

§114.39. Level III, Intermediate Low to Intermediate Mid Proficiency (One Credit), Adopted 2014.			Proclamation 2017
Knowledge and Skill	Student Expectation	Breakout	DESCUBRE 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>Contextos</i> section, <i>Comunicación</i> feature pp. 5, 45, 85, 125, 167, 207, 247, 285, 327, 365 <i>Fotonovela</i> section, <i>Ampliación</i> feature pp. 9, 49, 89, 129, 171, 210-211, 251, 289, 331, 369 <i>Enfoques</i> section, <i>¿Qué aprendiste?</i> feature pp. 12, 52, 92, 132, 174, 214, 254, 292, 334, 372 <i>Enfoques</i> section, <i>Flash cultura</i> feature, pair and group activities pp. 13, 53, 93, 133, 175, 215, 255, 293, 335, 373 <i>Atando cabos</i> section, <i>¡A conversar!</i> feature pp. 39, 79, 119, 161, 201, 241, 279, 321, 359, 393 <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, 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>Estructura</i> section, <i>Práctica</i> and <i>Comunicación</i> features pp. 16-17, 21, 24-25, 57, 60-61, 64-65, 97, 100-101, 104-105, 139, 143, 147, 179, 182-183, 186-187, 218-219, 223, 227, 258-259, 261, 265, 297, 300-301, 305, 337, 341, 343, 375, 377, 379 <i>Supersite</i> Write-Submit activities
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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	(viii) tell others what they need to do with supporting reasons in written conversation	<i>Cinemateca</i> section pp. 26-29, 66-69, 106-109, 148-151, 188-191, 228-231, 266-269, 306-309, 344-347, 380-383; DVD; <i>Supersite</i> <i>Cultura</i> feature pp. 35-38, 75-78, 115-118, 157-160, 197-200, 237-240, 275-278, 317-320, 355-358, 389-392; <i>Supersite</i> MP3 <i>Contextos</i> section, <i>Comunicación</i> feature pp. 5, 45, 85, 125, 167, 207, 247, 285, 327, 365
(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>Enfoques</i> section, <i>Flash cultura</i> feature, pair and group activities pp. 13, 53, 93, 133, 175, 215, 255, 293, 335, 373 <i>Lecturas</i> section, <i>Literatura</i> feature (<i>Después de leer</i> pair and group activities) pp. 34, 74, 114, 156, 196, 236, 274, 316, 354, 388 <i>Lecturas</i> section, <i>Cultura</i> feature (<i>Después de leer</i> pair and group activities) pp. 38, 78, 118, 160, 200, 240, 278, 320, 358, 392 <i>Contextos</i> section, <i>Comunicación</i> feature pp. 5, 45, 85, 125, 167, 207, 247, 285, 327, 365
(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>Enfoques</i> section, <i>¿Qué aprendiste?</i> feature pp. 12, 52, 92, 132, 174, 214, 254, 292, 334, 372 <i>Estructura</i> section, <i>Práctica</i> and <i>Comunicación</i> features pp. 16-17, 21, 24-25, 57, 60-61, 64-65, 97, 100-101, 104-105, 139, 143, 147, 179, 182-183, 186-187, 218-219, 223, 227, 258-259, 261, 265, 297, 300-301, 305, 337, 341, 343, 375, 377, 379 <i>Contextos</i> section, <i>Comunicación</i> feature pp. 5, 45, 85, 125, 167, 207, 247, 285, 327, 365

Knowledge and Skill	Student Expectation	Breakout	DESCUBRE 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>Atando cabos</i> section, <i>¡A conversar!</i> feature pp. 119, 161 <i>Contextos</i> section, <i>Comunicación</i> feature pp. 5, 45, 85, 125, 167, 207, 247, 285, 327, 365 <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, 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>Estructura</i> section pp. 94-97, 98-101, 102-105, 134-139, 140-143, 144-147, <i>Contextos</i> section pp. 82-85, 122-125, 164-167, <i>Supersite Cinemateca</i> section, <i>Antes de ver el corto</i> and <i>Después de ver el corto</i> pair and group activities pp. 106, 109, 148, 151
(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>Estructura</i> section, <i>Práctica</i> and <i>Comunicación</i> features pp. 16-17, 21, 24-25, 57, 60-61, 64-65, 97, 100-101, 104-105, 139, 143, 147, 179, 182-183, 186-187, 218-219, 223, 227, 258-259, 261, 265, 297, 300-301, 305, 337, 341, 343, 375, 377, 379 <i>Contextos</i> section, <i>Comunicación</i> feature pp. 5, 45, 85, 125, 167, 207, 247, 285, 327, 365 <i>Supersite</i> Virtual Chat, Partner Chat and Voiceboard

Knowledge and Skill	Student Expectation	Breakout	DESCUBRE 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>Contextos</i> section, <i>Comunicación</i> feature pp. 5, 45, 85, 125, 167, 207, 247, 285, 327, 365 <i>Estructura</i> section, <i>Práctica</i> and <i>Comunicación</i> features pp. 16-17, 21, 24-25, 57, 60-61, 64-65, 97, 100-101, 104-105, 139, 143, 147, 179, 182-183, 186-187, 218-219, 223, 227, 258-259, 261, 265, 297, 300-301, 305, 337, 341, 343, 375, 377, 379 <i>Supersite</i> Record-Submit and 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, 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>Estructura</i> section, <i>Práctica</i> and <i>Comunicación</i> features pp. 16-17, 21, 24-25, 57, 60-61, 64-65, 97, 100-101, 104-105, 139, 143, 147, 179, 182-183, 186-187, 218-219, 223, 227, 258-259, 261, 265, 297, 300-301, 305, 337, 341, 343, 375, 377, 379
(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>Estructura</i> section, <i>Práctica</i> and <i>Comunicación</i> features pp. 16-17, 21, 24-25, 57, 60-61, 64-65, 97, 100-101, 104-105, 139, 143, 147, 179, 182-183, 186-187, 218-219, 223, 227, 258-259, 261, 265, 297, 300-301, 305, 337, 341, 343, 375, 377, 379 <i>Contextos</i> section, <i>Comunicación</i> feature pp. 5, 45, 85, 125, 167, 207, 247, 285, 327, 365

Knowledge and Skill	Student Expectation	Breakout	DESCUBRE 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>Contextos</i> section, <i>Comunicación</i> feature pp. 167, 207, 247, 285, 327, 365 <i>Estructura</i> section, <i>Práctica</i> and <i>Comunicación</i> features pp. 179, 182-183, 186-187, <i>Atando cabos</i> section, <i>¡A conversar!</i> feature pp.161, 201, 241, 279, 321, 359, 393
(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>Contextos</i> section, <i>Comunicación</i> feature pp. 167, 207, 247, 285, 327, 365 <i>Estructura</i> section, <i>Práctica</i> and <i>Comunicación</i> features pp. 179, 182-183, 186-187, <i>Atando cabos</i> section, <i>¡A conversar!</i> feature pp.161, 201, 241, 279, 321, 359, 393
(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>Enfoques</i> section pp. 10-13, 50-53, 90-93, 130-133, 172-175, 212-215, 252-255, 290-293, 332-335, 370-373; <i>Supersite</i> ; <i>Flash cultura DVD/Supersite</i> <i>Cinemateca</i> section pp. 26-29, 66-69, 106-109, 148-151, 188-191, 228-231, 266-269, 306-309, 344-347, 380-383 <i>Atando cabos</i> section, <i>¡A conversar!</i> feature pp.161, 201, 241, 279, 321, 359, 393

Knowledge and Skill	Student Expectation	Breakout	DESCUBRE 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>Enfoques</i> section pp. 10-13, 50-53, 90-93, 130-133, 172-175, 212-215, 252-255, 290-293, 332-335, 370-373; <i>Supersite</i> ; <i>Flash cultura DVD/Supersite</i> <i>Cinemateca</i> section pp. 26-29, 66-69, 106-109, 148-151, 188-191, 228-231, 266-269, 306-309, 344-347, 380-383; <i>DVD/Supersite</i> <i>Lecturas</i> section, <i>Literatura</i> feature pp. 30-34, 70-74, 110-114, 152-156, 192-196, 232-236, 270-274, 310-316, 348-354, 384-388; <i>Supersite</i> MP3 <i>Lecturas</i> section, <i>Cultura</i> feature pp. 35-38, 75-78, 115-118, 157-160, 197-200, 237-240, 275-278, 317-320, 355-358, 389-392; <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>Enfoques</i> section pp. 10-13, 50-53, 90-93, 130-133, 172-175, 212-215, 252-255, 290-293, 332-335, 370-373; <i>Supersite</i> ; <i>Flash cultura DVD/Supersite</i> <i>Cinemateca</i> section pp. 26-29, 66-69, 106-109, 148-151, 188-191, 228-231, 266-269, 306-309, 344-347, 380-383; <i>DVD/Supersite</i> <i>Lecturas</i> section, <i>Literatura</i> feature pp. 30-34, 70-74, 110-114, 152-156, 192-196, 232-236, 270-274, 310-316, 348-354, 384-388; <i>Supersite</i> MP3 <i>Lecturas</i> section, <i>Cultura</i> feature pp. 35-38, 75-78, 115-118, 157-160, 197-200, 237-240, 275-278, 317-320, 355-358, 389-392; <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>Enfoques</i> section pp. 10-13, 50-53, 90-93, 130-133, 172-175, 212-215, 252-255, 290-293, 332-335, 370-373; <i>Supersite</i> ; <i>Flash cultura DVD/Supersite</i> <i>Cinemateca</i> section pp. 26-29, 66-69, 106-109, 148-151, 188-191, 228-231, 266-269, 306-309, 344-347, 380-383; <i>DVD/Supersite</i> <i>Lecturas</i> section, <i>Literatura</i> feature pp. 30-34, 70-74, 110-114, 152-156, 192-196, 232-236, 270-274, 310-316, 348-354, 384-388; <i>Supersite</i> MP3 <i>Lecturas</i> section, <i>Cultura</i> feature pp. 35-38, 75-78, 115-118, 157-160, 197-200, 237-240, 275-278, 317-320, 355-358, 389-392; <i>Supersite</i> MP3

Knowledge and Skill	Student Expectation	Breakout	DESCUBRE 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>Fotonovela</i> section pp. 6-7, 46-47, 86-87, 126-127, 168-169, 208-209, 248-249, 286-287, 328-329, 366-367; DVD/ <i>Supersite</i> video and activities <i>Enfoques</i> section pp. 10-13, 50-53, 90-93, 130-133, 172-175, 212-215, 252-255, 290-293, 332-335, 370-373; <i>Supersite</i> ; <i>Flash cultura</i> DVD/ <i>Supersite</i> <i>Cinemateca</i> section pp. 26-29, 66-69, 106-109, 148-151, 188-191, 228-231, 266-269, 306-309, 344-347, 380-383; DVD/ <i>Supersite</i> <i>Lecturas</i> section, <i>Literatura</i> feature pp. 30-34, 70-74, 110-114, 152-156, 192-196, 232-236, 270-274, 310-316, 348-354, 384-388; <i>Supersite</i> MP3 <i>Lecturas</i> section, <i>Cultura</i> feature pp. 35-38, 75-78, 115-118, 157-160, 197-200, 237-240, 275-278, 317-320, 355-358, 389-392; <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>Fotonovela</i> section pp. 6-7, 46-47, 86-87, 126-127, 168-169, 208-209, 248-249, 286-287, 328-329, 366-367; DVD/ <i>Supersite</i> video and activities <i>Enfoques</i> section pp. 10-13, 50-53, 90-93, 130-133, 172-175, 212-215, 252-255, 290-293, 332-335, 370-373; <i>Supersite</i> ; <i>Flash cultura</i> DVD/ <i>Supersite</i> <i>Cinemateca</i> section pp. 26-29, 66-69, 106-109, 148-151, 188-191, 228-231, 266-269, 306-309, 344-347, 380-383; DVD/ <i>Supersite</i> <i>Lecturas</i> section, <i>Cultura</i> feature pp. 35-38, 75-78, 115-118, 157-160, 197-200, 237-240, 275-278, 317-320, 355-358, 389-392; <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>Fotonovela</i> section pp. 6-7, 46-47, 86-87, 126-127, 168-169, 208-209, 248-249, 286-287, 328-329, 366-367; DVD/ <i>Supersite</i> video and activities <i>Enfoques</i> section pp. 10-13, 50-53, 90-93, 130-133, 172-175, 212-215, 252-255, 290-293, 332-335, 370-373; <i>Cinemateca</i> section pp. 26-29, 66-69, 106-109, 148-151, 188-191, 228-231, 266-269, 306-309, 344-347, 380-383; DVD/ <i>Supersite</i> <i>Lecturas</i> section, <i>Literatura</i> feature pp. 30-34, 70-74, 110-114, 152-156, 192-196, 232-236, 270-274, 310-316, 348-354, 384-388; <i>Supersite</i> MP3 <i>Lecturas</i> section, <i>Cultura</i> feature pp. 35-38, 75-78, 115-118, 157-160, 197-200, 237-240, 275-278, 317-320, 355-358, 389-392; <i>Supersite</i> MP3

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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:	(F) interact and react in writing using culturally appropriate expressions, register, and style	(ii) interact in writing using culturally appropriate register	<i>Fotonovela</i> section pp. 6-7, 46-47, 86-87, 126-127, 168-169, 208-209, 248-249, 286-287, 328-329, 366-367; DVD/ <i>Supersite</i> video and activities <i>Enfoques</i> section pp. 10-13, 50-53, 90-93, 130-133, 172-175, 212-215, 252-255, 290-293, 332-335, 370-373; <i>Supersite</i> ; <i>Flash cultura</i> DVD/ <i>Supersite</i> <i>Cinemateca</i> section pp. 26-29, 66-69, 106-109, 148-151, 188-191, 228-231, 266-269, 306-309, 344-347, 380-383; DVD/ <i>Supersite</i> <i>Lecturas</i> section, <i>Literatura</i> feature pp. 30-34, 70-74, 110-114, 152-156, 192-196, 232-236, 270-274, 310-316, 348-354, 384-388; <i>Supersite</i> MP3 <i>Lecturas</i> section, <i>Cultura</i> feature pp. 35-38, 75-78, 115-118, 157-160, 197-200, 237-240, 275-278, 317-320, 355-358, 389-392; <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>Enfoques</i> section pp. 10-13, 50-53, 90-93, 130-133, 172-175, 212-215, 252-255, 290-293, 332-335, 370-373; <i>Supersite</i> ; <i>Flash cultura</i> DVD/ <i>Supersite</i> <i>Cinemateca</i> section pp. 26-29, 66-69, 106-109, 148-151, 188-191, 228-231, 266-269, 306-309, 344-347, 380-383; DVD/ <i>Supersite</i> <i>Lecturas</i> section, <i>Literatura</i> feature pp. 30-34, 70-74, 110-114, 152-156, 192-196, 232-236, 270-274, 310-316, 348-354, 384-388; <i>Supersite</i> MP3 <i>Lecturas</i> section, <i>Cultura</i> feature pp. 35-38, 75-78, 115-118, 157-160, 197-200, 237-240, 275-278, 317-320, 355-358, 389-392; <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>Enfoques</i> section pp. 10-13, 50-53, 90-93, 130-133, 172-175, 212-215, 252-255, 290-293, 332-335, 370-373; <i>Supersite</i> ; <i>Flash cultura</i> DVD/ <i>Supersite</i> <i>Cinemateca</i> section pp. 26-29, 66-69, 106-109, 148-151, 188-191, 228-231, 266-269, 306-309, 344-347, 380-383; DVD/ <i>Supersite</i> <i>Lecturas</i> section, <i>Literatura</i> feature pp. 30-34, 70-74, 110-114, 152-156, 192-196, 232-236, 270-274, 310-316, 348-354, 384-388; <i>Supersite</i> MP3 <i>Lecturas</i> section, <i>Cultura</i> feature pp. 35-38, 75-78, 115-118, 157-160, 197-200, 237-240, 275-278, 317-320, 355-358, 389-392; <i>Supersite</i> MP3

Knowledge and Skill	Student Expectation	Breakout	DESCUBRE 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>Contextos</i> section pp. 2-5, 42-45, 82-85, 122-125, 164-167, 204-207, 244-247, 282-285, 324-327, 362-365; <i>Supersite Enfoques</i> section pp. 10-13, 50-53, 90-93, 130-133, 172-175, 212-215, 252-255, 290-293, 332-335, 370-373; <i>Supersite; Flash cultura DVD/Supersite Cinemateca</i> section pp. 26-29, 66-69, 106-109, 148-151, 188-191, 228-231, 266-269, 306-309, 344-347, 380-383; <i>DVD/Supersite Lecturas</i> section, <i>Literatura</i> feature pp. 30-34, 70-74, 110-114, 152-156, 192-196, 232-236, 270-274, 310-316, 348-354, 384-388; <i>Supersite</i> MP3 <i>Lecturas</i> section, <i>Cultura</i> feature pp. 35-38, 75-78, 115-118, 157-160, 197-200, 237-240, 275-278, 317-320, 355-358, 389-392; <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>Lecturas</i> section, <i>Literatura</i> feature pp. 30-34, 70-74, 110-114, 152-156, 192-196, 232-236, 270-274, 310-316, 348-354, 384-388; <i>Supersite</i> MP3 <i>Lecturas</i> section, <i>Cultura</i> feature pp. 35-38, 75-78, 115-118, 157-160, 197-200, 237-240, 275-278, 317-320, 355-358, 389-392; <i>Supersite</i> MP3 <i>Enfoques</i> section pp. 10-13, 50-53, 90-93, 130-133, 172-175, 212-215, 252-255, 290-293, 332-335, 370-373; <i>Supersite; Flash cultura DVD/Supersite Cinemateca</i> section pp. 26-29, 66-69, 106-109, 148-151, 188-191, 228-231, 266-269, 306-309, 344-347, 380-383 <i>Atando cabos</i> section, <i>¡A conversar!</i> feature pp.161, 201, 241, 279, 321, 359, 393
(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>Fotonovela</i> section, including activities pp. 6-9, 46-49, 86-89, 126-129, 168-171, 208-211, 248-251, 286-289, 328-331, 366-369; <i>DVD/Supersite</i> video and activities <i>Enfoques</i> section, <i>Flash cultura</i> feature pp. 13, 53, 93, 133, 175, 215, 255, 293, 335, 373; <i>DVD/Supersite</i> video and activities

Knowledge and Skill	Student Expectation	Breakout	DESCUBRE 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>Contextos</i> section pp. 2-5, 42-45, 82-85, 122-125, 164-167, 204-207, 244-247, 282-285, 324-327, 362-365; <i>Supersite Fotonovela</i> section, including activities pp. 6-9, 46-49, 86-89, 126-129, 168-171, 208-211, 248-251, 286-289, 328-331, 366-369; DVD/ <i>Supersite</i> video and activities <i>Enfoques</i> section pp. 10-12, 50-52, 90-92, 130-132, 172-174, 212-214, 252-254, 290-292, 332-334, 370-372; <i>Supersite Enfoques</i> section, <i>Flash cultura</i> feature pp. 13, 53, 93, 133, 175, 215, 255, 293, 335, 373; DVD/ <i>Supersite</i> video and activities <i>Estructura</i> section, <i>Práctica</i> feature pp. 16, 20, 24, 56, 60, 64, 96, 100, 104, 137-138, 142, 146, 178, 182, 186, 218, 222, 226, 258, 261, 264, 296, 300, 304, 337, 340, 343, 375, 377, 379; <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:	(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>Cinemateca</i> section pp. 26-29, 66-69, 106-109, 148-151, 188-191, 228-231, 266-269, 306-309, 344-347, 380-383; DVD/ <i>Supersite Flash cultura</i> DVD/ <i>Supersite Cinemateca</i> section pp. 26-29, 66-69, 106-109, 148-151, 188-191, 228-231, 266-269, 306-309, 344-347, 380-383 <i>Atando cabos</i> section, <i>¡A conversar!</i> feature pp. 161, 201, 241, 279, 321, 359, 393
(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>Fotonovela</i> section, including activities pp. 6-9, 46-49, 86-89, 126-129, 168-171, 208-211, 248-251, 286-289, 328-331, 366-369; DVD/ <i>Supersite</i> video and activities <i>Enfoques</i> section, <i>Flash cultura</i> feature pp. 13, 53, 93, 133, 175, 215, 255, 293, 335, 373; DVD/ <i>Supersite</i> video and activities <i>Flash cultura</i> DVD/ <i>Supersite Cinemateca</i> section pp. 26-29, 66-69, 106-109, 148-151, 188-191, 228-231, 266-269, 306-309, 344-347, 380-383 <i>Atando cabos</i> section, <i>¡A conversar!</i> feature pp. 161, 201, 241, 279, 321, 359, 393

Knowledge and Skill	Student Expectation	Breakout	DESCUBRE 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>Lecturas</i> section, <i>Literatura</i> feature pp. 30-34, 70-74, 110-114, 152-156, 192-196, 232-236, 270-274, 310-316, 348-354, 384-388; <i>Supersite</i> MP3 <i>Lecturas</i> section, <i>Cultura</i> feature pp. 35-38, 75-78, 115-118, 157-160, 197-200, 237-240, 275-278, 317-320, 355-358, 389-392; <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>Enfoques</i> section pp. 10-13, 50-53, 90-93, 130-133, 172-175, 212-215, 252-255, 290-293, 332-335, 370-373; <i>Supersite</i> ; <i>Flash cultura</i> 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:	(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>Enfoques</i> section pp. 10-13, 50-53, 90-93, 130-133, 172-175, 212-215, 252-255, 290-293, 332-335, 370-373; <i>Supersite</i> ; <i>Flash cultura</i> DVD/ <i>Supersite</i>

Knowledge and Skill	Student Expectation	Breakout	DESCUBRE 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>Fotonovela</i> section pp. 6-7, 46-47, 86-87, 126-127, 168-169, 208-209, 248-249, 286-287, 328-329, 366-367; DVD/ <i>Supersite</i> video and activities <i>Cinematoteca</i> section pp. 26-29, 66-69, 106-109, 148-151, 188-191, 228-231, 266-269, 306-309, 344-347, 380-383; 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:	(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>Lecturas</i> section, <i>Literatura</i> feature pp. 30-34, 70-74, 110-114, 152-156, 192-196, 232-236, 270-274, 310-316, 348-354, 384-388; <i>Supersite</i> MP3 <i>Lecturas</i> section, <i>Cultura</i> feature pp. 35-38, 75-78, 115-118, 157-160, 197-200, 237-240, 275-278, 317-320, 355-358, 389-392; <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>Enfoques</i> section pp. 10-13, 50-53, 90-93, 130-133, 172-175, 212-215, 252-255, 290-293, 332-335, 370-373; <i>Supersite</i> ; <i>Flash cultura</i> DVD/ <i>Supersite</i>

Knowledge and Skill	Student Expectation	Breakout	DESCUBRE 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>Enfoques</i> section pp. 10-13, 50-53, 90-93, 130-133, 172-175, 212-215, 252-255, 290-293, 332-335, 370-373; <i>Supersite</i> ; <i>Flash cultura</i> 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:	(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>Fotonovela</i> section pp. 6-7, 46-47, 86-87, 126-127, 168-169, 208-209, 248-249, 286-287, 328-329, 366-367; DVD/ <i>Supersite</i> video and activities <i>Cinemateca</i> section pp. 26-29, 66-69, 106-109, 148-151, 188-191, 228-231, 266-269, 306-309, 344-347, 380-383; 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:	(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>Lecturas</i> section, <i>Literatura</i> feature pp. 30-34, 70-74, 110-114, 152-156, 192-196, 232-236, 270-274, 310-316, 348-354, 384-388; <i>Supersite</i> MP3 <i>Lecturas</i> section, <i>Cultura</i> feature pp. 35-38, 75-78, 115-118, 157-160, 197-200, 237-240, 275-278, 317-320, 355-358, 389-392; <i>Supersite</i> MP3

Knowledge and Skill	Student Expectation	Breakout	DESCUBRE 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>Enfoques</i> section pp. 10-13, 50-53, 90-93, 130-133, 172-175, 212-215, 252-255, 290-293, 332-335, 370-373; <i>Supersite</i> ; <i>Flash cultura</i> 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:	(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>Enfoques</i> section pp. 10-13, 50-53, 90-93, 130-133, 172-175, 212-215, 252-255, 290-293, 332-335, 370-373; <i>Supersite</i> ; <i>Flash cultura</i> 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:	(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>Fotonovela</i> section pp. 6-7, 46-47, 86-87, 126-127, 168-169, 208-209, 248-249, 286-287, 328-329, 366-367; DVD/ <i>Supersite</i> video and activities <i>Cinemateca</i> section pp. 26-29, 66-69, 106-109, 148-151, 188-191, 228-231, 266-269, 306-309, 344-347, 380-383; DVD/ <i>Supersite</i>

Knowledge and Skill	Student Expectation	Breakout	DESCUBRE 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>Fotonovela</i> section, including activities pp. 6-9, 46-49, 86-89, 126-129, 168-171, 208-211, 248-251, 286-289, 328-331, 366-369; DVD/ <i>Supersite</i> video and activities <i>Enfoques</i> section pp. 10-12, 50-52, 90-92, 130-132, 172-174, 212-214, 252-254, 290-292, 332-334, 370-372; <i>Supersite Enfoques</i> section, <i>Flash cultura</i> feature pp. 13, 53, 93, 133, 175, 215, 255, 293, 335, 373; DVD/ <i>Supersite</i> video and activities
(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>Enfoques</i> section pp. 10-13, 50-53, 90-93, 130-133, 172-175, 212-215, 252-255, 290-293, 332-335, 370-373; <i>Supersite</i> ; <i>Flash cultura</i> 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:	(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>Fotonovela</i> section pp. 6-7, 46-47, 86-87, 126-127, 168-169, 208-209, 248-249, 286-287, 328-329, 366-367; DVD/ <i>Supersite</i> video and activities <i>Cinemateca</i> section pp. 26-29, 66-69, 106-109, 148-151, 188-191, 228-231, 266-269, 306-309, 344-347, 380-383; DVD/ <i>Supersite</i>

Knowledge and Skill	Student Expectation	Breakout	DESCUBRE 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>Enfoques</i> section pp. 10-13, 50-53, 90-93, 130-133, 172-175, 212-215, 252-255, 290-293, 332-335, 370-373; <i>Supersite</i> ; <i>Flash cultura</i> DVD/ <i>Supersite</i> <i>Lecturas</i> section, <i>Cultura</i> feature pp. 35-38, 75-78, 115-118, 157-160, 197-200, 237-240, 275-278, 317-320, 355-358, 389-392; <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>Lecturas</i> section, <i>Cultura</i> feature pp. 35-38, 75-78, 115-118, 157-160, 197-200, 237-240, 275-278, 317-320, 355-358, 389-392; <i>Supersite</i> MP3 <i>Cinemateca</i> section pp. 26-29, 66-69, 106-109, 148-151, 188-191, 228-231, 266-269, 306-309, 344-347, 380-383; 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>Contextos</i> section pp. 2-5, 42-45, 82-85, 122-125, 164-167, 204-207, 244-247, 282-285, 324-327, 362-365; <i>Supersite</i> <i>Fotonovela</i> section pp. 6-7, 46-47, 86-87, 126-127, 168-169, 208-209, 248-249, 286-287, 328-329, 366-367; DVD/ <i>Supersite</i> video and activities; <i>Enfoques</i> section pp. 10-13, 50-53, 90-93, 130-133, 172-175, 212-215, 252-255, 290-293, 332-335, 370-373; <i>Supersite</i> ; <i>Flash cultura</i> DVD/ <i>Supersite</i> <i>Cinemateca</i> section pp. 26-29, 66-69, 106-109, 148-151, 188-191, 228-231, 266-269, 306-309, 344-347, 380-383; DVD/ <i>Supersite</i> <i>Lecturas</i> section, <i>Literatura</i> feature pp. 30-34, 70-74, 110-114, 152-156, 192-196, 232-236, 270-274, 310-316, 348-354, 384-388; <i>Supersite</i> MP3 <i>Lecturas</i> section, <i>Cultura</i> feature pp. 35-38, 75-78, 115-118, 157-160, 197-200, 237-240, 275-278, 317-320, 355-358, 389-392; <i>Supersite</i> MP3

Knowledge and Skill	Student Expectation	Breakout	DESCUBRE 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>Contextos</i> section pp. 2-5, 42-45, 82-85, 122-125, 164-167, 204-207, 244-247, 282-285, 324-327, 362-365; <i>Supersite Fotonovela</i> section pp. 6-7, 46-47, 86-87, 126-127, 168-169, 208-209, 248-249, 286-287, 328-329, 366-367; DVD/ <i>Supersite</i> video and activities <i>Enfoques</i> section pp. 10-13, 50-53, 90-93, 130-133, 172-175, 212-215, 252-255, 290-293, 332-335, 370-373; <i>Supersite</i> ; <i>Flash cultura</i> DVD/ <i>Supersite</i> <i>Cinemateca</i> section pp. 26-29, 66-69, 106-109, 148-151, 188-191, 228-231, 266-269, 306-309, 344-347, 380-383; 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>Estructura</i> section (expanding skill), <i>Práctica</i> and <i>Comunicación</i> features pp. 16-17, 20-21, 24-25, 56-57, 60-61, 64-65, 96-97, 100-101, 104-105, 137-139, 142-143, 146-147, 178-179, 182-183, 186-187, 218-219, 222-223, 226-227, 258-259, 261, 264-265, 296-297, 300-301, 304-305, 337, 340-341, 343, 375, 377, 379 <i>Enfoques</i> section, <i>Conexión Internet</i> and <i>Proyecto</i> features pp. 10-12, 50-52, 90-92, 130-132, 172-174, 212-214, 252-254, 290-292, 332-334, 370-372; <i>Supersite</i> <i>Cinemateca</i> section, <i>Después de ver el corto</i> pp. 29, 69, 109, 151, 191, 231, 269, 309, 347, 383 <i>Lecturas</i> section, <i>Literatura</i> feature (<i>Antes de leer</i> and <i>Después de leer</i>) pp. 31, 34, 71, 74, 111, 114, 153, 156, 192, 196, 233, 236, 271, 274, 311, 316, 349, 354, 385, 388 <i>Lecturas</i> section, <i>Cultura</i> feature (<i>Antes de leer</i> and <i>Después de leer</i>) pp. 35, 38, 75, 78, 115, 118, 157, 160, 197, 200, 237, 240, 275, 278, 317, 320, 355, 358, 389, 392 <i>Atando cabos</i> section, <i>¡A escribir!</i> feature pp. 39, 79, 119, 161, 201, 241, 279, 321, 359, 393 <i>Supersite</i> Record-Submit and Write-Submit activities

Knowledge and Skill	Student Expectation	Breakout	DESCUBRE 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>Estructura</i> section (expanding skill), <i>Práctica</i> and <i>Comunicación</i> features pp. 16-17, 20-21, 24-25, 56-57, 60-61, 64-65, 96-97, 100-101, 104-105, 137-139, 142-143, 146-147, 178-179, 182-183, 186-187, 218-219, 222-223, 226-227, 258-259, 261, 264-265, 296-297, 300-301, 304-305, 337, 340-341, 343, 375, 377, 379 <i>Enfoques</i> section, <i>Conexión Internet</i> and <i>Proyecto</i> features pp. 10-12, 50-52, 90-92, 130-132, 172-174, 212-214, 252-254, 290-292, 332-334, 370-372; <i>Supersite</i> <i>Cinemateca</i> section, <i>Después de ver el corto</i> pp. 29, 69, 109, 151, 191, 231, 269, 309, 347, 383 <i>Lecturas</i> section, <i>Literatura</i> feature (<i>Antes de leer</i> and <i>Después de leer</i>) pp. 31, 34, 71, 74, 111, 114, 153, 156, 192, 196, 233, 236, 271, 274, 311, 316, 349, 354, 385, 388 <i>Lecturas</i> section, <i>Cultura</i> feature (<i>Antes de leer</i> and <i>Después de leer</i>) pp. 35, 38, 75, 78, 115, 118, 157, 160, 197, 200, 237, 240, 275, 278, 317, 320, 355, 358, 389, 392 <i>Atando cabos</i> section, <i>¡A escribir!</i> feature pp. 39, 79, 119, 161, 201, 241, 279, 321, 359, 393 <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>Estructura</i> section (expanding skill), <i>Práctica</i> and <i>Comunicación</i> features pp. 16-17, 20-21, 24-25, 56-57, 60-61, 64-65, 96-97, 100-101, 104-105, 137-139, 142-143, 146-147, 178-179, 182-183, 186-187, 218-219, 222-223, 226-227, 258-259, 261, 264-265, 296-297, 300-301, 304-305, 337, 340-341, 343, 375, 377, 379 <i>Enfoques</i> section, <i>Conexión Internet</i> and <i>Proyecto</i> features pp. 10-12, 50-52, 90-92, 130-132, 172-174, 212-214, 252-254, 290-292, 332-334, 370-372; <i>Supersite</i> <i>Cinemateca</i> section, <i>Después de ver el corto</i> pp. 29, 69, 109, 151, 191, 231, 269, 309, 347, 383 <i>Lecturas</i> section, <i>Literatura</i> feature (<i>Antes de leer</i> and <i>Después de leer</i>) pp. 31, 34, 71, 74, 111, 114, 153, 156, 192, 196, 233, 236, 271, 274, 311, 316, 349, 354, 385, 388 <i>Lecturas</i> section, <i>Cultura</i> feature (<i>Antes de leer</i> and <i>Después de leer</i>) pp. 35, 38, 75, 78, 115, 118, 157, 160, 197, 200, 237, 240, 275, 278, 317, 320, 355, 358, 389, 392 <i>Atando cabos</i> section, <i>¡A escribir!</i> feature pp. 39, 79, 119, 161, 201, 241, 279, 321, 359, 393 <i>Supersite</i> Record-Submit and Write-Submit activities

Knowledge and Skill	Student Expectation	Breakout	DESCUBRE 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>Estructura</i> section (expanding skill), <i>Práctica and Comunicación</i> features pp. 56-57, 60-61, 64-65, 96-97, 100-101, 104-105, 137-139, 142-143, 146-147, 178-179, 182-183, 186-187, 218-219, 222-223, 226-227, 258-259, 261, 264-265, 296-297, 300-301, 304-305, 337, 340-341, 343, 375, 377, 379 <i>Enfoques</i> section, <i>Conexión Internet and Proyecto</i> features pp. 50-52, 90-92, 130-132, 172-174, 212-214, 252-254, 290-292, 332-334, 370-372; <i>Supersite</i> <i>Lecturas</i> section, <i>Literatura</i> feature (<i>Antes de leer and Después de leer</i>) pp. 71, 74, 111, 114, 153, 156, 192, 196, 233, 236, 271, 274, 311, 316, 349, 354, 385, 388 <i>Atando cabos</i> section, <i>¡A escribir!</i> feature pp. 79, 119, 161, 201, 241, 279, 321, 359, 393
(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>Estructura</i> section (expanding skill), <i>Práctica and Comunicación</i> features pp. 56-57, 60-61, 64-65, 96-97, 100-101, 104-105, 137-139, 142-143, 146-147, 178-179, 182-183, 186-187, 218-219, 222-223, 226-227, 258-259, 261, 264-265, 296-297, 300-301, 304-305, 337, 340-341, 343, 375, 377, 379 <i>Enfoques</i> section pp. 10-13, 50-53, 90-93, 130-133, 172-175, 212-215, 252-255, 290-293, 332-335, 370-373; <i>Supersite; Flash cultura DVD/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>Estructura</i> section (expanding skill), <i>Práctica and Comunicación</i> features pp. 16-17, 20-21, 24-25, 56-57, 60-61, 64-65, 96-97, 100-101, 104-105, 137-139, 142-143, 146-147, 178-179, 182-183, 186-187, 218-219, 222-223, 226-227, 258-259, 261, 264-265, 296-297, 300-301, 304-305, 337, 340-341, 343, 375, 377, 379 <i>Enfoques</i> section pp. 10-13, 50-53, 90-93, 130-133, 172-175, 212-215, 252-255, 290-293, 332-335, 370-373; <i>Supersite; Flash cultura DVD/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	(vii) defend an opinion or preference in writing with supporting statements	<i>Estructura</i> section (expanding skill), <i>Práctica and Comunicación</i> features pp. 56-57, 60-61, 64-65, 96-97, 100-101, 104-105, 137-139, 142-143, 146-147, 178-179, 182-183, 186-187, 218-219, 222-223, 226-227, 258-259, 261, 264-265, 296-297, 300-301, 304-305, 337, 340-341, 343, 375, 377, 379 <i>Enfoques</i> section, <i>Conexión Internet and Proyecto</i> features pp. 50-52, 90-92, 130-132, 172-174, 212-214, 252-254, 290-292, 332-334, 370-372; <i>Supersite</i> <i>Lecturas</i> section, <i>Cultura</i> feature (<i>Antes de leer and Después de leer</i>) pp. 75, 78, 115, 118, 157, 160, 197, 200, 237, 240, 275, 278, 317, 320, 355, 358, 389, 392 <i>Atando cabos</i> section, <i>¡A escribir!</i> feature pp. 79, 119, 161, 201, 241, 279, 321, 359, 393

Knowledge and Skill	Student Expectation	Breakout	DESCUBRE 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	(viii) defend an opinion or preference in writing with recommendations	<i>Estructura</i> section (expanding skill), <i>Práctica</i> and <i>Comunicación</i> features pp. 16-17, 20-21, 24-25, 56-57, 60-61, 64-65, 96-97, 100-101, 104-105, 137-139, 142-143, 146-147, 178-179, 182-183, 186-187, 218-219, 222-223, 226-227, 258-259, 261, 264-265, 296-297, 300-301, 304-305, 337, 340-341, 343, 375, 377, 379
(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>Estructura</i> section (expanding skill), <i>Práctica</i> and <i>Comunicación</i> features pp. 16-17, 20-21, 24-25, 56-57, 60-61, 64-65, 96-97, 100-101, 104-105, 137-139, 142-143, 146-147, 178-179, 182-183, 186-187, 218-219, 222-223, 226-227, 258-259, 261, 264-265, 296-297, 300-301, 304-305, 337, 340-341, 343, 375, 377, 379
(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>Estructura</i> section (expanding skill), <i>Práctica</i> and <i>Comunicación</i> features pp. 16-17, 20-21, 24-25, 56-57, 60-61, 64-65, 96-97, 100-101, 104-105, 137-139, 142-143, 146-147, 178-179, 182-183, 186-187, 218-219, 222-223, 226-227, 258-259, 261, 264-265, 296-297, 300-301, 304-305, 337, 340-341, 343, 375, 377, 379
(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>Estructura</i> section (expanding skill), <i>Práctica</i> and <i>Comunicación</i> features pp. 16-17, 20-21, 24-25, 56-57, 60-61, 64-65, 96-97, 100-101, 104-105, 137-139, 142-143, 146-147, 178-179, 182-183, 186-187, 218-219, 222-223, 226-227, 258-259, 261, 264-265, 296-297, 300-301, 304-305, 337, 340-341, 343, 375, 377, 379

Knowledge and Skill	Student Expectation	Breakout	DESCUBRE 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	(iv) narrate events in writing using connected sentences with details and elaboration	<i>Estructura</i> section (expanding skill), <i>Práctica</i> and <i>Comunicación</i> features pp. 16-17, 20-21, 24-25, 56-57, 60-61, 64-65, 96-97, 100-101, 104-105, 137-139, 142-143, 146-147, 178-179, 182-183, 186-187, 218-219, 222-223, 226-227, 258-259, 261, 264-265, 296-297, 300-301, 304-305, 337, 340-341, 343, 375, 377, 379
(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>Enfoques</i> section, <i>Conexión Internet</i> and <i>Proyecto</i> features pp. 10-12, 50-52, 90-92, 130-132, 172-174, 212-214, 252-254, 290-292, 332-334, 370-372; <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>Atando cabos</i> section, <i>¡A escribir!</i> feature pp. 39, 79, 119, 161, 201, 241, 279, 321, 359, 393