe.com/escape/teatro-nacional-ruben-dario/, Teatro Nacional Rubén Darío, Explore more: Teatro Nacional Rubén Darío (#2)</p>
<p>Advanced students: Range of Reading and Level of Text Complexity</p>	
<p>Interpret the meaning of technical, informational, and literary texts by using background knowledge and contextual clues.</p>	
<p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>Student Edition: pp. 86–87, El hermano ausente en la cena de Pascua, Durante la lectura, Después de leer, Act. A–E; pp. 188–191, Temprano y con sol, Después de leer, Act. A–D; pp. 222–223, Canción de jinete, Act. D–F; p. 225, No sé por qué piensas tú, Act. A–C; pp. 258–259, A Julia de Burgos, Antes de leer, Durante la lectura, Después de leer, Act. A–E; pp. 289–291, Oda a la alcachofa, Estrategia, Antes de leer, Durante la lectura, Después de leer, Act. A–E; pp. 324–327, Un día de éstos, Estrategia, Durante la lectura, Act. A–D</p> <p>Teacher Wraparound Edition: p. 86, Tips for Success (A, C); p. 188, Core Instruction (Step 3); p. 189, Differentiation (Bullet 3, Advanced Learners), Tips for Success (Bullet 2); p. 209, Differentiation; p. 223, Act. E, Writing Development; p. 225, Core Instruction (Steps 4–5), Act. B; p. 288, Introducción; p. 290, Core Instruction (Step 2)</p>

Anchor Standards for Writing

STANDARDS

PAGE REFERENCES

Novice students: Text Types and Purposes

Use simple sentences on very familiar topics to write:

- about products and/or practices of their own culture to peers in the target culture
- short notes, messages, and brief reports about themselves, people, and things in their environment
- illustrated stories about activities or events in their environment
- create charts identifying pros and cons of an argument

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Student Edition:

Teacher Wraparound Edition:

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Student Edition:

Teacher Wraparound Edition: p. 82, Comparaciones

eStudio® (SE): <http://estudio.quia.com> > ¡Así se dice! Level 3 Pre-AP Workbook (scroll down to this title on right) > Capítulo 2 > Informal Writing

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Student Edition:

Teacher Wraparound Edition: p. R3, Writing Development; p. R16, Differentiation; p. R27, Writing Development; p. R62, Comunicación (Verbal-linguistic and interpersonal learners)

Intermediate students: Text Types and Purposes

Use strings (a series) of sentences on familiar and some unfamiliar topics to write:

- about products and/or practices of their own culture to peers in the target culture
- stories or reports about personal experiences, or other school subjects to share with classmates and/or members of the target cultures
- summaries of plots and characters from selected pieces of age-appropriate literature
- descriptive texts
- state an opinion

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Student Edition: p. 123, Act. D; p. 229, Tarea

Teacher Wraparound Edition: p. 122, Writing Development; p. 205, Comunidades

eStudio® (SE): <http://estudio.quia.com> > ¡Así se dice! Level 3 Pre-AP Workbook (scroll down to this title on right) > Capítulo 7 > Formal Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly

Student Edition: p. 23, Tarea; p. 55, Tarea; p.

<p>and accurately through the effective selection, organization, and analysis of content.</p>	<p>159, Tarea; p. 263, Tarea; p. 295, Tarea</p> <p>Teacher Wraparound Edition: p. 1C, Chapter Project (#2, #4); p. 69, Differentiation; p. 164C, Chapter Project; p. 185, Glencoe Technology; p. 191, Writing Development; p. 200C, Chapter Project (#2); p. 200D, Carnaval; p. 205, Differentiation (Bullet 1); p. 234C, Chapter Project; p. 234D, Día de los Niños; p. 277, Writing Development; p. 282, Conexiones; p. 288, Introducción</p> <p>eStudio® (SE): http://estudio.quia.com > ¡Así se dice! Level 3 Pre-AP Workbook (scroll down to this title on right) > Capítulo 2 > Formal Writing</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>Student Edition: p. 47, Act. C; p. 67, Act. 5; p. 91, Tarea; p. 127, Tarea</p> <p>Teacher Wraparound Edition: p. 132D, Día de los Santos Inocentes</p> <p>eStudio® (SE): http://estudio.quia.com > ¡Así se dice! Level 3 Pre-AP Workbook (scroll down to this title on right) > Capítulo 3 > Informal Writing</p>
<p>Advanced students: Text Types and Purposes</p>	
<p>Use paragraph length discourse with cohesive devices to narrate and describe across time frames to write:</p> <ul style="list-style-type: none"> • analyses of expressive products of the culture from a variety of sources and genres • original pieces and narratives • detailed texts on a broad variety of concrete social and professional topics 	
<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>Student Edition:</p> <p>Teacher Wraparound Edition:</p>
<p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>Student Edition:</p> <p>Teacher Wraparound Edition:</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>Student Edition:</p> <p>Teacher Wraparound Edition: p. 225, Writing Development</p>
<p>Novice students: Production and Distribution of Writing</p>	
<p>Are accurate with memorized language, but exhibit decreased accuracy when attempting to create with the language. They make corrections and edit their work when they receive feedback when writing short notes, messages, stories, or reports about people and things in their environment using a variety of media, including print and digital tools.</p>	

<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Student Edition: p. 11, Foldables; p. 23, Tarea</p> <p>Teacher Wraparound Edition: p. R3, Writing Development; p. R16, Differentiation, Act. B; p. 1C, Chapter Project (#1); p. 28C, Chapter Project (#2); p. 60C, Chapter Project; p. 65, Differentiation; p. 122, Writing Development</p>
<p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>Student Edition: p. 23, Tarea</p> <p>Teacher Wraparound Edition: p. 1C, Chapter Project (#5); p. 28C, Chapter Project (#2)</p>
<p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>Student Edition:</p> <p>Teacher Wraparound Edition:</p>
<p>Intermediate students: Production and Distribution of Writing</p>	
<p>Write primarily in present time, but also (with preparation) in past and future time. They may show inaccuracies as well as some interference from the native language when attempting to write about less familiar material. They are increasingly aware of errors and are able to self-edit.</p> <p>Use a variety of media, including print and digital tools when writing reports, articles, summaries, or original stories on topics related to personal interest or study.</p>	
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Student Edition: p. 55, Tarea; p. 91, Tarea; p. 123, Act. D; p. 127, Tarea; p. 159, Tarea; p. 195, Tarea; p. 229, Tarea; p. 263, Tarea; p. 295, Tarea; p. 331, Tarea</p> <p>Teacher Wraparound Edition: p. R52, Writing Development; p. 69, Differentiation; p. 82, Comparaciones; p. 96C, Chapter Project; p. 132C, Chapter Project (#1–2); p. 132D, Día de los Santos Inocentes; p. 164C, Chapter Project (#2); p. 183, Writing Development; p. 185, Act. D, Glencoe Technology; p. 191, Writing Development; p. 200C, Chapter Project (#2); p. 205, Comunidades; p. 223, Writing Development; p. 234C, Chapter Project; p. 277, Writing Development; p. 282, Conexiones; p. 300C, Chapter Project (#1–2); p. 319, Act. B; p. 321, Writing Development</p> <p>eScape: http://blog.glencoe.com/escape/explore-more-los-andes/, Explore more: Los Andes (#1); http://blog.glencoe.com/escape/share-what-you-know-los-andes/, Share what you know: Los Andes (#1)</p>
<p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>Student Edition: p. 55, Tarea; p. 91, Tarea; p. 127, Tarea; p. 195, Tarea; p. 229, Tarea; p. 263, Tarea; p. 295, Tarea</p> <p>Teacher Wraparound Edition: p. 96C, Chapter</p>

	Project (#4); p. 132C, Chapter Project (#2); p. 164C, Chapter Project (#2); p. 200C, Chapter Project (#2); p. 234C, Chapter Project (#2); p. 268C, Chapter Project (#3); p. 300C, Chapter Project (#2)
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	<p>Student Edition:</p> <p>Teacher Wraparound Edition: p. 200C, Chapter Project (#3, Expansion); p. 234C, Chapter Project (Technology Expansion); p. 268C, Chapter Project (#3)</p> <p>eScope: http://blog.glencoe.com/escape/explore-more-a-trip-on-the-gaudi-trail/, Explore more: A trip on the Gaudí trail (#2)</p>
Advanced students: Production and Distribution of Writing	
<p>Write in a variety of time frames on varied complex topics. They are generally accurate, but may show some inaccuracies when writing with multiple frames or other complex structures. Students are able to apply familiar structures to new situations and less familiar topics. They demonstrate conscious efforts at self-editing.</p> <p>Use a variety of media, including print and digital tools.</p> <p>Use information from a variety of sources in the target language including sources produced by writers in the target culture for target culture readers and listeners as well as sources produced by writers in the base culture (e.g., émigré community, for émigré readers and listeners) in order to create their own arguments, drawing appropriately on their research for evidence.</p> <p>Explain target culture texts to monolingual English speakers, with appropriate interpretation of cultural nuance and cultural perspective when writing for known audiences:</p> <ul style="list-style-type: none"> • analyses of expressive products of the culture from a variety of sources and genres • original pieces and narratives • detailed texts on a broad variety of concrete social and professional topics 	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<p>Student Edition:</p> <p>Teacher Wraparound Edition: p. 225, Writing Development</p>
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<p>Student Edition:</p> <p>Teacher Wraparound Edition:</p>
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	<p>Student Edition:</p> <p>Teacher Wraparound Edition:</p>
Novice students: Research to Build and Present Knowledge	
<p>Utilize one or two sources:</p> <ul style="list-style-type: none"> • when creating surveys, completing graphic organizers • when skimming and scanning websites 	
7. Conduct short as well as more sustained research projects based on focused questions,	Student Edition:

demonstrating understanding of the subject under investigation.	Teacher Wraparound Edition:
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	Student Edition: Teacher Wraparound Edition:
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	Student Edition: Teacher Wraparound Edition:
Intermediate students: Research to Build and Present Knowledge	
Utilize a few sources and occasionally reference these sources accurately: <ul style="list-style-type: none"> when exploring local and global issues to prepare summaries or short reports utilizing digital tools when investigating cultural perspectives through individual or collaborative research on products and practices 	
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	Student Edition: p. 55, Tarea; p. 115, Act. C; p. 159, Tarea; p. 263, Tarea; p. 295, Tarea Teacher Wraparound Edition: p. 50, Conexiones; p. 82, Comparaciones; p. 164C, Chapter Project (#2); p. 173, Comparaciones; p. 185, Glencoe Technology; p. 200C, Chapter Project (#1); p. 200D, Carnaval; p. 205, Differentiation (Bullet 1); p. 207, Conexiones; p. 211, Cultural Snapshot (page 210); p. 234C, Chapter Project; p. 234D, Día de los Niños, Tejano; p. 239, Comunidades (Bullet 3); p. 268C, Chapter Project; p. 277, Writing Development; p. 282, Conexiones; p. 291, Cultural Snapshot; p. 300D, Inti Raymi, La música andina eScope: http://blog.glencoe.com/escape/explore-more-marvelous-mariachi/ , Explore more: Marvelous mariachi! (#1); http://blog.glencoe.com/escape/explore-more-los-andes/ , Explore more: Los Andes (#1)
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	Student Edition: p. 55, Tarea; p. 195, Tarea; p. 263, Tarea; p. 295, Tarea Teacher Wraparound Edition: : p. 1C, Chapter Project (#1–2); p. 1D, Connection to Fine Art; p. 15, Comunidades; p. 164C, Chapter Project (#2); p. 200C, Chapter Project (#1–2); p. 200D, Carnaval; p. 234C, Chapter Project; p. 268C, Chapter Project eScope: http://blog.glencoe.com/escape/explore-more-marvelous-mariachi/ , Explore more: Marvelous mariachi! (#1)
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	Student Edition: p. 55, Tarea; p. 123, Act. D; p. 229, Tarea; p. 263, Tarea

	<p>Teacher Wraparound Edition: p. 1D, Connection to Fine Art; p. 50, Conexiones; p. 82, Comparaciones; p. 122, Writing Development; p. 173, Comparaciones; p. 185, Glencoe Technology; p. 191, Writing Development; p. 200C, Chapter Project (#1–2); p. 200D, Carnaval; p. 205, Differentiation (Bullet 1); p. 211, Cultural Snapshot (page 210); p. 223, Writing Development; p. 288, Introducción; p. 291, Act. E</p>
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Advanced students: Research to Build and Present Knowledge

Utilize a variety of sources and reference these sources accurately, including international and domestic sources in the target language (e.g., heritage/immigrant community newspapers, radio and TV broadcasts, or websites):

- when summarizing texts intended for native speakers to support analysis, reflection, and research related to global issues while integrating cross-cultural perspectives
- when identifying and weighing relevant evidence to address globally significant researchable questions
- when evaluating the reliability of different sources of target culture information and acquiring the skills to cite sources appropriately both for target culture expectations and for U.S. cultural expectations.

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	<p>Student Edition:</p> <p>Teacher Wraparound Edition: p. 224, Conexiones</p>
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	<p>Student Edition:</p> <p>Teacher Wraparound Edition:</p>
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	<p>Student Edition:</p> <p>Teacher Wraparound Edition: p. 224, Conexiones</p>

Novice students: Range of Writing

Use a limited range of vocabulary on previously studied topics:

- when writing a response to video or text prompts
- when researching, organizing, and presenting in a highly structured format

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	<p>Student Edition: p. 11, Foldables; p. 23, Tarea</p> <p>Teacher Wraparound Edition: p. R3, Writing Development; p. R16, Differentiation, Act. B; p. 60C, Chapter Project; p. 65, Differentiation</p>
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Intermediate students: Range of Writing

Demonstrate a command of an expanding number of words and phrases and of a limited number of idiomatic expressions and culturally appropriate vocabulary. Begin to use outside sources to expand their vocabulary. They show partial control of newly acquired expressions:

- when writing e-mails, texts, or other short messages, when working collaboratively to communicate successfully messages, or when working collaboratively to research contemporary

<p>issues</p> <ul style="list-style-type: none"> • when developing creative products • when working collaboratively to communicate messages so that target culture audiences can understand the information 	
<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>Student Edition: p. 55, Tarea; p. 113, Foldables; p. 123, Act. D; p. 127, Tarea; p. 159, Tarea; p. 195, Tarea; p. 229, Tarea; p. 263, Tarea; p. 295, Tarea; p. 331, Tarea</p> <p>Teacher Wraparound Edition: p. R46, Quick Start; p. R52, Writing Development; p. 1C, Chapter Project (#2); p. 1D, Connection to Fine Art; p. 28C, Chapter Project (#2); p. 69, Differentiation; p. 75, Teaching Options; p. 82, Comparaciones; p. 96C, Chapter Project; p. 122, Writing Development; p. 132C, Chapter Project (#1–2); p. 132D, Día de los Santos Inocentes; p. 155, Act. D; p. 164C, Chapter Project (#2); p. 183, Writing Development; p. 185, Act. D; p. 191, Writing Development; p. 200C, Chapter Project (#2); p. 223, Writing Development; p. 225, Writing Development; p. 234C, Chapter Project; p. 255, Act. A; p. 277, Writing Development; p. 282, Conexiones; p. 287, Act. F; p. 291, Act. E; p. 300C, Chapter Project (#1–2); p. 318, Differentiation (Visual-spatial learners); p. 319, Act. B; p. 321, Writing Development</p> <p>eStudio® (SE): http://estudio.quia.com > ¡Así se dice! Level 3 Pre-AP Workbook (scroll down to this title on right) > Capítulo 2 > Formal Writing; > Capítulo 3 > Informal Writing</p>
<p>Advanced students: Range of Writing</p> <p>Demonstrate control of an extensive vocabulary, including a number of idiomatic and culturally authentic expressions. They expand their vocabulary by using outside sources. They may use more specialized and precise terms.</p> <p>Use complex syntax and paragraph structure, and show coherence and cohesion of writing:</p> <ul style="list-style-type: none"> • when presenting information, concepts, or ideas of global significance, and/or developing creative products 	
<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>Student Edition:</p> <p>Teacher Wraparound Edition:</p>

Anchor Standards for Speaking and Listening

STANDARDS

PAGE REFERENCES

Novice students: Comprehension and Collaboration

<p>During highly predictable interactions on very familiar topics, communicate by using basic statements. Communication often requires support from others to maintain the conversation and obtain comprehensibility. Demonstrate limited awareness of and imitate some culturally appropriate behaviors.</p> <p>Share likes and dislikes in conversation with others.</p> <p>Give and follow simple instructions to participate in meaningful activities within and across cultures.</p> <p>Ask and answer questions about topics, such as family, school events, and celebrations in person or via letters, e-mail, and multimedia.</p> <p>Collaborate to solve simple real life problems.</p> <p>Interpret visual or auditory cues of the target language, such as gestures or intonation.</p>	
<p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>Student Edition: p. R19, Act. 5; p. 22, Act. 1–2, 5; p. 41, Act. 6; p. 54, Act. 1</p> <p>Teacher Wraparound Edition: p. 33, Comunicación (Interpersonal)</p>
<p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Student Edition: p. R16, Act. B; p. R42, Act. C</p> <p>Teacher Wraparound Edition: p. R32, Differentiation; p. R39, Act. 1; p. R52, Differentiation</p>
<p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	<p>Student Edition:</p> <p>Teacher Wraparound Edition:</p>
<p>Intermediate students: Comprehension and Collaboration</p>	
<p>During conversations on familiar topics, express their own thoughts using sentences and strings of sentences. Use increasingly culturally appropriate behaviors during interactions.</p> <p>Compare, contrast, and express preferences, opinions, and perspectives on events, experiences, and other familiar subjects.</p> <p>Give and follow directions, ask for clarification as needed to participate in interactions within and across cultures.</p> <p>Not only answer, but also ask questions; not only respond, but also initiate communication.</p> <p>Exchange information about personally meaningful events and experiences and cross-disciplinary themes.</p> <p>Collaborate to propose solutions to common real life problems.</p>	
<p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>Student Edition: p. R30, Act. 3; p. R47, Act. 9; p. 73, Act. 3; p. 74, Act. 6; p. 75, Act. 9; p. 90, Act. 1, 3, 5; p. 106, Act. 7; p. 107, Act. 9; p. 126, Act. 1, 3; p. 158, Act. 1–2, 4; p. 228, Act. 1–3, 6; p. 262, Act. 2; p. 294, Act. 2–3; p. 330, Act. 1–3, 5</p> <p>Teacher Wraparound Edition: p. 1D, La dieta; p. 22, Tips for Success; p. 28C, Chapter Project; p. 28D, ¿Caminar o conducir?, Connection to Fine Art; p. 54, Tips for Success; p. 62, Cultural Snapshot (Costa Rica); p. 65, Comparaciones; p. 74, Learning from Realia; p. 79, Glencoe</p>

	<p>Technology (Video in the Classroom); p. 82, Heritage Speakers; p. 83, Comunidades; p. 86, Core Instruction (Step 2); p. 90, Tips for Success; p. 122, Core Instruction (Step 3); p. 123, Act. D; p. 126, Tips for Success; p. 147, Act. C; p. 151, Act. A; p. 154, Core Instruction (Steps 1, 3); p. 158, Tips for Success; p. 190, Core Instruction (Step 1); p. 191, Act. D; p. 194, Tips for Success; p. 200C, Chapter Project (Expansion); p. 205, Differentiation (Bullet 2); p. 219, Act. C; p. 220, Core Instruction (Step 1); p. 221, Conexiones; p. 223, Act. A, E, G; p. 228, Tips for Success; p. 255, Act. C; p. 287, Act. A, F; p. 319, Comunicación; p. 321, Act. B–C; p. 327, Comunicación; p. 330, Tips for Success</p> <p>eScope: http://blog.glencoe.com/escape/share-what-you-know-ruins-of-machu-picchu/, Share what you know: Ruins of Machu Picchu (#1)</p>
<p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Student Edition: p. 47, Act. B; p. 155, Act. D; p. 251, Act. E; p. 255, Act. A; p. 259, Act. D</p> <p>Teacher Wraparound Edition: p. 15, Comunidades; p. 69, Teaching Options; p. 78, Differentiation; p. 86, Tips for Success (A); p. 154, Differentiation; p. 218, Core Instruction (Step 2); p. 219, Differentiation (Advanced Learners); p. 239, Comunidades (Bullet 2); p. 312, Differentiation</p>
<p>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p>	<p>Student Edition: p. 228, Act. 1</p> <p>Teacher Wraparound Edition:</p>
<p>Advanced students: Comprehension and Collaboration</p>	
<p>During conversations and discussions on a range of topics, narrate and describe in connected discourse. Respect cultural behaviors during interactions.</p> <p>Exchange, support, and discuss opinions and individual perspectives on global issues or historical themes.</p> <p>Respect cultural norms during cross-cultural interactions.</p> <p>Share analyses and personal reactions to informational and straightforward literary texts.</p> <p>Develop and propose solutions to issues and concrete problems that are common to communities near and far.</p>	
<p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p>Student Edition:</p> <p>Teacher Wraparound Edition:</p>
<p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Student Edition:</p> <p>Teacher Wraparound Edition:</p>
<p>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p>	<p>Student Edition:</p>

Teacher Wraparound Edition:	
Novice students: Presentation of Knowledge and Ideas	
<p>Communicate message when presenting rehearsed material on familiar topics.</p> <p>Present with a variety of media, including digital media or visual displays, short oral messages or reports about familiar people, places, things, or events in their community.</p> <p>Develop a simple presentation on familiar topics keeping audience, context, and purpose in mind.</p>	
<p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>Student Edition: p. R19, Act. 4–5; p. 6, Act. 3; p. 22, Act. 3; p. 26, Act. 4; p. 54, Act. 2–4; p. 67, Act. 5; p. 90, Act. 4; p. 126, Act. 2, 5; p. 158, Act. 5</p> <p>Teacher Wraparound Edition: : p. R8, Differentiation; p. 14, Cultura; p. 33, Comunicación (Presentational)</p>
<p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>Student Edition: p. 6, Act. 3</p> <p>Teacher Wraparound Edition: p. 22, Tips for Success; p. 33, Comunicación (Presentational); p. 54, Tips for Success; p. 69, Differentiation</p>
<p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>Student Edition: p. R19, Act. 5; p. 6, Act. 3; p. 22, Act. 3, 5; p. 26, Act. 4; p. 41, Act. 6; p. 90, Act. 1</p> <p>Teacher Wraparound Edition: p. R8, Differentiation; p. 33, Comunicación (Interpersonal)</p>
Intermediate students: Presentation of Knowledge and Ideas	
<p>Express their own thoughts with sufficient accuracy that sympathetic listeners understand most of what is presented.</p> <p>Prepare messages and reports using digital media and visual displays on topics of interest to others in communities near and far.</p> <p>Develop a presentation on an academic or cultural topic keeping audience, context, and purpose in mind.</p>	
<p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>Student Edition: p. R33, Act. 7; p. R39, Act. 2; p. R45, Act. 5; p. R57, Act. 8; p. R67, Act. 7–8; p. 126, Act. 4; p. 147, Act. C; p. 190, Después de leer; p. 228, Act. 4–5; p. 255, Conexiones; p. 259, Act. E; p. 262, Act. 4; p. 330, Act. 4</p> <p>Teacher Wraparound Edition: p. 15, Comunidades; p. 50, Conexiones; p. 65, Heritage Speakers; p. 69, Teaching Options; p. 82, Comparaciones, Heritage Speakers; p. 113, Comunicación; p. 117, Conexiones; p. 147, Heritage Speakers; p. 150, Heritage Speakers; p. 164C, Chapter Project (#3); p. 164D, Día de los Reyes; p. 173, Comparaciones; p. 200C, Chapter Project (#3); p. 200D, Carnaval; p. 209, Heritage Speakers; p. 210, Differentiation; p. 211, Act. 6; p.</p>

	<p>234C, Chapter Project (#3, Technology Expansion); p. 234D, Día de los Niños; p. 237, Comunicación; p. 238, Heritage Speakers; p. 252, Teaching Options (Bullet 1); p. 253, Heritage Speakers; p. 286, Differentiation; p. 323, Heritage Speakers</p> <p>eScope: http://blog.glencoe.com/escape/hispanos-en-estados-unidos%e2%80%94%20%94%20%bfcuantos-somos/, Hispanos en Estados Unidos—¿cuántos somos?, Explore more (#2); http://blog.glencoe.com/escape/%c2%a1a-explorar/, ¡A explorar!, Share what you know (#1); http://blog.glencoe.com/escape/explore-more-lake-titicaca/, Explore more: Lake Titicaca (#1)</p>
<p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>Student Edition: p. 262, Act. 1</p> <p>Teacher Wraparound Edition: p. 28C, Chapter Project (#3); p. 82, Comparaciones; p. 90, Tips for Success; p. 96C, Chapter Project; p. 113, Comunicación; p. 126, Tips for Success; p. 132C, Chapter Project (#2); p. 149, Comparaciones; p. 158, Tips for Success; p. 164C, Chapter Project (#2); p. 173, Comparaciones; p. 194, Tips for Success; p. 200C, Chapter Project (#2–3); p. 228, Tips for Success; p. 234C, Chapter Project (#3, Technology Expansion); p. 262, Tips for Success; p. 294, Tips for Success; p. 300C, Chapter Project (#2); p. 330, Tips for Success</p> <p>eScope: http://blog.glencoe.com/escape/explore-more-lake-titicaca/, Explore more: Lake Titicaca (#1); http://blog.glencoe.com/escape/explore-more-los-andes/, Explore more: Los Andes (#1)</p>
<p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>Student Edition: p. R33, Act. 7; p. R39, Act. 2; p. R47, Act. 9; p. R57, Act. 8; p. 15, Act. D; p. 54, Act. 5; p. 74, Act. 6; p. 90, Act. 5; p. 106, Act. 7; p. 107, Act. 9; p. 126, Act. 1, 3; p. 158, Act. 3; p. 228, Act. 5–6; p. 262, Act. 2; p. 294, Act. 2; p. 330, Act. 2–3, 5</p> <p>Teacher Wraparound Edition: p. 15, Comunidades; p. 50, Conexiones; p. 65, Heritage Speakers; p. 82, Comparaciones; p. 113, Comunicación; p. 200D, Carnaval</p> <p>eStudio® (SE): http://estudio.quia.com > ¡Así se dice! Level 3 Pre-AP Workbook (scroll down to this title on right) > Capítulo 1 > Formal Oral Presentation; Capítulo 2 > Formal Oral Presentation; Capítulo 6 > Formal Oral</p>

	<p>Presentation</p> <p>eScape: http://blog.glencoe.com/escape/explore-more-%c2%a1turno-al-bate/, Explore more: Turno al bate! (#1)</p>
Advanced students: Presentation of Knowledge and Ideas	
<p>Report, narrate, and describe with a high degree of facility when making oral presentations on familiar and well researched topics.</p> <p>Express their own thoughts with sufficient accuracy that all target culture listeners understand.</p> <p>Present a synthesis of research on a current event from the perspective of both U.S. and target cultures using digital media and visual displays.</p> <p>Develop an extended presentation on an academic, cultural, or career topic keeping audience, context, purpose in mind.</p>	
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	<p>Student Edition:</p> <p>Teacher Wraparound Edition:</p>
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	<p>Student Edition:</p> <p>Teacher Wraparound Edition:</p>
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	<p>Student Edition:</p> <p>Teacher Wraparound Edition:</p>

Anchor Standards for Language

STANDARDS	PAGE REFERENCES
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<p>Student Edition:</p> <p>Teacher Wraparound Edition:</p>
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<p>Student Edition:</p> <p>Teacher Wraparound Edition:</p>
Knowledge of Language	
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	<p>Student Edition: p. R8, Act. 1; p. R9, Act. 3–6; p. R14, Act. 2; p. R15, Act 6; p. R19, Act. 4–5; p. R20, Act. 6; p. R21, Act. 9–10; p. R32, Act. 4; p. R33, Act. 7–8; p. R44, Comunidades; p. R45, Act. 2, 4–5; p. R47, Act. 9; p. R57, Act. 8–9; p. R67, Act. 6–</p>

9; p. 6, Act. 1, 3; p. 7, Act. 7; p. 10, Act. 5; p. 11, Foldables; p. 13, Act. 13; pp. 14–15, Conversación, Act. A–C; pp. 16–17, Una receta hispana, Después de leer, Act. A–C; pp. 18–19, Una receta para «la ropa vieja», ¿Comprendes? activity; p. 22, Act. 1–5; p. 23, Tarea; p. 26, Act. 1, 4; p. 35, Act. 6, 8; p. 38, Act. 1; p. 39, Act. 4; p. 41, Foldables; p. 42, Act. 9; p. 45, Act. 13, 15; pp. 48–49, Vida activa y buena salud, Reading Checks, Act. A, C; pp. 50–51, Médicos Sin Fronteras, ¿Comprendes? activity; p. 54, Act. 1–5; p. 55, Tarea; p. 58, Act. 1; p. 66, Act. 1, 3; p. 67, Act. 5; p. 70, Act. 1, 4, Act. 2 Expansión; p. 71, Act. 7; p. 73, Act. 3; pp. 80–83, Celebraciones y ritos de pasaje, Reading Checks, Act. A–E; pp. 86–87, El hermano ausente en la cena de Pascua, Durante la lectura, Después de leer, Act. A–E; p. 90, Act. 1–5; p. 91, Tarea; p. 102, Act. 1; p. 105, Act. 1, 4–5; p. 106, Act. 7; p. 107, Act. 9; p. 111, Act. 17; pp. 114–115, Los preparativos para un viaje, Reading Checks, Act. A–B; pp. 118–123, El mensajero de San Martín, Act. A–C, E; p. 126, Act. 1–5; p. 127, Tarea; p. 131, Act. 5; p. 138, Act. 1, 3–4; p. 141, Act. 3; p. 143, Act. 9; pp. 148–151, ¿Buen comportamiento o mal comportamiento?, Reading Checks, Act. A–E; pp. 153–155, El conde Lucanor, Durante la lectura, Después de leer, Act. A–D; p. 158, Act. 1–5; p. 159, Tarea; p. 162, Act. 1; p. 163, Act. 8; p. 170, Act. 1; p. 174, Act. 1; pp. 184–185, ¡A Bolivia ya!, Reading Checks, Act. A–D; pp. 188–191, Temprano y con sol, Después de leer, Act. A–D; p. 194, Act. 1–4; p. 195, Tarea; p. 198, Act. 1, 3; p. 206, Act. 1; p. 207, Act. 5; p. 210, Act. 4 Expansión; p. 215, Act. 6–7; pp. 220–223, Las artes, Reading Checks, Act. A–F; p. 225, No sé por qué piensas tú, Act. A–C; p. 228, Act. 1–6; p. 229, Tarea; p. 232, Act. 1; p. 233, Act. 7; p. 243, Act. 3; p. 246, Act. 6, 9; p. 247, Act. 13; pp. 252–255, Latinos en Estados Unidos, Reading Checks, Act. A–C; pp. 258–259, A Julia de Burgos, Antes de leer, Durante la lectura, Después de leer, Act. A–E; p. 262, Act. 1–4; p. 263, Tarea; p. 266, Act. 1; p. 267, Act. 6; p. 274, Act. 1; p. 275, Foldables; p. 277, Act. 3; p. 280, Act. 9; pp. 284–287, Historia de la comida, Reading Checks, Act. A–E; pp. 289–291, Oda a la alcachofa, Estrategia, Antes de leer, Durante la lectura, Después de leer, Act. A–E; p. 293, Act. 5; p. 294, Act. 1–5; p. 295, Tarea; p. 298, Act. 1–3; p. 299, Act. 6; p. 306, Act. 1; p. 308, Act. 9 Expansión, Act. 10; p. 315, Act. 8; pp. 320–321, Una lengua importante, Reading Checks, Act. A–C; pp. 324–327, Un día de éstos, Estrategia, Durante la lectura, Act. A–D; p. 330, Act. 1–5; p. 331, Tarea; p. 334, Act. 1, 3

Teacher Wraparound Edition: p. R2, Quick Start; p. R9, Comparaciones; p. R12, Core Instruction (Step 2), Comunicación, TPR; p. R13, TPR; p. R14, Differentiation; p. R15, Differentiation; p. R24, TPR; p. R25, Comunicación, TPR; p. R29, Quick Start; p. R31, Quick Start; p. R46, Quick Start; p. R47, Differentiation; p. R65, Differentiation; p. R66, Core Instruction (Step 3); p. 1C, Chapter Project; p. 5, TPR; p. 7, Tips for Success; p. 13, Quick Start; p. 14, Cultura; p. 15, Comunidades; p. 18, Teaching Options; p. 28C, Chapter Project; p. 32, TPR; p. 33, TPR; p. 36, Differentiation (Multiple Intelligences), TPR; p. 39, Comunicación; p. 41, Differentiation; p. 48, Differentiation; p. 64, TPR; p. 69, Teaching Options; p. 82, Comparaciones; p. 86, Tips for Success (A, C); p. 96C, Chapter Project; p. 100, Quick Start; p. 101, TPR; p. 114, Core Instruction (Steps 2–3); p. 118, Core Instruction (Step 4); p. 120, Core Instruction; p. 121, Core Instruction; p. 122, Core Instruction (Steps 1–2); p. 132 C, Chapter Project; p. 137, Comunicación, TPR; p. 139, Differentiation; p. 146, Differentiation; p. 148, Core Instruction (Step 2), Teaching Options; p. 154, Core Instruction, Differentiation; p. 164C, Chapter Project; p. 164D, Día de los Reyes; p. 169, Differentiation, Comunicación, TPR; p. 173, Comparaciones; p. 175, Comunicación; p. 177, Differentiation; p. 179, Differentiation; p. 182, Differentiation; p. 184, Differentiation; p. 185, Glencoe Technology; p. 188, Core Instruction (Step 3); p. 189, Differentiation (Bullet 3, Advanced Learners), Tips for Success (Bullet 2); p. 200C, Chapter Project (#2); p. 200D, Carnaval; p. 205, Differentiation (Bullet 1), TPR; p. 207, Conexiones; p. 209, Differentiation; p. 210, Differentiation; p. 212, Quick Start; p. 214, GeoVistas; p. 215, Differentiation; p. 218, Differentiation; p. 223, Act. E, Writing Development; p. 225, Core Instruction (Steps 4–5), Act. B; p. 234C, Chapter Project; p. 234D, Día de los Niños; p. 237, Comunicación; p. 239, Comunidades; p. 249, Differentiation (Advanced Learners); p. 252, Teaching Options (Bullet 1); p. 273, TPR; p. 277, Writing Development; p. 278, Cultural Snapshot (page 278 top), GeoVistas; p. 280, Tips for Success; p. 281, Tips for Success; p. 282, Conexiones; p. 284, Core Instruction (Step 3), Teaching Options; p. 287, Differentiation; p. 288, Introducción; p. 290, Core Instruction (Step 2); p. 300C, Chapter Project; p. 307, Comunicación

Vocabulary Acquisition and Use

<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>Student Edition: p. R56, Photo caption; p. 16, Una receta hispana (footnotes); pp. 48–49, Vida activa y buena salud (footnotes), Antes de leer, Durante la lectura; p. 50, Médicos Sin Fronteras (footnotes); pp. 80–82, Celebraciones y ritos de pasaje (footnotes); p. 86, El hermano ausente en la cena de Pascua (footnotes); p. 113, Photo caption; p. 114, Los preparativos para un viaje (footnote); pp. 118–122, El mensajero de San Martín (sidenotes); pp. 148–150, ¿Buen comportamiento o mal comportamiento? (footnotes); p. 149, Reading Check (bottom); p. 150, Photo caption (top); pp. 153–154, El conde Lucanor (sidenotes); p. 184, ¡A Bolivia ya! (footnotes); pp. 188–190, Temprano y con sol (sidenotes); pp. 220–222, Las artes (footnotes); p. 225, No sé por qué piensas tú (footnote); p. 258, A Julia de Burgos (sidenotes); p. 263, Tarea (#2 Bullet 4); pp. 289–290, Oda a la alcachofa (footnotes); p. 320, Reading Check (bottom); pp. 324–326, Un día de éstos (sidenotes)</p> <p>Teacher Wraparound Edition: p. 1C, Chapter Project (#2); p. 25, Why It Works!; p. 57, Why It Works!; p. 59, Conexiones; p. 93, Why It Works!; p. 99, Cultural Snapshot (Puerto Rico, Argentina, España); p. 103, Learning from Realia; p. 120, Core Instruction; p. 122, Core Instruction (Step 1); p. 129, Why It Works!; p. 161, Why It Works!; p. 168, About the Spanish Language; p. 183, Learning from Realia; p. 197, Why It Works!; p. 231, Why It Works!; p. 252, Teaching Options (Bullet 2); p. 265, Why It Works!; p. 285, Teaching Options; p. 297, Why It Works!; p. 333, Why It Works!</p> <p>eScape: http://blog.glencoe.com/escape/share-what-you-know-los-andes/, Share what you know: Los Andes (#2)</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Student Edition: p. 13, Refrán; p. 25, Juego; p. 45, Refrán; p. 49, Después de leer; p. 57, Juego; p. 67, Estudio de palabras; p. 77, Refrán; p. 87, Act. A; p. 93, Juego; p. 111, Refrán; p. 116, Práctica; p. 129, Juego; p. 145, Refrán; p. 150, Reading Check (top); p. 153, Act. 4; p. 156, Act. 2; p. 161, Juego; p. 163, Act. 4–5; p. 171, Act. 4; p. 174, Act. 3; p. 175, Estudio de palabras (#1–2); p. 181, Refrán; p. 187, Act. 2; p. 191, Act. A; p. 197, Juego; p. 217, Refrán; p. 225, Act. A; p. 231, Juego; p. 240, Act. 1, 4; p. 249, Refrán; p. 259, Act. A–B; p. 260, Act. 1; p. 265, Juego; p. 274, Act. 3; p. 281, Refrán; p. 290, Durante la lectura, Después de leer; p. 297, Juego; p. 307, Act. 6; p. 309, Estudio de palabras (#1); p. 317, Refrán; p. 327, Act. C; p. 333, Juego</p>

	<p>Teacher Wraparound Edition: p. 13, Refrán; p. 45, Refrán; p. 55, About the Spanish Language; p. 77, Refrán; p. 111, Refrán; p. 150, Cultura (Bullet 2); p. 181, Refrán; p. 217, Refrán; p. 249, Refrán; p. 258, Teaching Options; p. 281, Refrán; p. 290, Core Instruction (Step 2); p. 304, Core Instruction (Step 4); p. 317, Refrán</p>
<p>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>Student Edition: p. R33, Act. 7; p. 23, Tarea (#2 Bullet 3); p. 55, Tarea; p. 90, Act. 3; p. 123, Act. D–E; p. 155, Act. D; p. 159, Tarea; p. 195, Tarea; p. 207, Act. 4–5; p. 210, Act. 1, 4, Act. 4 Expansión; p. 223, Act. A–B; p. 225, Act. C; p. 228, Act. 4–5; p. 229, Tarea; p. 259, Act. E; p. 262, Act. 1–3; p. 263, Tarea; p. 308, Act. 10; p. 321, Act. A–C; p. 327, Act. C–D, Carreras; p. 330, Act. 2–3, 5; p. 331, Tarea</p> <p>Teacher Wraparound Edition: p. 1D, La dieta; p. 28D, Connection to Fine Art; p. 207, Differentiation; p. 220, Tips for Success; p. 221, Conexiones; p. 224, Conexiones; p. 288, Introducción; p. 290, Differentiation (verbal-linguistic); p. 300C, Chapter Project; p. 307, Comunicación; p. 323, Heritage Speakers</p>