

§114.40. Level II, Novice High to Intermediate Low Proficiency (One Credit), Adopted 2014.			Proclamation 2017
Knowledge and Skill	Student Expectation	Breakout	DESCUBRE 2 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 and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) ask and respond to questions about everyday life with simple elaboration in spoken and written conversation	(i) ask questions about everyday life in spoken conversation	<i>Contextos</i> section, <i>Comunicación</i> feature pp. 21, 57, 92-93, 131, 165, 196-197, 231, 264-265, 299 <i>Fotonovela</i> section, post-viewing pair and group activities pp. 24, 60, 96, 134, 168, 200, 234, 268, 302 <i>Cultura</i> section, final pair and group activities pp. 203, 237, 271 <i>Supersite</i> Virtual Chat, Partner Chat and Voiceboard
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) ask and respond to questions about everyday life with simple elaboration in spoken and written conversation	(ii) ask questions about everyday life in written conversation	<i>Contextos</i> section, <i>Comunicación</i> feature pp. 21, 57, 92-93, 131, 165, 196-197, 231, 264-265, 299 <i>Estructura</i> section, <i>Práctica, Comunicación, and Síntesis</i> features pp. 30-31, 34-35, 39, 41, 66-67, 71, 73, 76-77, 103, 107, 111, 114-115, 140-141, 144-145, 148-149, 174-175, 177-178, 180-181, 206-207, 210, 213, 240-241, 243, 246-247, 274-275, 277-278, 281, 308-309, 312-313 <i>Adelante</i> section, <i>En pantalla</i> feature pair and group activities pp. 48, 84, 122, 156, 188, 220, 222, 254, 288
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) ask and respond to questions about everyday life with simple elaboration in spoken and written conversation	(iii) respond to questions about everyday life with simple elaboration in spoken conversation	<i>Contextos</i> section, <i>Comunicación</i> feature pp. 21, 57, 92-93, 131, 165, 196-197, 231, 264-265, 299 <i>Estructura</i> section, <i>Práctica and Comunicación</i> features pp. 31, 35, 41, 67, 73, 77, 103, 107, 115, 141, 145, 49, 175, 178, 181, 207, 213, 241, 243, 247, 275, 278, 281, 309, 313 <i>Supersite</i> Virtual Chat, Partner Chat and Voiceboard

Knowledge and Skill	Student Expectation	Breakout	DESCUBRE 2 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 and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) ask and respond to questions about everyday life with simple elaboration in spoken and written conversation	(iv) respond to questions about everyday life with simple elaboration in written conversation	<i>Contextos</i> section, <i>Comunicación</i> feature pp. 21, 57, 92-93, 131, 165, 196-197, 231, 264-265, 299 <i>Estructura</i> section, <i>Práctica, Comunicación, and Síntesis</i> features pp. 30-31, 34-35, 39, 41, 66-67, 71, 73, 76-77, 103, 107, 111, 114-115, 140-141, 144-145, 148-149, 174-175, 177-178, 180-181, 206-207, 210, 213, 240-241, 243, 246-247, 274-275, 277-278, 281, 308-309, 312-313 <i>Fotonovela</i> section, post-viewing pair and group activities pp. 24, 60, 96, 134, 168, 200, 234, 268, 302
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation	(i) express personal opinions or preferences with simple supporting statements in spoken conversation	<i>Contextos</i> section pp. 18-21, 54-57, 90-93, 128-131, 162- 165, 194-197, 228-231, 262-265, 296-299; <i>Supersite</i> <i>Fotonovela</i> section, post-viewing pair and group activities pp. 24, 60, 96, 134, 168, 200, 234, 268, 302 <i>Supersite</i> Virtual Chat, Partner Chat and Voiceboard
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation	(ii) express personal opinions or preferences with simple supporting statements in written conversation	<i>Contextos</i> section pp. 18-21, 54-57, 90-93, 128-131, 162- 165, 194-197, 228-231, 262-265, 296-299; <i>Supersite</i> <i>Estructura</i> section, <i>Práctica, Comunicación, and Síntesis</i> features pp. 30-31, 34-35, 39, 41, 66-67, 71, 73, 76-77, 103, 107, 111, 114-115, 140-141, 144-145, 148-149, 174-175, 177-178, 180-181, 206-207, 210, 213, 240-241, 243, 246-247, 274-275, 277-278, 281, 308-309, 312-313

Knowledge and Skill	Student Expectation	Breakout	DESCUBRE 2 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 and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation	(iii) exchange personal opinions or preferences with simple supporting statements in spoken conversation	<i>Contextos</i> section pp. 18-21, 54-57, 90-93, 128-131, 162-165, 194-197, 228-231, 262-265, 296-299; <i>Supersite Fotonovela</i> section, post-viewing pair and group activities pp. 24, 60, 96, 134, 168, 200, 234, 268, 302 <i>Estructura</i> section, <i>Práctica, Comunicación, and Síntesis</i> features pp. 30-31, 34-35, 39, 41, 66-67, 71, 73, 76-77, 103, 107, 111, 114-115, 140-141, 144-145, 148-149, 174-175, 177-178, 180-181, 206-207, 210, 213, 240-241, 243, 246-247, 274-275, 277-278, 281, 308-309, 312-313 <i>Supersite</i> Virtual Chat, Partner Chat and Voiceboard
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation	(iv) exchange personal opinions or preferences with simple supporting statements in written conversation	<i>Estructura</i> section, <i>Práctica, Comunicación, and Síntesis</i> features pp. 30-31, 34-35, 39, 41, 66-67, 71, 73, 76-77, 103, 107, 111, 114-115, 140-141, 144-145, 148-149, 174-175, 177-178, 180-181 <i>Supersite</i> Write-Submit 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 and 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, or must do with simple supporting reasons in spoken and written conversation	(i) ask others what they need to, should, or must do with simple supporting reasons in spoken conversation	<i>Contextos</i> section, <i>Comunicación</i> feature pp. 21, 57, 92-93, 131, 165, 196-197, 231, 264-265, 299 <i>Estructura</i> section, <i>Práctica, Comunicación, and Síntesis</i> features pp. 66-67, 71, 73, 76-77, 103, 107, 111 <i>Fotonovela</i> section, post-viewing pair and group activities pp. 96, 134, 168, 200, 234, 268 <i>Supersite</i> Record-Submit activities

Knowledge and Skill	Student Expectation	Breakout	DESCUBRE 2 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 and 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, or must do with simple supporting reasons in spoken and written conversation	(ii) ask others what they need to, should, or must do with simple supporting reasons in written conversation	<i>Contextos</i> section pp. 90-93, 128-131, 162-165, 194-197, 228- 231, 262-265, 296-299; <i>Supersite Fotonovela</i> section, post-viewing pair and group activities pp. 24, 60, 96, 134, 168, 200, 234, 268, 302 <i>Estructura</i> section, <i>Práctica, Comunicación, and Síntesis</i> features pp. 30-31, 34-35, 39, 41, 66-67, 71, 73, 76-77, 103, 107, 111, 114-115,140-141, 144-145, 148-149, 174-175, 177-178, 180-181, 206-207, 210, 213, 240-241, 243, 246-247, 274-275, 277-278, 281, 308-309, 312-313 <i>Supersite</i> Write-Submit 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 and 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, or must do with simple supporting reasons in spoken and written conversation	(iii) tell others what they need to, should, or must do with simple supporting reasons in spoken conversation	<i>Contextos</i> section, <i>Comunicación</i> feature pp. 21, 57, 92-93, 131, 165, 196-197, 231, 264-265, 299 <i>Estructura</i> section, <i>Práctica, Comunicación, and Síntesis</i> features pp. 66-67, 71, 73, 76-77, 103, 107, 111 <i>Fotonovela</i> section, post-viewing pair and group activities pp. 96, 134, 168, 200, 234, 268, 302 <i>Supersite</i> Record-Submit 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 and 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, or must do with simple supporting reasons in spoken and written conversation	(iv) tell others what they need to, should, or must do with simple supporting reasons in written conversation	<i>Contextos</i> section pp. 90-93, 128-131, 162-165, 194-197, 228- 231, 262-265, 296-299; <i>Supersite Fotonovela</i> section, post-viewing pair and group activities pp. 24, 60, 96, 134, 168, 200, 234, 268, 302 <i>Estructura</i> section, <i>Práctica, Comunicación, and Síntesis</i> features pp. 30-31, 34-35, 39, 41, 66-67, 71, 73, 76-77, 103, 107, 111, 114-115,140-141, 144-145, 148-149, 174-175, 177-178, 180-181, 206-207, 210, 213, 240-241, 243, 246-247, 274-275, 277-278, 281, 308-309, 312-313 <i>Supersite</i> Write-Submit activities

Knowledge and Skill	Student Expectation	Breakout	DESCUBRE 2 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 and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(D) articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation;	(i) articulate requests with simple supporting statements in spoken conversation	<i>Contextos</i> section, <i>Comunicación</i> feature pp. 92-93, 131, 165, 196-197, 231, 264-265, 299 <i>Fotonovela</i> section, post-viewing pair and group activities pp. 24, 60, 96, 134, 168, 200, 234, 268, 302 <i>Estructura</i> section, <i>Práctica</i> , <i>Comunicación</i> , and <i>Síntesis</i> features pp. 30-31, 34-35, 39, 41, 66-67, 71, 73, 76-77, 103, 107, 111, 114-115, 140-141, 144-145, 148-149, 174-175, 177-178, 180-181, 206-207, 213, 240-241, 243, 246-247, 274-275, 277-278, 281, 308-309, 312-313 <i>Supersite</i> Record-Submit 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 and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(D) articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation	(ii) articulate requests with simple supporting statements in written conversation	<i>Contextos</i> section, <i>Comunicación</i> feature pp. 21, 57, 92-93, 131, 165, 196-197, 231, 264-265, 299 <i>Fotonovela</i> section, post-viewing pair and group activities pp. 24, 60, 96, 134, 168, 200, 234, 268, 302 <i>Estructura</i> section, <i>Práctica</i> , <i>Comunicación</i> , and <i>Síntesis</i> features pp. 30-31, 34-35, 39, 41, 66-67, 71, 73, 76-77, 103, 107, 111, 114-115, 140-141, 144-145, 148-149, 174-175, 177-178, 180-181, 206-207, 210, 213, 240-241, 243, 246-247, 274-275, 277-278, 281, 308-309, 312-313 <i>Supersite</i> Write-Submit 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 and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(D) articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation	(iii) offer alternatives with simple supporting statements in spoken conversation	<i>Contextos</i> section, <i>Comunicación</i> feature pp. 21, 57, 92-93, 131, 165, 196-197, 231, 264-265, 299 <i>Fotonovela</i> section, post-viewing pair and group activities pp. 24, 60, 96, 134, 168, 200, 234, 268, 302 <i>Estructura</i> section, <i>Práctica</i> , <i>Comunicación</i> , and <i>Síntesis</i> features pp. 30-31, 34-35, 39, 41, 66-67, 71, 73, 76-77, 103, 107, 111, 114-115, 140-141, 144-145, 148-149, 174-175, 177-178, 180-181, 206-207, 210, 213, 240-241, 243, 246-247, 274-275, 277-278, 281, 308-309, 312-313 <i>Supersite</i> Record-Submit activities

Knowledge and Skill	Student Expectation	Breakout	DESCUBRE 2 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 and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(D) articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation	(iv) offer alternatives with simple supporting statements in written conversation	<i>Contextos</i> section, <i>Comunicación</i> feature pp. 21, 57, 92-93, 131, 165, 196-197, 231, 264-265, 299 <i>Fotonovela</i> section, post-viewing pair and group activities pp. 24, 60, 96, 134, 168, 200, 234, 268, 302 <i>Estructura</i> section, <i>Práctica</i> , <i>Comunicación</i> , and <i>Síntesis</i> features pp. 30-31, 34-35, 39, 41, 66-67, 71, 73, 76-77, 103, 107, 111, 114-115, 140-141, 144-145, 148-149, 174-175, 177-178, 180-181, 206-207, 210, 213, 240-241, 243, 246-247, 274-275, 277-278, 281, 308-309, 312-313 <i>Supersite</i> Write-Submit 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 and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(D) articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation	(v) develop plans with simple supporting statements in spoken conversation	<i>Adelante</i> section, <i>En pantalla</i> feature pair and group activities pp. 48, 84, 122, 156, 188, 220, 222, 254, 288 <i>Contextos</i> section, <i>Comunicación</i> feature pp. 21, 57, 92-93, 131, 165, 196-197, 231, 264-265, 299 <i>Fotonovela</i> section, post-viewing pair and group activities pp. 24, 60, 96, 134, 168, 234, 268, 302 <i>Estructura</i> section, <i>Práctica</i> , <i>Comunicación</i> , and <i>Síntesis</i> features pp. 30-31, 34-35, 39, 41, 66-67, 71, 73, 76-77, 103, 107, 111, 114-115, 140-141, 144-145, 148-149, 174-175, 177-178, 180-181, 206-207, 210, 213, 240-241, 243, 246-247, 274-275, 277-278, 281, 308-309, 312-313 <i>Supersite</i> Record-Submit 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 and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(D) articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation	(vi) develop plans with simple supporting statements in written conversation	<i>Adelante</i> section, <i>En pantalla</i> feature pair and group activities pp. 48, 84, 122, 156, 188, 220, 222, 254, 288 <i>Contextos</i> section, <i>Comunicación</i> feature pp. 21, 57, 92-93, 131, 165, 196-197, 231, 264-265, 299 <i>Fotonovela</i> section, post-viewing pair and group activities pp. 24, 60, 96, 134, 168, 234, 268, 302 <i>Estructura</i> section, <i>Práctica</i> , <i>Comunicación</i> , and <i>Síntesis</i> features pp. 30-31, 34-35, 39, 41, 66-67, 71, 73, 76-77, 103, 107, 111, 114-115, 140-141, 144-145, 148-149, 174-175, 177-178, 180-181, 206-207, 210, 213, 240-241, 243, 246-247, 274-275, 277-278, 281, 308-309, 312-313 <i>Supersite</i> Write-Submit activities



Knowledge and Skill	Student Expectation	Breakout	DESCUBRE 2 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 and 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>Cultura</i> section, <i>Actividades</i> and <i>Conexión Internet</i> features pp. 8-9, 26-27, 62-63, 98-99, 136-137, 170-171, 202-203, 236-237, 270-271, 304-305 <i>Adelante</i> section, <i>Escritura</i> feature pp. 46, 82, 120, 154, 186, 218, 252, 286, 318 <i>Adelante</i> section, <i>Panorama</i> feature ( <i>Conexión internet</i> activities) pp. 50-51, 86-87, 124-125, 158-159, 190-191, 222-223, 256-257, 258-259, 290-291, 292-293, 322-323, 324-325
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(E) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures	(ii) interact in spoken conversation using culturally appropriate register	<i>Cultura</i> section, <i>Actividades</i> and <i>Conexión Internet</i> features pp. 8-9, 26-27, 62-63, 98-99, 136-137, 170-171, 202-203, 236-237, 270-271, 304-305 <i>Adelante</i> section, <i>Escritura</i> feature pp. 46, 82, 120, 154, 186, 218, 252, 286, 318 <i>Adelante</i> section, <i>Panorama</i> feature ( <i>Conexión internet</i> activities) pp. 50-51, 86-87, 124-125, 158-159, 190-191, 222-223, 256-257, 258-259, 290-291, 292-293, 322-323, 324-325
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(E) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures	(iii) interact in spoken conversation using culturally appropriate gestures	<i>Cultura</i> section, <i>Actividades</i> and <i>Conexión Internet</i> features pp. 8-9, 26-27, 62-63, 98-99, 136-137, 170-171, 202-203, 236-237, 270-271, 304-305 <i>Adelante</i> section, <i>Flash cultura</i> feature pp. 49, 85, 123, 157, 189, 221, 255, 289, 321; video DVD/ <i>Supersite</i>

Knowledge and Skill	Student Expectation	Breakout	DESCUBRE 2 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 and 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>Cultura</i> section, <i>Actividades</i> and <i>Conexión Internet</i> features pp. 8-9, 26-27, 62-63, 98-99, 136-137, 170-171, 202-203, 236-237, 270-271, 304-305 <i>Adelante</i> section, <i>Panorama</i> feature ( <i>Conexión internet</i> activities) pp. 50-51, 86-87, 124-125, 158-159, 190-191, 222-223, 256-257, 258-259, 290-291, 292-293, 322-323, 324-325 <i>Adelante</i> section, <i>Flash cultura</i> feature pp. 49, 85, 123, 157, 189, 221, 255, 289, 321; video DVD/ <i>Supersite</i>
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(E) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures	(v) react in spoken conversation using culturally appropriate register	<i>Cultura</i> section, <i>Actividades</i> and <i>Conexión Internet</i> features pp. 8-9, 26-27, 62-63, 98-99, 136-137, 170-171, 202-203, 236-237, 270-271, 304-305 <i>Adelante</i> section, <i>Panorama</i> feature ( <i>Conexión internet</i> activities) pp. 50-51, 86-87, 124-125, 158-159, 190-191, 222-223, 256-257, 258-259, 290-291, 292-293, 322-323, 324-325 <i>Adelante</i> section, <i>Flash cultura</i> feature pp. 49, 85, 123, 157, 189, 221, 255, 289, 321; video DVD/ <i>Supersite</i>
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(E) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures	(vi) react in spoken conversation using culturally appropriate gestures	<i>Cultura</i> section, <i>Actividades</i> and <i>Conexión Internet</i> features pp. 8-9, 26-27, 62-63, 98-99, 136-137, 170-171, 202-203, 236-237, 270-271, 304-305 <i>Adelante</i> section, <i>Flash cultura</i> feature pp. 49, 85, 123, 157, 189, 221, 255, 289, 321; video DVD/ <i>Supersite</i>



Knowledge and Skill	Student Expectation	Breakout	DESCUBRE 2 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 and 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>Adelante</i> section, <i>En pantalla</i> feature pp. 48, 84, 122, 156, 188, 220, 254, 288, 320; video DVD/ <i>Supersite</i> <i>Adelante</i> section, <i>Flash cultura</i> feature pp. 49, 85, 123, 157, 189, 221, 255, 289, 321; video DVD/ <i>Supersite</i> <i>Adelante</i> section, <i>Panorama</i> feature pp. 50-51, 86-87, 124-125, 158-159, 190-191, 222-223, 256-257, 258-259, 290-291, 292-293, 322-323, 324-325; <i>Panorama cultural</i> video DVD/ <i>Supersite</i> video and activities <i>Nota cultural</i> feature pp. 31, 57, 66, 70, 107, 111, 114, 134, 140, 165, 174, 178, 180, 209, 234, 241, 247, 277, 313
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(F) interact and react in writing using culturally appropriate expressions, register, and style	(ii) interact in writing using culturally appropriate register	<i>Adelante</i> section, <i>En pantalla</i> feature pp. 48, 84, 122, 156, 188, 220, 254, 288, 320; video DVD/ <i>Supersite</i> <i>Adelante</i> section, <i>Flash cultura</i> feature pp. 49, 85, 123, 157, 189, 221, 255, 289, 321; video DVD/ <i>Supersite</i> <i>Adelante</i> section, <i>Panorama</i> feature pp. 50-51, 86-87, 124-125, 158-159, 190-191, 222-223, 256-257, 258-259, 290-291, 292-293, 322-323, 324-325; <i>Panorama cultural</i> video DVD/ <i>Supersite</i> video and activities <i>Nota cultural</i> feature pp. 31, 57, 66, 70, 107, 111, 114, 134, 140, 165, 174, 178, 180, 209, 234, 241, 247, 277, 313
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(F) interact and react in writing using culturally appropriate expressions, register, and style	(iii) interact in writing using culturally appropriate style	<i>Adelante</i> section, <i>En pantalla</i> feature pp. 48, 84, 122, 156, 188, 220, 254, 288, 320; video DVD/ <i>Supersite</i> <i>Adelante</i> section, <i>Flash cultura</i> feature pp. 49, 85, 123, 157, 189, 221, 255, 289, 321; video DVD/ <i>Supersite</i> <i>Adelante</i> section, <i>Panorama</i> feature pp. 50-51, 86-87, 124-125, 158-159, 190-191, 222-223, 256-257, 258-259, 290-291, 292-293, 322-323, 324-325; <i>Panorama cultural</i> video DVD/ <i>Supersite</i> video and activities <i>Nota cultural</i> feature pp. 31, 57, 66, 70, 107, 111, 114, 134, 140, 165, 174, 178, 180, 209, 234, 241, 247, 277, 313

Knowledge and Skill	Student Expectation	Breakout	DESCUBRE 2 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 and 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>Adelante</i> section, <i>En pantalla</i> feature pp. 48, 84, 122, 156, 188, 220, 254, 288, 320; video DVD/ <i>Supersite</i> <i>Adelante</i> section, <i>Flash cultura</i> feature pp. 49, 85, 123, 157, 189, 221, 255, 289, 321; video DVD/ <i>Supersite</i> <i>Adelante</i> section, <i>Panorama</i> feature pp. 50-51, 86-87, 124-125, 158-159, 190-191, 222-223, 256-257, 258-259, 290-291, 292-293, 322-323, 324-325; <i>Panorama cultural</i> video DVD/ <i>Supersite</i> video and activities <i>Nota cultural</i> feature pp. 31, 57, 66, 70, 107, 111, 114, 134, 140, 165, 174, 178, 180, 209, 234, 241, 247, 277, 313
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(F) interact and react in writing using culturally appropriate expressions, register, and style	(v) react in writing using culturally appropriate register	<i>Adelante</i> section, <i>En pantalla</i> feature pp. 48, 84, 122, 156, 188, 220, 254, 288, 320; video DVD/ <i>Supersite</i> <i>Adelante</i> section, <i>Flash cultura</i> feature pp. 49, 85, 123, 157, 189, 221, 255, 289, 321; video DVD/ <i>Supersite</i> <i>Adelante</i> section, <i>Panorama</i> feature pp. 50-51, 86-87, 124-125, 158-159, 190-191, 222-223, 256-257, 258-259, 290-291, 292-293, 322-323, 324-325; <i>Panorama cultural</i> video DVD/ <i>Supersite</i> video and activities <i>Nota cultural</i> feature pp. 31, 57, 66, 70, 107, 111, 114, 134, 140, 165, 174, 178, 180, 209, 234, 241, 247, 277, 313
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(F) interact and react in writing using culturally appropriate expressions, register, and style	(vi) react in writing using culturally appropriate style	<i>Nota cultural</i> feature pp. 31, 57, 66, 70, 107, 111, 114, 134, 140, 165, 174, 178, 180, 209, 234, 241, 247, 277, 313 <i>Adelante</i> section, <i>En pantalla</i> feature pp. 48, 84, 122, 156, 188, 220, 254, 288, 320; video DVD/ <i>Supersite</i> <i>Adelante</i> section, <i>Panorama</i> feature pp. 50-51, 86-87, 124-125, 158-159, 190-191, 222-223, 256-257, 258-259, 290-291, 292-293, 322-323, 324-325; <i>Panorama cultural</i> video DVD/ <i>Supersite</i> video and activities

Knowledge and Skill	Student Expectation	Breakout	DESCUBRE 2 TEXAS CORRELATIONS
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts	(i) demonstrate an understanding of culturally authentic print materials in everyday contexts	<i>Adelante</i> section, <i>Lectura</i> feature (Después de leer activities) pp. 44, 80, 118, 152-153, 184-185, 216-217, 250-251, 284-285, 316-317, 254, 288
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts	(ii) demonstrate an understanding of culturally authentic digital materials in everyday contexts	<i>Adelante</i> section, <i>En pantalla</i> feature pp. 48, 84, 122, 156, 188, 220, 254, 288, 320; <i>Supersite</i> , video and activities <i>Adelante</i> section, <i>Flash cultura</i> feature pp. 49, 85, 123, 157, 189, 221, 255, 289, 321; video DVD/ <i>Supersite</i>
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts	(iii) demonstrate an understanding of culturally authentic audio materials in everyday contexts	<i>Adelante</i> section, <i>En pantalla</i> feature pp. 48, 84, 122, 156, 188, 220, 254, 288, 320; <i>Supersite</i> , video and activities <i>Adelante</i> section, <i>Flash cultura</i> feature pp. 49, 85, 123, 157, 189, 221, 255, 289, 321; video DVD/ <i>Supersite</i>

Knowledge and Skill	Student Expectation	Breakout	DESCUBRE 2 TEXAS CORRELATIONS
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts	(iv) demonstrate an understanding of culturally authentic audiovisual materials in everyday contexts	<i>Adelante</i> section, <i>En pantalla</i> feature pp. 48, 84, 122, 156, 188, 220, 254, 288, 320; <i>Supersite</i> , video and activities <i>Adelante</i> section, <i>Flash cultura</i> feature pp. 49, 85, 123, 157, 189, 221, 255, 289, 321; video DVD/ <i>Supersite</i>
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(i) identify the main idea from fiction texts	<i>Adelante</i> section, <i>Lectura</i> feature (Después de leer activities) pp. 44, 80, 118, 152-153, 184-185, 216-217, 250-251, 284-285, 316-317, 254, 288 <i>Adelante</i> section, <i>En pantalla</i> feature pp. 48, 84, 122, 156, 188, 222
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(ii) identify the main idea from nonfiction texts	<i>Adelante</i> section, <i>Panorama</i> feature pp. 50-51, 86-87, 124-125, 158-159, 190-191, 222-223, 256-257, 258-259, 290-291, 292-293, 322-323, 324-325; <i>Panorama cultural</i> video DVD/ <i>Supersite</i> video and activities <i>Cultura</i> section pp. pp. 8-9, 26-27, 62-63, 98-99, 136-137, 170-171, 202-203, 236-237, 270-271, 304-305; <i>Supersite</i> (plus additional reading)

Knowledge and Skill	Student Expectation	Breakout	DESCUBRE 2 TEXAS CORRELATIONS
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(iii) identify the main idea from audio materials	<i>Adelante</i> section, <i>Escuchar</i> feature pp. 47, 83, 121, 155, 187, 219, 253, 287, 319; CD/ <i>Supersite</i> MP3 <i>Adelante</i> section, <i>En pantalla</i> feature pp. 48, 84, 122, 156, 188, 220, 254, 288, 320; <i>Supersite</i> , video and activities
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(iv) identify the main idea from audiovisual materials	<i>Fotonovela</i> section, including activities pp. 22-24, 58-60, 94-96, 132-134, 166-168, 198-200, 232-234, 266-268, 300-302; DVD/ <i>Supersite</i> video and activities <i>Adelante</i> section, <i>En pantalla</i> feature pp. 48, 84, 122, 156, 188, 220, 254, 288, 320; <i>Supersite</i> , video and activities
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(v) identify the theme from fiction texts	<i>Adelante</i> section, <i>Lectura</i> feature (Después de leer activities) pp. 44, 80, 118, 152-153, 184-185, 216-217, 250-251, 284-285, 316-317, 254, 288

Knowledge and Skill	Student Expectation	Breakout	DESCUBRE 2 TEXAS CORRELATIONS
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(vi) identify the theme from nonfiction texts	<i>Adelante</i> section, <i>Panorama</i> feature pp. 50-51, 86-87, 124-125, 158-159, 190-191, 222-223, 256-257, 258-259, 290-291, 292-293, 322-323, 324-325; <i>Panorama cultural</i> video DVD/ <i>Supersite</i> video and activities <i>Cultura</i> section pp. pp. 8-9, 26-27, 62-63, 98-99, 136-137, 170-171, 202-203, 236-237, 270-271, 304-305; <i>Supersite</i> (plus additional reading)
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(vii) identify the theme from audio materials	<i>Adelante</i> section, <i>Escuchar</i> feature pp. 47, 83, 121, 155, 187, 219, 253, 287, 319; CD/ <i>Supersite</i> MP3 <i>Adelante</i> section, <i>En pantalla</i> feature pp. 48, 84, 122, 156, 188, 220, 254, 288, 320; <i>Supersite</i> video and activities
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(viii) identify the theme from audiovisual materials	<i>Fotonovela</i> section, including activities pp. 22-24, 58-60, 94-96, 132-134, 166-168, 198-200, 232-234, 266-268, 300-302; DVD/ <i>Supersite</i> video and activities <i>Adelante</i> section, <i>En pantalla</i> feature pp. 48, 84, 122, 156, 188, 220, 254, 288, 320; <i>Supersite</i> video and activities



Knowledge and Skill	Student Expectation	Breakout	DESCUBRE 2 TEXAS CORRELATIONS
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(ix) identify the supporting details from fiction texts	<i>Adelante</i> section, <i>Lectura</i> feature (Después de leer activities) pp. 44, 80, 118, 152-153, 184-185, 216-217, 250-251, 284-285, 316-317, 254, 288
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(x) identify the supporting details from nonfiction texts	<i>Adelante</i> section, <i>Panorama</i> feature pp. 50-51, 86-87, 124-125, 158-159, 190-191, 222-223, 256-257, 258-259, 290-291, 292-293, 322-323, 324-325; <i>Panorama cultural</i> video DVD/ <i>Supersite</i> video and activities <i>Cultura</i> section pp. pp. 8-9, 26-27, 62-63, 98-99, 136-137, 170-171, 202-203, 236-237, 270-271, 304-305; <i>Supersite</i> (plus additional reading)
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(xi) identify the supporting details from audio materials	<i>Escuchar</i> feature of <i>Adelante</i> section pp. 47, 83, 121, 155, 187, 219, 253, 287, 319; CD/ <i>Supersite</i> MP3 <i>Adelante</i> section, <i>En pantalla</i> feature pp. 48, 84, 122, 156, 188, 220, 254, 288, 320; <i>Supersite</i> , video and activities

Knowledge and Skill	Student Expectation	Breakout	DESCUBRE 2 TEXAS CORRELATIONS
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(xii) identify the supporting details from audiovisual materials	<i>Fotonovela</i> section, including activities pp. 22-24, 58-60, 94-96, 132-134, 166-168, 198-200, 232-234, 266-268, 300-302; DVD/ <i>Supersite</i> video and activities <i>Adelante</i> section, <i>En pantalla</i> feature pp. 48, 84, 122, 156, 188, 220, 254, 288, 320; <i>Supersite</i> , video and activities <i>Adelante</i> section, <i>Flash cultura</i> feature pp. 49, 85, 123, 157, 189, 221, 255, 289, 321; video DVD/ <i>Supersite</i>
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(C) infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials	(i) infer meaning of unfamiliar words or phrases in highly contextualized texts	<i>Fotonovela</i> section, including activities pp. 22-24, 58-60, 94-96, 132-134, 166-168, 198-200, 232-234, 266-268, 300-302; DVD/ <i>Supersite</i> video and activities <i>Adelante</i> section, <i>Escuchar</i> feature pp. 47, 83, 121, 155, 187, 219, 253, 287, 319; CD/ <i>Supersite</i> MP3 <i>Adelante</i> section, <i>En pantalla</i> feature pp. 48, 84, 122, 156, 188, 220, 254, 288, 320; <i>Supersite</i> video and activities <i>Adelante</i> section, <i>Flash cultura</i> feature pp. 49, 85, 123, 157, 189, 221, 255, 289, 321; video DVD/ <i>Supersite</i>
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(C) infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials	(ii) infer meaning of unfamiliar words or phrases in highly contextualized audio materials	<i>Adelante</i> section, <i>En pantalla</i> feature pp. 48, 84, 122, 156, 188, 220, 254, 288, 320; video DVD/ <i>Supersite</i> <i>Adelante</i> section, <i>Escuchar</i> feature pp. 47, 83, 121, 155, 187, 219, 253, 287, 319; CD/ <i>Supersite</i> MP3

Knowledge and Skill	Student Expectation	Breakout	DESCUBRE 2 TEXAS CORRELATIONS
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(C) infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials	(iii) infer meaning of unfamiliar words or phrases in highly contextualized audiovisual materials	<i>Fotonovela</i> section, including activities pp. 22-24, 58-60, 94-96, 132-134, 166-168, 198-200, 232-234, 266-268, 300-302; DVD/ <i>Supersite</i> video and activities <i>Adelante</i> section, <i>En pantalla</i> feature pp. 48, 84, 122, 156, 188, 220, 254, 288, 320; <i>Supersite</i> video and activities
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(D) identify cultural practices from authentic print, digital, audio, and audiovisual materials	(i) identify cultural practices from authentic print materials	<i>Adelante</i> section, <i>Lectura</i> feature (Después de leer activities) pp. 44, 80, 118, 152-153, 184-185, 216-217, 250-251, 284-285, 316-317, 254, 288
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(D) identify cultural practices from authentic print, digital, audio, and audiovisual materials	(ii) identify cultural practices from authentic digital materials	<i>Adelante</i> section, <i>En pantalla</i> feature pp. 48, 84, 122, 156, 188, 220, 254, 288, 320; <i>Supersite</i> video and activities <i>Adelante</i> section, <i>Flash cultura</i> feature pp. 49, 85, 123, 157, 189, 221, 255, 289, 321; video DVD/ <i>Supersite</i>

Knowledge and Skill	Student Expectation	Breakout	DESCUBRE 2 TEXAS CORRELATIONS
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(D) identify cultural practices from authentic print, digital, audio, and audiovisual materials	(iii) identify cultural practices from authentic audio materials	<i>Adelante</i> section, <i>En pantalla</i> feature pp. 48, 84, 122, 156, 188, 220, 254, 288, 320; <i>Supersite</i> video and activities <i>Adelante</i> section, <i>Flash cultura</i> feature pp. 49, 85, 123, 157, 189, 221, 255, 289, 321; video DVD/ <i>Supersite</i>
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(D) identify cultural practices from authentic print, digital, audio, and audiovisual materials	(iv) identify cultural practices from authentic audiovisual materials	<i>Adelante</i> section, <i>En pantalla</i> feature pp. 48, 84, 122, 156, 188, 220, 254, 288, 320; <i>Supersite</i> , video and activities <i>Adelante</i> section, <i>Flash cultura</i> feature pp. 49, 85, 123, 157, 189, 221, 255, 289, 321; video DVD/ <i>Supersite</i>
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) express and support an opinion or preference orally and in writing with supporting statements	(i) express an opinion or preference orally with supporting statements	<i>Contextos</i> section, <i>Práctica</i> and <i>Comunicación</i> features pp. 21, 57, 93, 131, 165, 196-197, 229, 265, 298-299 <i>Adelante</i> section, <i>En pantalla</i> feature pp. 48, 84, 122, 156, 188, 222, 254, 288 Presentation Speaking with Cultural Comparison pp. 8, 26, 170, 171, 251, 255, 270, 304 <i>Estructura</i> section, <i>Síntesis</i> activities pp. 107, 141, 145, 175, 207, 243, 247, 281, 309, 313
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) express and support an opinion or preference orally and in writing with supporting statements	(ii) express an opinion or preference in writing with supporting statements	<i>Estructura</i> section, <i>Recapitulación</i> feature (Síntesis) pp. 42-43, 78-79, 116-117, 150-151, 182-183, 214-215, 248-249, 282-283, 314-315; <i>Supersite</i> <i>Adelante</i> section, <i>Escritura</i> feature pp. 46, 82, 120, 154, 186, 218, 252, 286, 318 <i>Estructura</i> section, <i>Síntesis</i> activities pp. 107, 141, 145, 175, 207, 243, 247, 281, 309, 313

Knowledge and Skill	Student Expectation	Breakout	DESCUBRE 2 TEXAS CORRELATIONS
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) express and support an opinion or preference orally and in writing with supporting statements	(iii) support an opinion or preference orally with supporting statements	<i>Contextos</i> section, <i>Práctica</i> and <i>Comunicación</i> features pp. 21, 57, 93, 131, 165, 196-197, 229, 265, 298-299 <i>Presentation Speaking with Cultural Comparison</i> pp. 8, 26, 170, 171, 251, 255, 270, 304
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) express and support an opinion or preference orally and in writing with supporting statements	(iv) support an opinion or preference in writing with supporting statements	<i>Estructura</i> section, <i>Recapitulación</i> feature (Síntesis) pp. 42-43, 78-79, 116-117, 150-151, 182-183, 214-215, 248-249, 282-283, 314-315; <i>Supersite Adelante</i> section, <i>Escritura</i> feature pp. 46, 82, 120, 154, 186, 218, 252, 286, 318 <i>Estructura</i> section, <i>Síntesis</i> activities pp. 107, 141, 145, 175, 207, 243, 247, 281, 309, 313
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration	(i) describe people orally using a series of sequenced sentences with essential details	<i>Contextos</i> section, <i>Práctica</i> and <i>Comunicación</i> features pp. 21, 57, 93, 131, 165, 196-197, 229, 265, 298-299 <i>Estructura</i> section, (expanding skill) <i>Práctica</i> , <i>Comunicación</i> , and <i>Síntesis</i> features pp. 30-31, 34-35, 38-39, 66-67, 70, 73, 76-77, 102, 106-107, 111, 114-115, 140-141, 144-145, 148, 174-175, 177, 180, 206-207, 209, 212, 240, 243, 246-247, 274-275, 277-278, 280-281, 309, 312; <i>Recapitulación</i> feature pp. 42-43, 78-79, 116-117, 150-151, 182-183, 214-215, 248-249, 282-283, 314-315; <i>Supersite</i>
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration	(ii) describe objects orally using a series of sequenced sentences with essential details	<i>Contextos</i> section, <i>Práctica</i> and <i>Comunicación</i> features pp. 21, 57, 93, 131, 165, 196-197, 229, 265, 298-299 <i>Estructura</i> section, (expanding skill) <i>Práctica</i> , <i>Comunicación</i> , and <i>Síntesis</i> features pp. 30-31, 34-35, 38-39, 66-67, 70, 73, 76-77, 102, 106-107, 111, 114-115, 140-141, 144-145, 148, 174-175, 177, 180, 206-207, 209, 212, 240, 243, 246-247, 274-275, 277-278, 280-281, 309, 312; <i>Estructura</i> section, <i>Recapitulación</i> feature pp. 42-43, 78-79, 116-117, 150-151, 182-183, 214-215, 248-249, 282-283, 314-315; <i>Supersite</i>

Knowledge and Skill	Student Expectation	Breakout	DESCUBRE 2 TEXAS CORRELATIONS
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration	(iii) describe situations orally using a series of sequenced sentences with essential details	<i>Contextos</i> section, <i>Práctica</i> and <i>Comunicación</i> features pp. 21, 57, 93, 131, 165, 196-197, 229, 265, 298-299 <i>Estructura</i> section, (expanding skill) <i>Práctica</i> , <i>Comunicación</i> , and <i>Síntesis</i> features pp. 30-31, 34-35, 38-39, 66-67, 70, 73, 76-77, 102, 106-107, 111, 114-115, 140-141, 144-145, 148, 174-175, 177, 180, 206-207, 209, 212, 240, 243, 246-247, 274-275, 277-278, 280-281, 309, 312; <i>Recapitulación</i> feature pp. 42-43, 78-79, 116-117, 150-151, 182-183, 214-215, 248-249, 282-283, 314-315; <i>Supersite</i>
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration	(iv) describe people in writing using a series of sequenced sentences with simple elaboration	<i>Estructura</i> section, (expanding skill) <i>Práctica</i> , <i>Comunicación</i> , and <i>Síntesis</i> features pp. 30-31, 34-35, 38-39, 66-67, 70, 73, 76-77, 102, 106-107, 111, 114-115, 140-141, 144-145, 148, 174-175, 177, 180, 206-207, 209, 212, 240, 243, 246-247, 274-275, 277-278, 280-281, 309, 312; <i>Recapitulación</i> feature pp. 42-43, 78-79, 116-117, 150-151, 182-183, 214-215, 248-249, 282-283, 314-315; <i>Supersite</i>
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration	(v) describe objects in writing using a series of sequenced sentences with simple elaboration	<i>Estructura</i> section, (expanding skill) <i>Práctica</i> , <i>Comunicación</i> , and <i>Síntesis</i> features pp. 30-31, 34-35, 38-39, 66-67, 70, 73, 76-77, 102, 106-107, 111, 114-115, 140-141, 144-145, 148, 174-175, 177, 180, 206-207, 209, 212, 240, 243, 246-247, 274-275, 277-278, 280-281, 309, 312; <i>Recapitulación</i> feature pp. 42-43, 78-79, 116-117, 150-151, 182-183, 214-215, 248-249, 282-283, 314-315; <i>Supersite</i>
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration	(vi) describe situations in writing using a series of sequenced sentences with simple elaboration	<i>Estructura</i> section, (expanding skill) <i>Práctica</i> , <i>Comunicación</i> , and <i>Síntesis</i> features pp. 30-31, 34-35, 38-39, 66-67, 70, 73, 76-77, 102, 106-107, 111, 114-115, 140-141, 144-145, 148, 174-175, 177, 180, 206-207, 209, 212, 240, 243, 246-247, 274-275, 277-278, 280-281, 309, 312; <i>Recapitulación</i> feature pp. 42-43, 78-79, 116-117, 150-151, 182-183, 214-215, 248-249, 282-283, 314-315; <i>Supersite</i> <i>Adelante</i> section, <i>Lectura</i> feature (Después de leer activities) pp. 80-81, 118-119, 152-153, 184-185, 216-217, 250-251, 284-285, 316-317 <i>Adelante</i> section, <i>Escritura</i> feature pp. 46, 82, 120, 154, 186, 218, 252, 286, 318