

§114.41. Level III, Intermediate Low to Intermediate Mid Proficiency (One Credit), Adopted 2014.			Proclamation 2017
Knowledge and Skill	Student Expectation	Breakout	D'ACCORD! 3 TEXAS CORRELATIONS
(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	<i>Reprise</i> section, pp. R2, R3, R4-R5, R6, R7, R8-R9, R10, R11, R12-R13, R14, R15, R16-R17R18, R19, R20-R21, R22, R23, R24-R25 <i>Pour commencer</i> section, <i>Mise en pratique</i> feature pp. 5, 41, 77, 113, 149, 187, 225, 261, 299, 335 <i>Court métrage</i> section, <i>Préparation</i> and <i>Analyse</i> features pp. 7, 11, 43, 47, 79, 83, 115, 119, 151, 155, 189, 193, 227, 231, 263, 267, 301, 305, 337, 341 <i>Imaginez</i> section, <i>Le Zapping</i> and <i>Galerie de créateurs</i> features pp. 15, 51, 87, 123, 159, 197, 235, 271, 309, 345 <i>Structures</i> section, <i>Communication</i> and <i>Synthèse</i> features pp. 19, 23, 27, 28, 55, 59, 63, 64, 91, 95, 99, 100, 127, 131, 135, 136, 163, 167, 171, 172, 201, 205, 209, 210, 239, 243, 247, 248, 275, 279, 283, 284, 313, 317, 321, 322, 349, 353, 357, 358 <i>Culture</i> section, <i>Préparation</i> and <i>Analyse</i> features pp. 29, 32, 65, 68, 101, 104, 137, 140, 173, 176, 211, 214, 249, 252, 285, 288, 323, 326, 359, 362 <i>Supersite Record-Submit</i> activities
(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	(ii) ask questions about everyday life in written conversation	<i>Structures</i> section, <i>Mise en pratique</i> and <i>Communication</i> features pp. 18-19, 22-23, 26-27, 54-55, 58-59, 62-63, 90-91, 94-95, 98-99, 126-127, 130-131, 134-135, 162-163, 166-167, 170-171, 200-201, 204-205, 208-209, 238-239, 242-243, 246-247, 274-275, 278-279, 282-283, 312-313, 316-317, 320-321, 348-349, 352-353, 356-357 <i>Supersite Write-Submit</i> activities
(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	(iii) ask questions beyond the scope of everyday life in spoken conversation	<i>Pour commencer</i> section, <i>Mise en pratique</i> feature pp. 5, 41, 77, 113, 149, 187, 225, 261, 299, 335 <i>Imaginez</i> section, <i>Le Zapping</i> and <i>Galerie de créateurs</i> features pp. 15, 51, 87, 123, 159, 197, 235, 271, 309, 345 <i>Littérature</i> section, <i>Préparation</i> and <i>Analyse</i> features pp. 33, 36, 69, 72, 105, 108, 141, 144, 177, 182, 215, 220, 253, 256, 289, 294, 327, 330, 363, 366 <i>Supersite Virtual Chat</i> , <i>Partner Chat</i> and <i>Voiceboard</i>

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Knowledge and Skill	Student Expectation	Breakout	D'ACCORD! 3 TEXAS CORRELATIONS
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(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:	(C) ask and tell others what they need to, should, and must do with supporting reasons in spoken and written conversation	(iii) ask others what they should do in spoken conversation	<i>Culture</i> section, <i>Préparation</i> and <i>Analyse</i> features pp. 29, 32, 65, 68, 101, 104, 137, 140, 173, 176, 211, 214, 249, 252, 285, 288, 323, 326, 359, 362 <i>Littérature</i> section, <i>Préparation</i> and <i>Analyse</i> features pp. 33, 36, 69, 72, 105, 108, 141, 144, 177, 182, 215, 220, 253, 256, 289, 294, 327, 330, 363, 366 <i>Structures</i> section, <i>Mise en pratique</i> and <i>Communication</i> features pp. 18-19, 22-23, 26-27, 54-55, 58-59, 62-63, 90-91, 94-95, 98-99, 126-127, 130-131, 134-135, 162-163, 166-167, 170-171, 200-201, 204-205, 208-209, 238-239, 242-243, 246-247, 274-275, 278-279, 282-283, 312-313, 316-317, 320-321, 348-349, 352-353, 356-357 <i>Structures</i> section, <i>Synthèse</i> feature pp. 28, 64, 100, 136, 172, 210, 248, 284, 322, 358
(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:	(C) ask and tell others what they need to, should, and must do with supporting reasons in spoken and written conversation	(iv) ask others what they should do in written conversation	<i>Structures</i> section, <i>Synthèse</i> feature pp. 28, 64, 100, 136, 172, 210, 248, 284, 322, 358 <i>Court métrage</i> section, <i>Préparation</i> and <i>Analyse</i> features pp. 7, 11, 43, 47, 79, 83, 115, 119, 151, 155, 189, 193, 227, 231, 263, 267, 301, 305, 337, 341 <i>Structures</i> section, <i>Mise en pratique</i> and <i>Communication</i> features pp. 18-19, 22-23, 26-27, 54-55, 58-59, 62-63, 90-91, 94-95, 98-99, 126-127, 130-131, 134-135, 162-163, 166-167, 170-171, 200-201, 204-205, 208-209, 238-239, 242-243, 246-247, 274-275, 278-279, 282-283, 312-313, 316-317, 320-321, 348-349, 352-353, 356-357

Knowledge and Skill	Student Expectation	Breakout	D'ACCORD! 3 TEXAS CORRELATIONS
(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:	(C) ask and tell others what they need to, should, and must do with supporting reasons in spoken and written conversation	(v) ask others what they must do in in spoken conversation	<i>Culture</i> section, <i>Préparation</i> and <i>Analyse</i> features pp. 29, 32, 65, 68, 101, 104, 137, 140, 173, 176, 211, 214, 249, 252, 285, 288, 323, 326, 359, 362 <i>Littérature</i> section, <i>Préparation</i> and <i>Analyse</i> features pp. 33, 36, 69, 72, 105, 108, 141, 144, 177, 182, 215, 220, 253, 256, 289, 294, 327, 330, 363, 366 <i>Structures</i> section, <i>Synthèse</i> feature pp. 28, 64, 100, 136, 172, 210, 248, 284, 322, 358
(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:	(C) ask and tell others what they need to, should, and must do with supporting reasons in spoken and written conversation	(vi) ask others what they must do in written conversation	<i>Structures</i> section, <i>Synthèse</i> feature pp. 28, 64, 100, 136, 172, 210, 248, 284, 322, 358 <i>Structures</i> section, <i>Mise en pratique</i> and <i>Communication</i> features pp. 18-19, 22-23, 26-27, 54-55, 58-59, 62-63, 90-91, 94-95, 98-99, 126-127, 130-131, 134-135, 162-163, 166-167, 170-171, 200-201, 204-205, 208-209, 238-239, 242-243, 246-247, 274-275, 278-279, 282-283, 312-313, 316-317, 320-321, 348-349, 352-353, 356-357
(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:	(C) ask and tell others what they need to, should, and must do with supporting reasons in spoken and written conversation	(vii) tell others what they need do with supporting reasons in spoken conversation	<i>Reprise</i> section, pp. R2, R3, R4-R5, R6, R7, R8-R9, R10, R11, R12-R13, R14, R15, R16-R17R18, R19, R20-R21, R22, R23, R24-R25 <i>Pour commencer</i> section, <i>Mise en pratique</i> feature pp. 5, 41, 77, 113, 149, 187, 225, 261, 299, 335 <i>Structures</i> section, <i>Mise en pratique</i> and <i>Communication</i> features pp. 18-19, 22-23, 26-27, 54-55, 58-59, 62-63, 90-91, 94-95, 98-99, 126-127, 130-131, 134-135, 162-163, 166-167, 170-171, 200-201, 204-205, 208-209, 238-239, 242-243, 246-247, 274-275, 278-279, 282-283, 312-313, 316-317, 320-321, 348-349, 352-353, 356-357 <i>Court métrage</i> section, <i>Préparation</i> and <i>Analyse</i> features pp. 7, 11, 43, 47, 79, 83, 115, 119, 151, 155, 189, 193, 227, 231, 263, 267, 301, 305, 337, 341 <i>Supersite</i> Partner Chat and Voiceboard activities

Knowledge and Skill	Student Expectation	Breakout	D'ACCORD! 3 TEXAS CORRELATIONS
(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:	(C) ask and tell others what they need to, should, and must do with supporting reasons in spoken and written conversation	(viii) tell others what they need to do with supporting reasons in written conversation	<i>Court métrage</i> section, <i>Préparation</i> and <i>Analyse</i> features pp. 7, 11, 43, 47, 79, 83, 115, 119, 151, 155, 189, 193, 227, 231, 263, 267, 301, 305, 337, 341; DVD; <i>Supersite</i> <i>Culture</i> section, <i>Préparation</i> and <i>Analyse</i> features pp. 29, 32, 65, 68, 101, 104, 137, 140, 173, 176, 211, 214, 249, 252, 285, 288, 323, 326, 359, 362; <i>Supersite</i> ; MP3 <i>Pour commencer</i> section, <i>Mise en pratique</i> feature pp. 5, 41, 77, 113, 149, 187, 225, 261, 299, 335
(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:	(C) ask and tell others what they need to, should, and must do with supporting reasons in spoken and written conversation	(ix) tell others what they should do with supporting reasons in spoken conversation	<i>Culture</i> section, <i>Préparation</i> and <i>Analyse</i> features pp. 29, 32, 65, 68, 101, 104, 137, 140, 173, 176, 211, 214, 249, 252, 285, 288, 323, 326, 359, 362 <i>Littérature</i> section, <i>Préparation</i> and <i>Analyse</i> features pp. 33, 36, 69, 72, 105, 108, 141, 144, 177, 182, 215, 220, 253, 256, 289, 294, 327, 330, 363, 366 <i>Pour commencer</i> section, <i>Mise en pratique</i> feature pp. 5, 41, 77, 113, 149, 187, 225, 261, 299, 335
(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:	(C) ask and tell others what they need to, should, and must do with supporting reasons in spoken and written conversation	(x) tell others what they should do with supporting reasons in written conversation	<i>Pour commencer</i> section, <i>Mise en pratique</i> feature pp. 5, 41, 77, 113, 149, 187, 225, 261, 299, 335 <i>Structures</i> section, <i>Mise en pratique</i> and <i>Communication</i> features pp. 18-19, 22-23, 26-27, 54-55, 58-59, 62-63, 90-91, 94-95, 98-99, 126-127, 130-131, 134-135, 162-163, 166-167, 170-171, 200-201, 204-205, 208-209, 238-239, 242-243, 246-247, 274-275, 278-279, 282-283, 312-313, 316-317, 320-321, 348-349, 352-353, 356-357

Knowledge and Skill	Student Expectation	Breakout	D'ACCORD! 3 TEXAS CORRELATIONS
(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:	(C) ask and tell others what they need to, should, and must do with supporting reasons in spoken and written conversation	(xi) tell others what they must do with supporting reasons in in spoken conversation	<i>Structures</i> section, <i>Synthèse</i> feature p. 210 <i>Supersite</i> Virtual Chat, Partner Chat and Voiceboard <i>Pour commencer</i> section, <i>Mise en pratique</i> feature pp. 5, 41, 77, 113, 149, 187, 225, 261, 299, 335
(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:	(C) ask and tell others what they need to, should, and must do with supporting reasons in spoken and written conversation	(xii) tell others what they must do with supporting reasons in written conversation	<i>Structures</i> section pp. 200-201 <i>Pour commencer</i> section p. 187; <i>Supersite</i> <i>Court métrage</i> section, <i>Préparation</i> and <i>Analyse</i> features pp. 189, 192-193
(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:	(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	<i>Structures</i> section, <i>Mise en pratique</i> and <i>Communication</i> features pp. 18-19, 22-23, 26-27, 54-55, 58-59, 62-63, 90-91, 94-95, 98-99, 126-127, 130-131, 134-135, 162-163, 166-167, 170-171, 200-201, 204-205, 208-209, 238-239, 242-243, 246-247, 274-275, 278-279, 282-283, 312-313, 316-317, 320-321, 348-349, 352-353, 356-357 <i>Supersite</i> Virtual Chat, Partner Chat and Voiceboard <i>Pour commencer</i> section, <i>Mise en pratique</i> feature pp. 5, 41, 77, 113, 149, 187, 225, 261, 299, 335

Knowledge and Skill	Student Expectation	Breakout	D'ACCORD! 3 TEXAS CORRELATIONS
(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:	(D) articulate requests, offer suggestions, and develop plans with supporting statements in spoken and written conversation	(ii) articulate requests with supporting statements in written conversation	<i>Pour commencer</i> section, <i>Mise en pratique</i> feature pp. 5, 41, 77, 113, 149, 187, 225, 261, 299, 335 <i>Supersite</i> Record-Sumbit and Write-Submit activities <i>Structures</i> section, <i>Mise en pratique</i> and <i>Communication</i> features pp. 18-19, 22-23, 26-27, 54-55, 58-59, 62-63, 90-91, 94-95, 98-99, 126-127, 130-131, 134-135, 162-163, 166-167, 170-171, 200-201, 204-205, 208-209, 238-239, 242-243, 246-247, 274-275, 278-279, 282-283, 312-313, 316-317, 320-321, 348-349, 352-353, 356-357
(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:	(D) articulate requests, offer suggestions, and develop plans with supporting statements in spoken and written conversation	(iii) offer suggestions with supporting statements in spoken conversation	<i>Structures</i> section, <i>Mise en pratique</i> and <i>Communication</i> features pp. 18-19, 22-23, 26-27, 54-55, 58-59, 62-63, 90-91, 94-95, 98-99, 126-127, 130-131, 134-135, 162-163, 166-167, 170-171, 200-201, 204-205, 208-209, 238-239, 242-243, 246-247, 274-275, 278-279, 282-283, 312-313, 316-317, 320-321, 348-349, 352-353, 356-357
(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:	(D) articulate requests, offer suggestions, and develop plans with supporting statements in spoken and written conversation	(iv) offer suggestions with supporting statements in written conversation	<i>Structures</i> section, <i>Mise en pratique</i> and <i>Communication</i> features pp. 18-19, 22-23, 26-27, 54-55, 58-59, 62-63, 90-91, 94-95, 98-99, 126-127, 130-131, 134-135, 162-163, 166-167, 170-171, 200-201, 204-205, 208-209, 238-239, 242-243, 246-247, 274-275, 278-279, 282-283, 312-313, 316-317, 320-321, 348-349, 352-353, 356-357 <i>Pour commencer</i> section, <i>Mise en pratique</i> feature pp. 5, 41, 77, 113, 149, 187, 225, 261, 299, 335

Knowledge and Skill	Student Expectation	Breakout	D'ACCORD! 3 TEXAS CORRELATIONS
(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:	(D) articulate requests, offer suggestions, and develop plans with supporting statements in spoken and written conversation	(v) develop plans with supporting statements in spoken conversation	<i>Pour commencer</i> section, <i>Mise en pratique</i> feature pp. 41, 149, 225, 261, 299, 335 <i>Structures</i> section, <i>Communication</i> feature pp. 63, 163, 167, 239, 243, 247, 275, 279, 283, 313, 317, 321, 349, 353, 357 <i>Structures</i> section, <i>Synthèse</i> feature pp. 28, 64, 100, 136, 172, 210, 248, 284, 322, 358
(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:	(D) articulate requests, offer suggestions, and develop plans with supporting statements in spoken and written conversation	(vi) develop plans with supporting statements in written conversation	<i>Pour commencer</i> section, <i>Mise en pratique</i> feature pp. 41, 149, 225, 261, 299, 335 <i>Structures</i> section, <i>Communication</i> feature pp. 63, 163, 167, 239, 243, 247, 275, 279, 283, 313, 317, 321, 349, 353, 357 <i>Structures</i> section, <i>Synthèse</i> feature pp. 28, 64, 100, 136, 172, 210, 248, 284, 322, 358
(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:	(E) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures	(i) interact in spoken conversation using culturally appropriate expressions	<i>Court métrage</i> section, <i>Préparation</i> and <i>Analyse</i> features pp. 7, 11, 43, 47, 79, 83, 115, 119, 151, 155, 189, 193, 227, 231, 263, 267, 301, 305, 337, 341 <i>Imaginez</i> section pp. 12-15, 48-51, 84-87, 120-123, 156-159, 194-197, 232-235, 268-271, 306-309, 342-345; <i>Supersite Structures</i> section, <i>Synthèse</i> feature pp. 28, 64, 100, 136, 172, 210, 248, 284, 322, 358

Knowledge and Skill	Student Expectation	Breakout	D'ACCORD! 3 TEXAS CORRELATIONS
(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:	(E) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures	(ii) interact in spoken conversation using culturally appropriate register	<i>Court métrage</i> section, pp. 6-11, 42-47, 78-83, 114-119, 150-155, 188-193, 226-231, 262-267, 300-305, 336-341; DVD; <i>Supersite</i> <i>Imaginez</i> section pp. 12-15, 48-51, 84-87, 120-123, 156-159, 194-197, 232-235, 268-271, 306-309, 342-345; <i>Supersite</i> <i>Culture</i> section, pp. 29-32, 65-68, 101-104, 137-140, 173-176, 211-214, 249-252, 285-288, 323-326, 359-362; <i>Supersite</i> MP3 <i>Littérature</i> section, pp. 33-36, 69-72, 105-108, 141-144, 177-182, 215-220, 253-256, 289-294, 327-330, 363-366; <i>Supersite</i> MP3
(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:	(E) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures	(iii) interact in spoken conversation using culturally appropriate gestures	<i>Court métrage</i> section, pp. 6-11, 42-47, 78-83, 114-119, 150-155, 188-193, 226-231, 262-267, 300-305, 336-341; DVD; <i>Supersite</i> <i>Imaginez</i> section pp. 12-15, 48-51, 84-87, 120-123, 156-159, 194-197, 232-235, 268-271, 306-309, 342-345; <i>Supersite</i> <i>Culture</i> section, pp. 29-32, 65-68, 101-104, 137-140, 173-176, 211-214, 249-252, 285-288, 323-326, 359-362; <i>Supersite</i> MP3 <i>Littérature</i> section, pp. 33-36, 69-72, 105-108, 141-144, 177-182, 215-220, 253-256, 289-294, 327-330, 363-366; <i>Supersite</i> MP3
(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:	(E) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures	(iv) react in spoken conversation using culturally appropriate expressions	<i>Court métrage</i> section, pp. 6-11, 42-47, 78-83, 114-119, 150-155, 188-193, 226-231, 262-267, 300-305, 336-341; DVD; <i>Supersite</i> <i>Imaginez</i> section pp. 12-15, 48-51, 84-87, 120-123, 156-159, 194-197, 232-235, 268-271, 306-309, 342-345; <i>Supersite</i> <i>Culture</i> section, pp. 29-32, 65-68, 101-104, 137-140, 173-176, 211-214, 249-252, 285-288, 323-326, 359-362; <i>Supersite</i> MP3 <i>Littérature</i> section, pp. 33-36, 69-72, 105-108, 141-144, 177-182, 215-220, 253-256, 289-294, 327-330, 363-366; <i>Supersite</i> MP3

Knowledge and Skill	Student Expectation	Breakout	D'ACCORD! 3 TEXAS CORRELATIONS
(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:	(E) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures	(v) react in spoken conversation using culturally appropriate register	<i>Reprise</i> section, pp. R2, R3, R4-R5, R6, R7, R8-R9, R10, R11, R12-R13, R14, R15, R16-R17R18, R19, R20-R21, R22, R23, R24-R25 <i>Court métrage</i> section, pp. 6-11, 42-47, 78-83, 114-119, 150-155, 188-193, 226-231, 262-267, 300-305, 336-341; DVD; <i>Supersite</i> <i>Imaginez</i> section pp. 12-15, 48-51, 84-87, 120-123, 156-159, 194-197, 232-235, 268-271, 306-309, 342-345; <i>Supersite</i> <i>Culture</i> section, pp. 29-32, 65-68, 101-104, 137-140, 173-176, 211-214, 249-252, 285-288, 323-326, 359-362; <i>Supersite</i> MP3 <i>Littérature</i> section, pp. 33-36, 69-72, 105-108, 141-144, 177-182, 215-220, 253-256, 289-294, 327-330, 363-366; <i>Supersite</i> ; MP3
(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:	(E) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures	(vi) react in spoken conversation using culturally appropriate gestures	<i>Reprise</i> section, pp. R2, R3, R4-R5, R6, R7, R8-R9, R10, R11, R12-R13, R14, R15, R16-R17R18, R19, R20-R21, R22, R23, R24-R25 <i>Court métrage</i> section, pp. 6-11, 42-47, 78-83, 114-119, 150-155, 188-193, 226-231, 262-267, 300-305, 336-341; DVD; <i>Supersite</i> <i>Imaginez</i> section pp. 12-15, 48-51, 84-87, 120-123, 156-159, 194-197, 232-235, 268-271, 306-309, 342-345; <i>Supersite</i> <i>Culture</i> section, pp. 29-32, 65-68, 101-104, 137-140, 173-176, 211-214, 249-252, 285-288, 323-326, 359-362; <i>Supersite</i> MP3
(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:	(F) interact and react in writing using culturally appropriate expressions, register, and style	(i) interact in writing using culturally appropriate expressions	<i>Reprise</i> section, pp. R2, R3, R4-R5, R6, R7, R8-R9, R10, R11, R12-R13, R14, R15, R16-R17R18, R19, R20-R21, R22, R23, R24-R25 <i>Court métrage</i> section, pp. 6-11, 42-47, 78-83, 114-119, 150-155, 188-193, 226-231, 262-267, 300-305, 336-341; DVD; <i>Supersite</i> <i>Imaginez</i> section pp. 12-15, 48-51, 84-87, 120-123, 156-159, 194-197, 232-235, 268-271, 306-309, 342-345; <i>Supersite</i> <i>Culture</i> section, pp. 29-32, 65-68, 101-104, 137-140, 173-176, 211-214, 249-252, 285-288, 323-326, 359-362; <i>Supersite</i> MP3 <i>Littérature</i> section, pp. 33-36, 69-72, 105-108, 141-144, 177-182, 215-220, 253-256, 289-294, 327-330, 363-366; <i>Supersite</i> MP3

Knowledge and Skill	Student Expectation	Breakout	D'ACCORD! 3 TEXAS CORRELATIONS
(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:	(F) interact and react in writing using culturally appropriate expressions, register, and style	(ii) interact in writing using culturally appropriate register	<i>Reprise</i> section, pp. R2, R3, R4-R5, R6, R7, R8-R9, R10, R11, R12-R13, R14, R15, R16-R17R18, R19, R20-R21, R22, R23, R24-R25 <i>Court métrage</i> section, pp. 6-11, 42-47, 78-83, 114-119, 150-155, 188-193, 226-231, 262-267, 300-305, 336-341; DVD ; <i>Supersite</i> <i>Imaginez</i> section pp. 12-15, 48-51, 84-87, 120-123, 156-159, 194-197, 232-235, 268-271, 306-309, 342-345; <i>Supersite</i> <i>Culture</i> section, pp. 29-32, 65-68, 101-104, 137-140, 173-176, 211-214, 249-252, 285-288, 323-326, 359-362; <i>Supersite</i> MP3 <i>Littérature</i> section, pp. 33-36, 69-72, 105-108, 141-144, 177-182, 215-220, 253-256, 289-294, 327-330, 363-366; <i>Supersite</i> MP3
(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:	(F) interact and react in writing using culturally appropriate expressions, register, and style	(iii) interact in writing using culturally appropriate style	<i>Court métrage</i> section, pp. 6-11, 42-47, 78-83, 114-119, 150-155, 188-193, 226-231, 262-267, 300-305, 336-341; DVD; <i>Supersite</i> <i>Imaginez</i> section pp. 12-15, 48-51, 84-87, 120-123, 156-159, 194-197, 232-235, 268-271, 306-309, 342-345; <i>Supersite</i> <i>Culture</i> section, pp. 29-32, 65-68, 101-104, 137-140, 173-176, 211-214, 249-252, 285-288, 323-326, 359-362; <i>Supersite</i> MP3 <i>Littérature</i> section, pp. 33-36, 69-72, 105-108, 141-144, 177-182, 215-220, 253-256, 289-294, 327-330, 363-366; <i>Supersite</i> MP3
(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:	(F) interact and react in writing using culturally appropriate expressions, register, and style	(iv) react in writing using culturally appropriate expressions	<i>Court métrage</i> section, pp. 6-11, 42-47, 78-83, 114-119, 150-155, 188-193, 226-231, 262-267, 300-305, 336-341 ; DVD ; <i>Supersite</i> <i>Imaginez</i> section pp. 12-15, 48-51, 84-87, 120-123, 156-159, 194-197, 232-235, 268-271, 306-309, 342-345; <i>Supersite</i> <i>Culture</i> section, pp. 29-32, 65-68, 101-104, 137-140, 173-176, 211-214, 249-252, 285-288, 323-326, 359-362; <i>Supersite</i> MP3 <i>Littérature</i> section, pp. 33-36, 69-72, 105-108, 141-144, 177-182, 215-220, 253-256, 289-294, 327-330, 363-366; <i>Supersite</i> MP3

Knowledge and Skill	Student Expectation	Breakout	D'ACCORD! 3 TEXAS CORRELATIONS
(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:	(F) interact and react in writing using culturally appropriate expressions, register, and style	(v) react in writing using culturally appropriate register	<i>Pour commencer</i> section, <i>Mise en pratique</i> feature pp. 5, 41, 77, 113, 149, 187, 225, 261, 299, 335 <i>Court métrage</i> section, pp. 6-11, 42-47, 78-83, 114-119, 150-155, 188-193, 226-231, 262-267, 300-305, 336-341; DVD; <i>Supersite</i> <i>Imaginez</i> section pp. 12-15, 48-51, 84-87, 120-123, 156-159, 194-197, 232-235, 268-271, 306-309, 342-345; <i>Supersite</i> <i>Culture</i> section, pp. 29-32, 65-68, 101-104, 137-140, 173-176, 211-214, 249-252, 285-288, 323-326, 359-362; <i>Supersite</i> MP3 <i>Littérature</i> section, pp. 33-36, 69-72, 105-108, 141-144, 177-182, 215-220, 253-256, 289-294, 327-330, 363-366; <i>Supersite</i> MP3
(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:	(F) interact and react in writing using culturally appropriate expressions, register, and style	(vi) react in writing using culturally appropriate style	<i>Culture</i> section, pp. 29-32, 65-68, 101-104, 137-140, 173-176, 211-214, 249-252, 285-288, 323-326, 359-362; <i>Supersite</i> MP3 <i>Littérature</i> section, pp. 33-36, 69-72, 105-108, 141-144, 177-182, 215-220, 253-256, 289-294, 327-330, 363-366; <i>Supersite</i> MP3 <i>Imaginez</i> section pp. 12-15, 48-51, 84-87, 120-123, 156-159, 194-197, 232-235, 268-271, 306-309, 342-345; <i>Supersite</i> <i>Court métrage</i> section, pp. 6-11, 42-47, 78-83, 114-119, 150-155, 188-193, 226-231, 262-267, 300-305, 336-341; DVD; <i>Supersite</i> <i>Structures</i> section, <i>Synthèse</i> feature pp. 28, 64, 100, 136, 172, 210, 248, 284, 322, 358
(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	<i>Reprise</i> section, pp. R2, R3, R4-R5, R6, R7, R8-R9, R10, R11, R12-R13, R14, R15, R16-R17R18, R19, R20-R21, R22, R23, R24-R25 <i>Court métrage</i> section, pp. 6-11, 42-47, 78-83, 114-119, 150-155, 188-193, 226-231, 262-267, 300-305, 336-341; DVD; <i>Supersite</i> <i>Imaginez</i> section, <i>Le Zapping</i> and <i>Galerie de créateurs</i> features pp. 15, 51, 87, 123, 159, 197, 235, 271, 309, 345

Knowledge and Skill	Student Expectation	Breakout	D'ACCORD! 3 TEXAS CORRELATIONS
(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	(ii) demonstrate an understanding of culturally authentic digital materials in a variety of contexts	<i>Reprise</i> section, pp. R2, R3, R4-R5, R6, R7, R8-R9, R10, R11, R12-R13, R14, R15, R16-R17R18, R19, R20-R21, R22, R23, R24-R25 <i>Pour commencer</i> section pp. 4-5, 40-41, 76-77, 112-113, 148-149, 186-187, 224-225, 260-261, 298-299, 334-335; <i>Supersite</i> <i>Court métrage</i> section, pp. 6-11, 42-47, 78-83, 114-119, 150-155, 188-193, 226-231, 262-267, 300-305, 336-341; DVD; <i>Supersite</i> <i>Imaginez</i> section, including <i>Le Zapping</i> and <i>Galerie de créateurs</i> features pp. 12-15, 48-51, 84-87, 120-123, 156-159, 194-197, 232-235, 268-271, 306-309, 342-345; <i>Supersite</i> video
(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	(iii) demonstrate an understanding of culturally authentic audio materials in a variety of contexts	<i>Court métrage</i> section, pp. 6-11, 42-47, 78-83, 114-119, 150-155, 188-193, 226-231, 262-267, 300-305, 336-341; DVD; <i>Supersite</i> <i>Imaginez</i> section, <i>Le Zapping</i> feature pp. 15, 87, 159, 235, 309 <i>Culture</i> section, pp. 29-32, 65-68, 101-104, 137-140, 173-176, 211-214, 249-252, 285-288, 323-326, 359-362; <i>Supersite</i> MP3 <i>Littérature</i> section, pp. 33-36, 69-72, 105-108, 141-144, 177-182, 215-220, 253-256, 289-294, 327-330, 363-366; <i>Supersite</i> MP3
(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	(iv) demonstrate an understanding of culturally authentic audiovisual materials in a variety of contexts	<i>Reprise</i> section, pp. R2, R3, R4-R5, R6, R7, R8-R9, R10, R11, R12-R13, R14, R15, R16-R17R18, R19, R20-R21, R22, R23, R24-R25 <i>Court métrage</i> section, pp. 6-11, 42-47, 78-83, 114-119, 150-155, 188-193, 226-231, 262-267, 300-305, 336-341; DVD; <i>Supersite</i> <i>Imaginez</i> section, <i>Le Zapping</i> feature pp. 15, 87, 159, 235, 309

Knowledge and Skill	Student Expectation	Breakout	D'ACCORD! 3 TEXAS CORRELATIONS
(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:	(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	<i>Culture</i> section, pp. 29-32, 65-68, 101-104, 137-140, 173-176, 211-214, 249-252, 285-288, 323-326, 359-362; <i>Supersite</i> MP3 <i>Littérature</i> section, pp. 33-36, 69-72, 105-108, 141-144, 177-182, 215-220, 253-256, 289-294, 327-330, 363-366; <i>Supersite</i> MP3
(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:	(B) paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(ii) paraphrase the main idea from nonfiction texts	<i>Imaginez</i> section, including <i>Galerie de créateurs</i> feature pp. 12-14, 48-51, 84-86, 120-123, 156-158, 194-197, 232-234, 268-271, 306-308, 342-345; <i>Supersite</i>
(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:	(B) paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(iii) paraphrase the main idea from audio materials	<i>Culture</i> section, pp. 29-32, 65-68, 101-104, 137-140, 173-176, 211-214, 249-252, 285-288, 323-326, 359-362; <i>Supersite</i> MP3 <i>Littérature</i> section, pp. 33-36, 69-72, 105-108, 141-144, 177-182, 215-220, 253-256, 289-294, 327-330, 363-366; <i>Supersite</i> MP3

Knowledge and Skill	Student Expectation	Breakout	D'ACCORD! 3 TEXAS CORRELATIONS
(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:	(B) paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(iv) paraphrase the main idea from audiovisual materials	<i>Reprise</i> section, pp. R2, R3, R4-R5, R6, R7, R8-R9, R10, R11, R12-R13, R14, R15, R16-R17R18, R19, R20-R21, R22, R23, R24-R25 <i>Court métrage</i> section, pp. 6-11, 42-47, 78-83, 114-119, 150-155, 188-193, 226-231, 262-267, 300-305, 336-341; DVD; <i>Supersite</i> <i>Imaginez</i> section, <i>Le Zapping</i> feature pp. 15, 87, 159, 235, 309
(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:	(B) paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(v) paraphrase the theme from fiction texts	<i>Culture</i> section, pp. 29-32, 65-68, 101-104, 137-140, 173-176, 211-214, 249-252, 285-288, 323-326, 359-362; <i>Supersite</i> MP3 <i>Littérature</i> section, pp. 33-36, 69-72, 105-108, 141-144, 177-182, 215-220, 253-256, 289-294, 327-330, 363-366; <i>Supersite</i> MP3
(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:	(B) paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(vi) paraphrase the theme from nonfiction texts	<i>Imaginez</i> section, including <i>Galerie de créateurs</i> feature pp. 12-14, 48-51, 84-86, 120-123, 156-158, 194-197, 232-234, 268-271, 306-308, 342-345; <i>Supersite</i>

Knowledge and Skill	Student Expectation	Breakout	D'ACCORD! 3 TEXAS CORRELATIONS
(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:	(B) paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(vii) paraphrase the theme from audio materials	<i>Culture</i> section, pp. 29-32, 65-68, 101-104, 137-140, 173-176, 211-214, 249-252, 285-288, 323-326, 359-362; <i>Supersite</i> MP3 <i>Littérature</i> section, pp. 33-36, 69-72, 105-108, 141-144, 177-182, 215-220, 253-256, 289-294, 327-330, 363-366; <i>Supersite</i> MP3
(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:	(B) paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(viii) paraphrase the theme from audiovisual materials	<i>Reprise</i> section, pp. R2, R3, R4-R5, R6, R7, R8-R9, R10, R11, R12-R13, R14, R15, R16-R17R18, R19, R20-R21, R22, R23, R24-R25 <i>Court métrage</i> section, pp. 6-11, 42-47, 78-83, 114-119, 150-155, 188-193, 226-231, 262-267, 300-305, 336-341; DVD; <i>Supersite</i> <i>Imaginez</i> section, <i>Le Zapping</i> feature pp. 15, 87, 159, 235, 309
(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:	(B) paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(ix) paraphrase the supporting details from fiction texts	<i>Culture</i> section, pp. 29-32, 65-68, 101-104, 137-140, 173-176, 211-214, 249-252, 285-288, 323-326, 359-362; <i>Supersite</i> MP3 <i>Littérature</i> section, pp. 33-36, 69-72, 105-108, 141-144, 177-182, 215-220, 253-256, 289-294, 327-330, 363-366; <i>Supersite</i> MP3

Knowledge and Skill	Student Expectation	Breakout	D'ACCORD! 3 TEXAS CORRELATIONS
(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:	(B) paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(x) paraphrase the supporting details from nonfiction texts	<i>Imaginez</i> section, including <i>Galerie de créateurs</i> feature pp. 12-14, 48-51, 84-86, 120-123, 156-158, 194-197, 232-234, 268-271, 306-308, 342-345; <i>Supersite</i>
(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:	(B) paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(xi) paraphrase the supporting details from audio materials	<i>Culture</i> section, pp. 29-32, 65-68, 101-104, 137-140, 173-176, 211-214, 249-252, 285-288, 323-326, 359-362; <i>Supersite</i> MP3 <i>Littérature</i> section, pp. 33-36, 69-72, 105-108, 141-144, 177-182, 215-220, 253-256, 289-294, 327-330, 363-366; <i>Supersite</i> MP3
(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:	(B) paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(xii) paraphrase the supporting details from audiovisual materials	<i>Reprise</i> section, pp. R2, R3, R4-R5, R6, R7, R8-R9, R10, R11, R12-R13, R14, R15, R16-R17R18, R19, R20-R21, R22, R23, R24-R25 <i>Court métrage</i> section, pp. 6-11, 42-47, 78-83, 114-119, 150-155, 188-193, 226-231, 262-267, 300-305, 336-341; DVD; <i>Supersite</i> <i>Imaginez</i> section, <i>Le Zapping</i> feature pp. 15, 87, 159, 235, 309

Knowledge and Skill	Student Expectation	Breakout	D'ACCORD! 3 TEXAS CORRELATIONS
(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:	(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	<i>Reprise</i> section, pp. R2, R3, R4-R5, R6, R7, R8-R9, R10, R11, R12-R13, R14, R15, R16-R17R18, R19, R20-R21, R22, R23, R24-R25 <i>Court métrage</i> section, pp. 6-11, 42-47, 78-83, 114-119, 150-155, 188-193, 226-231, 262-267, 300-305, 336-341; DVD; <i>Supersite</i> <i>Imaginez</i> section, <i>Le Zapping</i> feature pp. 15, 87, 159, 235, 309
(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:	(C) infer meaning of unfamiliar words or phrases in contextualized texts, audio, and audiovisual materials	(ii) infer meaning of unfamiliar words or phrases in contextualized audio materials	<i>Culture</i> section, pp. 29-32, 65-68, 101-104, 137-140, 173-176, 211-214, 249-252, 285-288, 323-326, 359-362; <i>Supersite</i> MP3 <i>Littérature</i> section, pp. 33-36, 69-72, 105-108, 141-144, 177-182, 215-220, 253-256, 289-294, 327-330, 363-366; <i>Supersite</i> MP3
(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:	(C) infer meaning of unfamiliar words or phrases in contextualized texts, audio, and audiovisual materials	(iii) infer meaning of unfamiliar words or phrases in contextualized audiovisual materials	<i>Reprise</i> section, pp. R2, R3, R4-R5, R6, R7, R8-R9, R10, R11, R12-R13, R14, R15, R16-R17R18, R19, R20-R21, R22, R23, R24-R25 <i>Court métrage</i> section, pp. 6-11, 42-47, 78-83, 114-119, 150-155, 188-193, 226-231, 262-267, 300-305, 336-341; DVD; <i>Supersite</i> <i>Imaginez</i> section, <i>Le Zapping</i> feature pp. 15, 87, 159, 235, 309

Knowledge and Skill	Student Expectation	Breakout	D'ACCORD! 3 TEXAS CORRELATIONS
(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:	(D) compare and contrast cultural practices from authentic print, digital, audio, and audiovisual materials	(i) compare and contrast cultural practices from authentic print materials	<i>Imaginez</i> section, including <i>Galerie de créateurs</i> feature pp. 12-14, 48-51, 84-86, 120-123, 156-158, 194-197, 232-234, 268-271, 306-308, 342-345; <i>Supersite Culture</i> section, pp. 29-32, 65-68, 101-104, 137-140, 173-176, 211-214, 249-252, 285-288, 323-326, 359-362; <i>Supersite</i> MP3
(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:	(D) compare and contrast cultural practices from authentic print, digital, audio, and audiovisual materials	(ii) compare and contrast cultural practices from authentic digital materials	<i>Culture</i> section, pp. 29-32, 65-68, 101-104, 137-140, 173-176, 211-214, 249-252, 285-288, 323-326, 359-362; <i>Supersite</i> MP3 <i>Court métrage</i> section, pp. 6-11, 42-47, 78-83, 114-119, 150-155, 188-193, 226-231, 262-267, 300-305, 336-341; DVD; <i>Supersite</i>
(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:	(D) compare and contrast cultural practices from authentic print, digital, audio, and audiovisual materials	(iii) compare and contrast cultural practices from authentic audio materials	<i>Reprise</i> section, pp. R2, R3, R4-R5, R6, R7, R8-R9, R10, R11, R12-R13, R14, R15, R16-R17R18, R19, R20-R21, R22, R23, R24-R25; <i>Supersite Pour commencer</i> section pp. 4-5, 40-41, 76-77, 112-113, 148-149, 186-187, 224-225, 260-261, 298-299, 334-335; <i>Supersite Court métrage</i> section, pp. 6-11, 42-47, 78-83, 114-119, 150-155, 188-193, 226-231, 262-267, 300-305, 336-341; DVD; <i>Supersite Culture</i> section, pp. 29-32, 65-68, 101-104, 137-140, 173-176, 211-214, 249-252, 285-288, 323-326, 359-362; <i>Supersite</i> MP3 <i>Littérature</i> section, pp. 33-36, 69-72, 105-108, 141-144, 177-182, 215-220, 253-256, 289-294, 327-330, 363-366; <i>Supersite</i> MP3

Knowledge and Skill	Student Expectation	Breakout	D'ACCORD! 3 TEXAS CORRELATIONS
(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:	(D) compare and contrast cultural practices from authentic print, digital, audio, and audiovisual materials	(iv) compare and contrast cultural practices from authentic audiovisual materials	<i>Reprise</i> section, pp. R2, R3, R4-R5, R6, R7, R8-R9, R10, R11, R12-R13, R14, R15, R16-R17R18, R19, R20-R21, R22, R23, R24-R25; <i>Supersite</i> <i>Pour commencer</i> section pp. 4-5, 40-41, 76-77, 112-113, 148-149, 186-187, 224-225, 260-261, 298-299, 334-335; <i>Supersite</i> <i>Court métrage</i> section, pp. 6-11, 42-47, 78-83, 114-119, 150-155, 188-193, 226-231, 262-267, 300-305, 336-341; DVD; <i>Supersite</i>
(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	<i>Structures</i> section (expanding skill), <i>Mise en pratique</i> and <i>Communication</i> features pp. 18-19, 22-23, 26-27, 54-55, 58-59, 62-63, 90-91, 94-95, 98-99, 126-127, 130-131, 134-135, 162-163, 166-167, 170-171, 200-201, 204-205, 208-209, 238-239, 242-243, 246-247, 274-275, 278-279, 282-283, 312-313, 316-317, 320-321, 348-349, 352-353, 356-357 <i>Court métrage</i> section, <i>Analyse</i> feature pp. 11, 47, 83, 119, 155, 193, 231, 267, 305, 341 <i>Imaginez</i> section, <i>Projet</i> and <i>Application</i> features pp. 14-15, 50-51, 86-87, 122-123, 158-159, 197-197, 234-235, 270-271, 308-309, 344-345 <i>Culture</i> section, <i>Préparation</i> and <i>Analyse</i> features pp. 29, 32, 65, 68, 101, 104, 137, 140, 173, 176, 211, 214, 249, 252, 285, 288, 323, 326, 359, 362 <i>Littérature</i> section, <i>Préparation</i> and <i>Analyse</i> features pp. 33, 36, 69, 72, 105, 108, 141, 144, 177, 182, 215, 220, 253, 256, 289, 294, 327, 330, 363, 366 <i>Structures</i> section, <i>Synthèse</i> feature pp. 28, 64, 100, 136, 172, 210, 248, 284, 322, 358 <i>Littérature</i> section, <i>Rédaction</i> feature pp. 36, 72, 108, 144, 182, 220, 256, 294, 368 <i>Supersite</i> Record-Submit and Write-Submit activities

Knowledge and Skill	Student Expectation	Breakout	D'ACCORD! 3 TEXAS CORRELATIONS
(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	(ii) express an opinion or preference orally with recommendations	<i>Structures</i> section (expanding skill), <i>Mise en pratique</i> and <i>Communication</i> features pp. 18-19, 22-23, 26-27, 54-55, 58-59, 62-63, 90-91, 94-95, 98-99, 126-127, 130-131, 134-135, 162-163, 166-167, 170-171, 200-201, 204-205, 208-209, 238-239, 242-243, 246-247, 274-275, 278-279, 282-283, 312-313, 316-317, 320-321, 348-349, 352-353, 356-357 <i>Court métrage</i> section, <i>Analyse</i> feature pp. 11, 47, 83, 119, 155, 193, 231, 267, 305, 341 <i>Imaginez</i> section, <i>Projet</i> and <i>Application</i> features pp. 14-15, 50-51, 86-87, 122-123, 158-159, 197-197, 234-235, 270-271, 308-309, 344-345 <i>Culture</i> section, <i>Préparation</i> and <i>Analyse</i> features pp. 29, 32, 65, 68, 101, 104, 137, 140, 173, 176, 211, 214, 249, 252, 285, 288, 323, 326, 359, 362 <i>Littérature</i> section, <i>Préparation</i> and <i>Analyse</i> features pp. 33, 36, 69, 72, 105, 108, 141, 144, 177, 182, 215, 220, 253, 256, 289, 294, 327, 330, 363, 366 <i>Structures</i> section, <i>Synthèse</i> feature pp. 28, 64, 100, 136, 172, 210, 248, 284, 322, 358 <i>Littérature</i> section, <i>Rédaction</i> feature pp. 36, 72, 108, 144, 182, 220, 256, 294, 368 <i>Supersite</i> Record-Submit and Write-Submit activities
(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	(iii) express an opinion or preference in writing with supporting statements	<i>Structures</i> section (expanding skill), <i>Mise en pratique</i> and <i>Communication</i> features pp. 18-19, 22-23, 26-27, 54-55, 58-59, 62-63, 90-91, 94-95, 98-99, 126-127, 130-131, 134-135, 162-163, 166-167, 170-171, 200-201, 204-205, 208-209, 238-239, 242-243, 246-247, 274-275, 278-279, 282-283, 312-313, 316-317, 320-321, 348-349, 352-353, 356-357 <i>Court métrage</i> section, <i>Analyse</i> feature pp. 11, 47, 83, 119, 155, 193, 231, 267, 305, 341 <i>Imaginez</i> section, <i>Projet</i> and <i>Application</i> features pp. 14-15, 50-51, 86-87, 122-123, 158-159, 197-197, 234-235, 270-271, 308-309, 344-345 <i>Culture</i> section, <i>Préparation</i> and <i>Analyse</i> features pp. 29, 32, 65, 68, 101, 104, 137, 140, 173, 176, 211, 214, 249, 252, 285, 288, 323, 326, 359, 362 <i>Littérature</i> section, <i>Préparation</i> and <i>Analyse</i> features pp. 33, 36, 69, 72, 105, 108, 141, 144, 177, 182, 215, 220, 253, 256, 289, 294, 327, 330, 363, 366 <i>Structures</i> section, <i>Synthèse</i> feature pp. 28, 64, 100, 136, 172, 210, 248, 284, 322, 358 <i>Littérature</i> section, <i>Rédaction</i> feature pp. 36, 72, 108, 144, 182, 220, 256, 294, 368 <i>Supersite</i> Record-Submit and Write-Submit activities

Knowledge and Skill	Student Expectation	Breakout	D'ACCORD! 3 TEXAS CORRELATIONS
(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	(iv) express an opinion or preference in writing with recommendations	<i>Structures</i> section (expanding skill), <i>Mise en pratique</i> and <i>Communication</i> features pp. 18-19, 22-23, 26-27, 54-55, 58-59, 62-63, 90-91, 94-95, 98-99, 126-127, 130-131, 134-135, 162-163, 166-167, 170-171, 200-201, 204-205, 208-209, 238-239, 242-243, 246-247, 274-275, 278-279, 282-283, 312-313, 316-317, 320-321, 348-349, 352-353, 356-357 <i>Imaginez</i> section, <i>Projet</i> and <i>Application</i> features pp. 14-15, 50-51, 86-87, 122-123, 158-159, 197-197, 234-235, 270-271, 308-309, 344-345 <i>Littérature</i> section, <i>Préparation</i> and <i>Analyse</i> features pp. 33, 36, 69, 72, 105, 108, 141, 144, 177, 182, 215, 220, 253, 256, 289, 294, 327, 330, 363, 366 <i>Structures</i> section, <i>Synthèse</i> feature pp. 28, 64, 100, 136, 172, 210, 248, 284, 322, 358 <i>Littérature</i> section, <i>Rédaction</i> feature pp. 36, 72, 108, 144, 182, 220, 256, 294, 368
(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	(v) defend an opinion or preference orally with supporting statements	<i>Structures</i> section (expanding skill), <i>Mise en pratique</i> and <i>Communication</i> features pp. 18-19, 22-23, 26-27, 54-55, 58-59, 62-63, 90-91, 94-95, 98-99, 126-127, 130-131, 134-135, 162-163, 166-167, 170-171, 200-201, 204-205, 208-209, 238-239, 242-243, 246-247, 274-275, 278-279, 282-283, 312-313, 316-317, 320-321, 348-349, 352-353, 356-357 <i>Imaginez</i> section, including <i>Galerie de créateurs</i> feature pp. 12-14, 48-51, 84-86, 120-123, 156-158, 194-197, 232-234, 268-271, 306-308, 342-345; <i>Supersite</i>
(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	(vi) defend an opinion or preference orally with recommendations	<i>Structures</i> section (expanding skill), <i>Mise en pratique</i> and <i>Communication</i> features pp. 18-19, 22-23, 26-27, 54-55, 58-59, 62-63, 90-91, 94-95, 98-99, 126-127, 130-131, 134-135, 162-163, 166-167, 170-171, 200-201, 204-205, 208-209, 238-239, 242-243, 246-247, 274-275, 278-279, 282-283, 312-313, 316-317, 320-321, 348-349, 352-353, 356-357 <i>Imaginez</i> section, including <i>Galerie de créateurs</i> feature pp. 12-14, 48-51, 84-86, 120-123, 156-158, 194-197, 232-234, 268-271, 306-308, 342-345; <i>Supersite</i>

Knowledge and Skill	Student Expectation	Breakout	D'ACCORD! 3 TEXAS CORRELATIONS
(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	(vii) defend an opinion or preference in writing with supporting statements	<i>Structures</i> section (expanding skill), <i>Mise en pratique</i> and <i>Communication</i> features pp. 18-19, 22-23, 26-27, 54-55, 58-59, 62-63, 90-91, 94-95, 98-99, 126-127, 130-131, 134-135, 162-163, 166-167, 170-171, 200-201, 204-205, 208-209, 238-239, 242-243, 246-247, 274-275, 278-279, 282-283, 312-313, 316-317, 320-321, 348-349, 352-353, 356-357 <i>Imaginez</i> section, <i>Projet</i> and <i>Application</i> features pp. 14-15, 50-51, 86-87, 122-123, 158-159, 197-197, 234-235, 270-271, 308-309, 344-345 <i>Culture</i> section, <i>Préparation</i> and <i>Analyse</i> features pp. 29, 32, 65, 68, 101, 104, 137, 140, 173, 176, 211, 214, 249, 252, 285, 288, 323, 326, 359, 362 <i>Structures</i> section, <i>Synthèse</i> feature pp. 28, 64, 100, 136, 172, 210, 248, 284, 322, 358 <i>Littérature</i> section, <i>Rédaction</i> feature pp. 36, 72, 108, 144, 182, 220, 256, 294, 368
(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	(viii) defend an opinion or preference in writing with recommendations	<i>Structures</i> section (expanding skill), <i>Mise en pratique</i> and <i>Communication</i> features pp. 18-19, 22-23, 26-27, 54-55, 58-59, 62-63, 90-91, 94-95, 98-99, 126-127, 130-131, 134-135, 162-163, 166-167, 170-171, 200-201, 204-205, 208-209, 238-239, 242-243, 246-247, 274-275, 278-279, 282-283, 312-313, 316-317, 320-321, 348-349, 352-353, 356-357
(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:	(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	<i>Structures</i> section (expanding skill), <i>Mise en pratique</i> and <i>Communication</i> features pp. 18-19, 22-23, 26-27, 54-55, 58-59, 62-63, 90-91, 94-95, 98-99, 126-127, 130-131, 134-135, 162-163, 166-167, 170-171, 200-201, 204-205, 208-209, 238-239, 242-243, 246-247, 274-275, 278-279, 282-283, 312-313, 316-317, 320-321, 348-349, 352-353, 356-357

Knowledge and Skill	Student Expectation	Breakout	D'ACCORD! 3 TEXAS CORRELATIONS
(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:	(B) narrate situations and events orally and in writing using connected sentences with details and elaboration	(ii) narrate situations in writing using connected sentences with details and elaboration	<i>Structures</i> section (expanding skill), <i>Mise en pratique</i> and <i>Communication</i> features pp. 18-19, 22-23, 26-27, 54-55, 58-59, 62-63, 90-91, 94-95, 98-99, 126-127, 130-131, 134-135, 162-163, 166-167, 170-171, 200-201, 204-205, 208-209, 238-239, 242-243, 246-247, 274-275, 278-279, 282-283, 312-313, 316-317, 320-321, 348-349, 352-353, 356-357
(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:	(B) narrate situations and events orally and in writing using connected sentences with details and elaboration	(iii) narrate events orally using connected sentences with details and elaboration	<i>Structures</i> section (expanding skill), <i>Mise en pratique</i> and <i>Communication</i> features pp. 18-19, 22-23, 26-27, 54-55, 58-59, 62-63, 90-91, 94-95, 98-99, 126-127, 130-131, 134-135, 162-163, 166-167, 170-171, 200-201, 204-205, 208-209, 238-239, 242-243, 246-247, 274-275, 278-279, 282-283, 312-313, 316-317, 320-321, 348-349, 352-353, 356-357
(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:	(B) narrate situations and events orally and in writing using connected sentences with details and elaboration	(iv) narrate events in writing using connected sentences with details and elaboration	<i>Structures</i> section (expanding skill), <i>Mise en pratique</i> and <i>Communication</i> features pp. 18-19, 22-23, 26-27, 54-55, 58-59, 62-63, 90-91, 94-95, 98-99, 126-127, 130-131, 134-135, 162-163, 166-167, 170-171, 200-201, 204-205, 208-209, 238-239, 242-243, 246-247, 274-275, 278-279, 282-283, 312-313, 316-317, 320-321, 348-349, 352-353, 356-357
(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:	(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	<i>Imaginez</i> section, <i>Projet</i> and <i>Application</i> features pp. 14-15, 50-51, 86-87, 122-123, 158-159, 197-197, 234-235, 270-271, 308-309, 344-345; <i>Supersite</i>
(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:	(C) inform others orally and in writing about a variety of topics using connected sentences with details and elaboration	(ii) inform others in writing about a variety of topics using connected sentences with details and elaboration	<i>Structures</i> section, <i>Synthèse</i> feature pp. 28, 64, 100, 136, 172, 210, 248, 284, 322, 358 <i>Littérature</i> section, <i>Rédaction</i> feature pp. 36, 72, 108, 144, 182, 220, 256, 294, 368