

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material	
Subject	Chapter 114. Texas Essential Knowledge and Skills for Languages Other Than English
Course	§114.43. Level V, Intermediate High to Advanced Mid Proficiency (One Credit), Adopted Course Title 2014.
Publisher	Wayside Publishing®
Program Title	Azulejo
Program ISBN	978-1-942400-87-5 (Student One-Year Digital Package with FlexText® eTextbook + Explorer®); 978-1-942400-31-8 (Student Hardcover Print and One-Year Digital Package with FlexText® eTextbook + Explorer®); 978-1-944876-54-8 (Teacher Softcover Print and One-Year Digital Package with FlexText® eTextbook + Explorer®); 978-1-944876-55-5 (One-Year Digital Package: Teacher FlexText® eTextbook + Student FlexText® eTextbook + Explorer®)
TEKS Coverage (%)	100.00%

(a) General requirements.

- (1) Level V can be offered in high school. Students shall be awarded one credit for successful completion of this course. Successful completion of Level IV, achieving an Intermediate Mid to Intermediate High proficiency level in the four skills of listening, reading, writing, and speaking, or demonstrated equivalent proficiency as determined by the district is a prerequisite for this course.
- (2) Students of logographic languages such as Chinese and Japanese and non-Romance and non-Germanic languages such as Arabic and Russian will require more time to achieve proficiency, especially in reading and writing. Initially, the skill focus should be placed on speaking and listening without ignoring reading and writing in the target language's writing system. As the students become more proficient, a balanced emphasis of all four skills becomes more attainable.

(b) Introduction.

- (1) The study of world languages is an essential part of education. In the 21st century language classroom, students gain an understanding of two basic aspects of human existence: the nature of communication and the complexity of culture. Students become aware of multiple perspectives and means of expression, which lead to an appreciation of difference and diversity. Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively communicate in more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world community.
- (2) Communication is the overarching goal of world language instruction. Students should be provided ample opportunities to engage in conversations, to present information to

an audience, and to interpret culturally authentic materials in the language of study. The American Council on the Teaching of Foreign Languages (ACTFL) identifies three modes of communication: interpersonal, interpretive, and presentational.

- (A) In the interpersonal mode of communication, students engage in direct oral or written communication with others. Examples of this “two-way” communication include but are not limited to conversing face to face, participating in digital discussions and messaging, and exchanging personal letters.
 - (B) In the interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this type of “one-way” reading or listening include but are not limited to comprehension of digital texts as well as print, audio, and audiovisual materials.
 - (C) In the presentational mode of communication, students present orally or in writing information, concepts, and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication include but are not limited to presenting to a group; creating and posting digital content; or writing reports, compositions, or articles for a magazine or newspaper.
- (3) The use of age-level appropriate and culturally authentic resources is imperative to support the teaching of the essential knowledge and skills for LOTE. The use of culturally authentic resources in world language study enables students to make connections with other content areas, to compare the language and culture studied with their own, and to participate in local and global communities.
 - (4) The three modes of communication (interpersonal, interpretive, and presentational) provide the organizing principle for describing language performance across all ranges of

performance: Novice, Intermediate, Advanced, Superior, and Distinguished.

- (A) The interpersonal mode is characterized by the active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and clarifications can be made accordingly.
- (B) The interpretive mode focuses on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or the speaker.
- (C) The presentational mode refers to the creation of oral and written messages in a manner that facilitates interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists.
- (5) All student expectations and modes of communication are aligned with and address the ACTFL National Standards for Foreign Language Education: Communication, Cultures, Connections, Comparisons, and Communities.
- (6) Students will perform on the Intermediate High to Advanced Mid proficiency level as described by the ACTFL Proficiency Guidelines 2012.
 - (A) The Intermediate High to Advanced Mid student communicates in a language other than English using all three modes and all four skills.
 - (B) By the end of Level V, students of logographic languages should perform on an Intermediate Mid to Intermediate High proficiency level for reading and writing. In listening and speaking, students of logographic languages should perform on an Intermediate High to Advanced Low proficiency level.
- (7) Statements containing the word “including” reference content that must be mastered, while those containing the phrase “such as” are intended as possible illustrative examples.

(c) Knowledge and Skills.

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(1) Interpersonal Communication: Speaking and Writing. The student communicates in the interpersonal mode using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpersonal mode is the ability to understand and exchange information in the target language. The student is expected to:	(A) engage in conversations with generally consistent use of register in all time frames	(i) engage in conversations with generally consistent use of register in all time frames	Student/Teacher	Activity	978-1-942400-31-8	9	Capítulo 1, Sugerencias para el análisis del cuento
			Student/Teacher	Activity	978-1-942400-31-8	9	Capítulo 1, Temas de discusión y ensayos
			Student/Teacher	Activity	978-1-942400-31-8	12	Capítulo 1, Sugerencias para el análisis del Romance
			Student/Teacher	Activity	978-1-942400-31-8	12	Capítulo 1, Temas de discusión y ensayos
			Student/Teacher	Activity	978-1-942400-31-8	59	Capítulo 2, Actividades para la Unidad 2; 5
			Student/Teacher	Activity	978-1-942400-31-8	153-154	Capítulo 2, Actividades para la Unidad 3
			Student/Teacher	Activity	978-1-942400-31-8	235	Capítulo 4, Temas de discusión y ensayos, 1-4, 11
			Student/Teacher	Activity	978-1-942400-31-8	243	Capítulo 4, Actividades para la Unidad 2; 6
			Student/Teacher	Activity	978-1-942400-31-8	264	Capítulo 4, Actividades para la Unidad 3; 4
			Student/Teacher	Activity	978-1-942400-31-8	317-318	Capítulo 5, Actividades para la Unidad 2; 6, 8, 18

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material

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(1) Interpersonal Communication: Speaking and Writing. The student communicates in the interpersonal mode using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpersonal mode is the ability to understand and exchange information in the target language. The student is expected to:	(B) verbally exchange information with generally consistent use of register on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(i) verbally exchange information with generally consistent use of register on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-942400-31-8	13	Capítulo 1, Actividades Conde Lucanor, 1
			Student/Teacher	Activity	978-1-942400-31-8	14	Capítulo 1, Actividades Romance, 1,2
			Student/Teacher	Activity	978-1-942400-31-8	152-153	Capítulo 2, Actividades para la Unidad 3; 4, 5, 6, 13, 14, 15, 16
			Student/Teacher	Activity	978-1-942400-31-8	211	Capítulo 2, Actividades para la Unidad 4
			Student/Teacher	Activity	978-1-942400-31-8	235	Capítulo 4, Temas de discusión y ensayos, 1-4, 11
			Student/Teacher	Activity	978-1-942400-31-8	243	Capítulo 4, Actividades para la Unidad 2; 6
			Student/Teacher	Activity	978-1-942400-31-8	264	Capítulo 4, Actividades para la Unidad 3; 4
			Student/Teacher	Activity	978-1-942400-31-8	382-383	Capítulo 5, Actividades para la Unidad 3; 6, 21, 23, 24
			Student/Teacher	Activity	978-1-942400-31-8	464-465	Capítulo 5, Temas de discusión y ensayo, 1,3,5,8
			Student/Teacher	Activity	978-1-942400-31-8	466-467	Capítulo 5, Actividades para la Unidad 3; 10, 15, 19

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(1) Interpersonal Communication: Speaking and Writing. The student communicates in the interpersonal mode using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpersonal mode is the ability to understand and exchange information in the target language. The student is expected to:	(C) write with generally consistent use of register and in all time frames items such as correspondence, narratives, descriptions, and summaries of a factual nature	(i) write with generally consistent use of register items	Student/Teacher	Activity	978-1-942400-31-8	9	Capítulo 1, Temas de discusión y ensayos
			Student/Teacher	Activity	978-1-942400-31-8	12	Capítulo 1, Temas de discusión y ensayos
			Student/Teacher	Activity	978-1-942400-31-8	13	Capítulo 1, Actividades Conde Lucanor, 2,3
			Student/Teacher	Activity	978-1-942400-31-8	153	Capítulo 2, Actividades para la Unidad 3; 11, 12
			Student/Teacher	Activity	978-1-942400-31-8	210	Capítulo 3, Temas para discusión y ensayos al terminar la obra
			Student/Teacher	Activity	978-1-942400-31-8	234	Capítulo 4, Temas para discusión y ensayos, 4
			Student/Teacher	Activity	978-1-942400-31-8	242	Capítulo 4, Temas para discusión y ensayos, 2, 6
			Student/Teacher	Activity	978-1-942400-31-8	298	Capítulo 5, Temas para discusión y ensayos, 5
			Student/Teacher	Activity	978-1-942400-31-8	364	Capítulo 5, Temas para discusión y ensayos, 4
			Student/Teacher	Activity	978-1-942400-31-8	404	Capítulo 5, Cuestiones esenciales para la Unidad 4; 1

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(1) Interpersonal Communication: Speaking and Writing. The student communicates in the interpersonal mode using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpersonal mode is the ability to understand and exchange information in the target language. The student is expected to:	(C) write with generally consistent use of register and in all time frames items such as correspondence, narratives, descriptions, and summaries of a factual nature	(ii) write in all time frames items	Student/Teacher	Activity	978-1-942400-31-8	9	Capítulo 1, Temas de discusión y ensayos
			Student/Teacher	Activity	978-1-942400-31-8	12	Capítulo 1, Temas de discusión y ensayos
			Student/Teacher	Activity	978-1-942400-31-8	59	Capítulo 2, Actividades para la Unidad 2; 6
			Student/Teacher	Activity	978-1-942400-31-8	153	Capítulo 2, Actividades para la Unidad 3; 11, 12
			Student/Teacher	Activity	978-1-942400-31-8	227	Capítulo 4, Actividades para la Unidad 1; 1
			Student/Teacher	Activity	978-1-942400-31-8	264	Capítulo 4, Actividades para la Unidad 3; 4
			Student/Teacher	Activity	978-1-942400-31-8	383	Capítulo 5, Actividades para la Unidad 3; 14
			Student/Teacher	Activity	978-1-942400-31-8	404	Capítulo 5, Actividades para la Unidad 4; 10
			Student/Teacher	Activity	978-1-942400-31-8	466	Capítulo 5, Actividades para la Unidad 5; 3, 4, 9
			Student/Teacher	Activity	978-1-942400-31-8	489-490	Capítulo 5, Cuestiones esenciales para la Unidad 6; 3, 13

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(1) Interpersonal Communication: Speaking and Writing. The student communicates in the interpersonal mode using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpersonal mode is the ability to understand and exchange information in the target language. The student is expected to:	(D) produce, with generally consistent use of register, written exchanges that provide information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(i) produce, with generally consistent use of register, written exchanges that provide information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-942400-31-8	13	Capítulo 1, Actividades Conde Lucanor, 1, 2, 3
			Student/Teacher	Activity	978-1-942400-31-8	36	Capítulo 2, Actividades para la Unidad 1; 11
			Student/Teacher	Activity	978-1-942400-31-8	59	Capítulo 2, Actividades para la Unidad 2; 7,
			Student/Teacher	Activity	978-1-942400-31-8	153	Capítulo 2, Actividades para la Unidad 3; 13, 14, 15, 16
			Student/Teacher	Activity	978-1-942400-31-8	211	Capítulo 2, Actividades para la Unidad 4; 1, 2, 5, 6, 7, 8, 9
			Student/Teacher	Activity	978-1-942400-31-8	264	Capítulo 4, Actividades para la Unidad 3; 4, 7
			Student/Teacher	Activity	978-1-942400-31-8	299	Capítulo 5, Actividades para la Unidad 1; 2, 6
			Student/Teacher	Activity	978-1-942400-31-8	317	Capítulo 5, Actividades para la Unidad 2; 5
			Student/Teacher	Activity	978-1-942400-31-8	318	Capítulo 5, Actividades para la Unidad 2; 18
			Student/Teacher	Activity	978-1-942400-31-8	467	Capítulo 5, Actividades para la Unidad 5; 15

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material

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(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and analyze information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(i) read information from a variety of authentic print resources in various literary genres, including texts about past events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-942400-31-8	12	Capítulo 1, Sugerencias para el análisis del romance, 2
			Student/Teacher	Activity	978-1-942400-31-8	15	Capítulo 1, Actividades Romance, 11
			Student/Teacher	Activity	978-1-942400-31-8	211	Capítulo 2, Actividades para la Unidad 4; 5
			Student/Teacher	Activity	978-1-942400-31-8	222	Capítulo 4, Temas de discusión y ensayos, 4
			Student/Teacher	Activity	978-1-942400-31-8	226	Capítulo 4, Sugerencias para el análisis del poema, 2, 6
			Student/Teacher	Activity	978-1-942400-31-8	243	Capítulo 4, Actividades para la Unidad 2; 7, 9
			Student/Teacher	Activity	978-1-942400-31-8	266	Capítulo 4, Cuestiones esenciales para la Unidad 3; 12
			Student/Teacher	Activity	978-1-942400-31-8	403-404	Capítulo 5, Actividades para la Unidad 4; 15
			Student/Teacher	Activity	978-1-942400-31-8	467	Capítulo 5, Actividades para la Unidad 5; 15
			Student/Teacher	Activity	978-1-942400-31-8	488	Capítulo 5, Actividades para la Unidad 6; 7

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(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and analyze information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(ii) read information from a variety of authentic print resources in various literary genres, including texts about present events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-942400-31-8	9	Capítulo 1, Temas de discusión y ensayos, 1
			Student/Teacher	Activity	978-1-942400-31-8	15	Capítulo 1, Actividades Romance, 14
			Student/Teacher	Activity	978-1-942400-31-8	16	Capítulo 1, Cuestiones esenciales para la Unidad, 2
			Student/Teacher	Activity	978-1-942400-31-8	152	Capítulo 2, Temas de discusión y ensayos para la obra completa; 7
			Student/Teacher	Activity	978-1-942400-31-8	154	Capítulo 2, Actividades para la Unidad 3; 17
			Student/Teacher	Activity	978-1-942400-31-8	212	Capítulo 2, Cuestiones esenciales para la Unidad 4: 2
			Student/Teacher	Activity	978-1-942400-31-8	227	Capítulo 4, Actividades para la Unidad 1; 4
			Student/Teacher	Activity	978-1-942400-31-8	477-478	Capítulo 5, La narrativa de Tomas Rivera
			Student/Teacher	Activity	978-1-942400-31-8	486-486	Capítulo 5, La noche buena
			Student/Teacher	Activity	978-1-942400-31-8	488	Capítulo 5, Actividades para la Unidad 6; 6, 7

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(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and analyze information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(iii) read information from a variety of authentic print resources in various literary genres, including texts about future events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-942400-31-8	111	Capítulo 2, Miguel de Cervantes Saavedra
			Student/Teacher	Activity	978-1-942400-31-8	226	Capítulo 4, Gustavo Adolfo Bécquer
			Student/Teacher	Activity	978-1-942400-31-8	260	Capítulo 4, A Roosevelt
			Student/Teacher	Activity	978-1-942400-31-8	296	Capítulo 4, Sugerencias para el análisis del poema
			Student/Teacher	Activity	978-1-942400-31-8	304	Capítulo 5, Sugerencias para el análisis del poema
			Student/Teacher	Activity	978-1-942400-31-8	355	Capítulo 5, Sugerencias para el análisis del cuento
			Student/Teacher	Activity	978-1-942400-31-8	385	Capítulo 5, Actividades y cuestiones esenciales para la Unidad 3
			Student/Teacher	Activity	978-1-942400-31-8	398	Capítulo 5, Datos biográficos, Rosa Montero
			Student/Teacher	Activity	978-1-942400-31-8	488	Capítulo 6, Actividades para la Unidad 6
			Student/Teacher	Activity	978-1-942400-31-8	490	Capítulo 6, Cuestiones esenciales para la Unidad 6

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(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and analyze information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(iv) read information from a variety of authentic electronic resources in various literary genres, including texts about past events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Recursos generales, Más recursos; Newspapers and magazines
			Student/Teacher	Activity	978-1-942400-31-8	FlexText® 12	Capítulo 1, Sugerencias para el análisis del romance, 2
			Student/Teacher	Activity	978-1-942400-31-8	FlexText® 15	Capítulo 1, Actividades Romance, 11
			Student/Teacher	Activity	978-1-942400-31-8	FlexText® 211	Capítulo 2, Actividades para la Unidad 4; 5
			Student/Teacher	Activity	978-1-942400-31-8	FlexText® 222	Capítulo 4, Temas de discusión y ensayos, 4
			Student/Teacher	Activity	978-1-942400-31-8	FlexText® 226	Capítulo 4, Sugerencias para el análisis del poema, 2, 6
			Student/Teacher	Activity	978-1-942400-31-8	FlexText® 243	Capítulo 4, Actividades para la Unidad 2; 7, 9
			Student/Teacher	Activity	978-1-942400-31-8	FlexText® 266	Capítulo 4, Cuestiones esenciales para la Unidad 3; 12
			Student/Teacher	Activity	978-1-942400-31-8	FlexText® 403-404	Capítulo 5, Actividades para la Unidad 4; 15
			Student/Teacher	Activity	978-1-942400-31-8	FlexText® 467	Capítulo 5, Actividades para la Unidad 5; 15
Student/Teacher	Activity	978-1-942400-31-8	FlexText® 488	Capítulo 5, Actividades para la Unidad 6; 7			

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(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and analyze information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(v) read information from a variety of authentic electronic resources in various literary genres, including texts about present events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Recursos generales, Más recursos; Podcasts, Newspapers and magazines, Video y televisión, Music
			Student/Teacher	Activity	978-1-942400-31-8	FlexText® 9	Capítulo 1, Temas de discusión y ensayos, 1
			Student/Teacher	Activity	978-1-942400-31-8	FlexText® 16	Capítulo 1, Cuestiones esenciales para la Unidad, 2
			Student/Teacher	Activity	978-1-942400-31-8	FlexText® 152	Capítulo 2, Temas de discusión y ensayos para la obra completa; 7
			Student/Teacher	Activity	978-1-942400-31-8	FlexText® 154	Capítulo 2, Actividades para la Unidad 3; 17
			Student/Teacher	Activity	978-1-942400-31-8	FlexText® 212	Capítulo 2, Cuestiones esenciales para la Unidad 4: 2
			Student/Teacher	Activity	978-1-942400-31-8	FlexText® 227	Capítulo 4, Actividades para la Unidad 1; 4
			Student/Teacher	Activity	978-1-942400-31-8	FlexText® 477-478	Capítulo 5, La narrativa de Tomas Rivera
			Student/Teacher	Activity	978-1-942400-31-8	FlexText® 486-486	Capítulo 5, La noche buena
			Student/Teacher	Activity	978-1-942400-31-8	FlexText® 488	Capítulo 5, Actividades para la Unidad 6; 6, 7

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			Student/Teacher	Activity	978-1-942400-31-8	FlexText® 111	Capítulo 2, Miguel de Cervantes Saavedra
			Student/Teacher	Activity	978-1-942400-31-8	FlexText® 226	Capítulo 4, Gustavo Adolfo Bécquer
			Student/Teacher	Activity	978-1-942400-31-8	FlexText® 260	Capítulo 4, A Roosevelt
			Student/Teacher	Activity	978-1-942400-31-8	FlexText® 296	Capítulo 4, Sugerencias para el análisis del poema
			Student/Teacher	Activity	978-1-942400-31-8	FlexText® 304	Capítulo 5, Sugerencias para el análisis del poema
			Student/Teacher	Activity	978-1-942400-31-8	FlexText® 355	Capítulo 5, Sugerencias para el análisis del cuento
			Student/Teacher	Activity	978-1-942400-31-8	FlexText® 385	Capítulo 5, Actividades y cuestiones esenciales para la Unidad 3
			Student/Teacher	Activity	978-1-942400-31-8	FlexText® 398	Capítulo 5, Datos biográficos, Rosa Montero
			Student/Teacher	Activity	978-1-942400-31-8	FlexText® 488	Capítulo 6, Actividades para la Unidad 6
			Student/Teacher	Activity	978-1-942400-31-8	FlexText® 490	Capítulo 6, Cuestiones esenciales para la Unidad 6

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and analyze information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(vii) analyze information from a variety of authentic print resources in various literary genres, including texts about past events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-942400-31-8	12	Capítulo 1, Sugerencias para el análisis del romance, 2
			Student/Teacher	Activity	978-1-942400-31-8	15	Capítulo 1, Actividades Romance, 11
			Student/Teacher	Activity	978-1-942400-31-8	211	Capítulo 2, Actividades para la Unidad 4; 5
			Student/Teacher	Activity	978-1-942400-31-8	222	Capítulo 4, Temas de discusión y ensayos, 4
			Student/Teacher	Activity	978-1-942400-31-8	226	Capítulo 4, Sugerencias para el análisis del poema, 2, 6
			Student/Teacher	Activity	978-1-942400-31-8	243	Capítulo 4, Actividades para la Unidad 2; 7, 9
			Student/Teacher	Activity	978-1-942400-31-8	266	Capítulo 4, Cuestiones esenciales para la Unidad 3; 12
			Student/Teacher	Activity	978-1-942400-31-8	403-404	Capítulo 5, Actividades para la Unidad 4; 15
			Student/Teacher	Activity	978-1-942400-31-8	467	Capítulo 5, Actividades para la Unidad 5; 15
			Student/Teacher	Activity	978-1-942400-31-8	488	Capítulo 5, Actividades para la Unidad 6; 7

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and analyze information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(viii) analyze information from a variety of authentic print resources in various literary genres, including texts about present events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-942400-31-8	9	Capítulo 1, Temas de discusión y ensayos, 1
			Student/Teacher	Activity	978-1-942400-31-8	15	Capítulo 1, Actividades Romance, 14
			Student/Teacher	Activity	978-1-942400-31-8	16	Capítulo 1, Cuestiones esenciales para la Unidad, 2
			Student/Teacher	Activity	978-1-942400-31-8	152	Capítulo 2, Temas de discusión y ensayos para la obra completa; 7
			Student/Teacher	Activity	978-1-942400-31-8	154	Capítulo 2, Actividades para la Unidad 3; 17
			Student/Teacher	Activity	978-1-942400-31-8	212	Capítulo 2, Cuestiones esenciales para la Unidad 4: 2
			Student/Teacher	Activity	978-1-942400-31-8	227	Capítulo 4, Actividades para la Unidad 1; 4
			Student/Teacher	Activity	978-1-942400-31-8	477-478	Capítulo 5, La narrativa de Tomas Rivera
			Student/Teacher	Activity	978-1-942400-31-8	486-486	Capítulo 5, La noche buena
			Student/Teacher	Activity	978-1-942400-31-8	488	Capítulo 5, Actividades para la Unidad 6; 6, 7

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and analyze information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(ix) analyze information from a variety of authentic print resources in various literary genres, including texts about future events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-942400-31-8	111	Capítulo 2, Miguel de Cervantes Saavedra
			Student/Teacher	Activity	978-1-942400-31-8	226	Capítulo 4, Gustavo Adolfo Bécquer
			Student/Teacher	Activity	978-1-942400-31-8	260	Capítulo 4, A Roosevelt
			Student/Teacher	Activity	978-1-942400-31-8	296	Capítulo 4, Sugerencias para el análisis del poema
			Student/Teacher	Activity	978-1-942400-31-8	304	Capítulo 5, Sugerencias para el análisis del poema
			Student/Teacher	Activity	978-1-942400-31-8	355	Capítulo 5, Sugerencias para el análisis del cuento
			Student/Teacher	Activity	978-1-942400-31-8	385	Capítulo 5, Actividades y cuestiones esenciales para la Unidad 3
			Student/Teacher	Activity	978-1-942400-31-8	398	Capítulo 5, Datos biográficos, Rosa Montero
			Student/Teacher	Activity	978-1-942400-31-8	488	Capítulo 6, Actividades para la Unidad 6
			Student/Teacher	Activity	978-1-942400-31-8	490	Capítulo 6, Cuestiones esenciales para la Unidad 6

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and analyze information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(x) analyze information from a variety of authentic electronic resources in various literary genres, including texts about past events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Recursos generales, Más recursos; Newspapers and magazines
			Student/Teacher	Activity	978-1-942400-31-8	FlexText® 12	Capítulo 1, Sugerencias para el análisis del romance, 2
			Student/Teacher	Activity	978-1-942400-31-8	FlexText® 15	Capítulo 1, Actividades Romance, 11
			Student/Teacher	Activity	978-1-942400-31-8	FlexText® 211	Capítulo 2, Actividades para la Unidad 4; 5
			Student/Teacher	Activity	978-1-942400-31-8	FlexText® 222	Capítulo 4, Temas de discusión y ensayos, 4
			Student/Teacher	Activity	978-1-942400-31-8	FlexText® 226	Capítulo 4, Sugerencias para el análisis del poema, 2, 6
			Student/Teacher	Activity	978-1-942400-31-8	FlexText® 243	Capítulo 4, Actividades para la Unidad 2; 7, 9
			Student/Teacher	Activity	978-1-942400-31-8	FlexText® 266	Capítulo 4, Cuestiones esenciales para la Unidad 3; 12
			Student/Teacher	Activity	978-1-942400-31-8	FlexText® 403-404	Capítulo 5, Actividades para la Unidad 4; 15
			Student/Teacher	Activity	978-1-942400-31-8	FlexText® 467	Capítulo 5, Actividades para la Unidad 5; 15
Student/Teacher	Activity	978-1-942400-31-8	FlexText® 488	Capítulo 5, Actividades para la Unidad 6; 7			

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and analyze information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(xi) analyze information from a variety of authentic electronic resources in various literary genres, including texts about present events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Recursos generales, Más recursos; Podcasts, Newspapers and magazines, Video y televisión, Music
			Student/Teacher	Activity	978-1-942400-31-8	FlexText® 9	Capítulo 1, Temas de discusión y ensayos, 1
			Student/Teacher	Activity	978-1-942400-31-8	FlexText® 16	Capítulo 1, Cuestiones esenciales para la Unidad, 2
			Student/Teacher	Activity	978-1-942400-31-8	FlexText® 152	Capítulo 2, Temas de discusión y ensayos para la obra completa; 7
			Student/Teacher	Activity	978-1-942400-31-8	FlexText® 154	Capítulo 2, Actividades para la Unidad 3; 17
			Student/Teacher	Activity	978-1-942400-31-8	FlexText® 212	Capítulo 2, Cuestiones esenciales para la Unidad 4: 2
			Student/Teacher	Activity	978-1-942400-31-8	FlexText® 227	Capítulo 4, Actividades para la Unidad 1; 4
			Student/Teacher	Activity	978-1-942400-31-8	FlexText® 477-478	Capítulo 5, La narrativa de Tomas Rivera
			Student/Teacher	Activity	978-1-942400-31-8	FlexText® 486-486	Capítulo 5, La noche buena
			Student/Teacher	Activity	978-1-942400-31-8	FlexText® 488	Capítulo 5, Actividades para la Unidad 6; 6, 7

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and analyze information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(xii) analyze information from a variety of authentic electronic resources in various literary genres, including texts about future events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Recursos generales
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 2, Unidad 1, Recursos
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 2, Unidad 3, Recursos
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 2, Unidad 4, Recursos
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 4, Unidad 1, Recursos
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 4, Unidad 2, Recursos
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 4, Unidad 3, Recursos
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 5, Unidad 2, Recursos
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 5, Unidad 6, Cuestiones esenciales, Unidad completa
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Recursos generales, Sample Exam for the AP Spanish Literature and Culture Course

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(B) compare, contrast, and analyze cultural practices and perspectives from authentic print and electronic resources	(i) compare [and] contrast cultural practices from authentic print resources	Student/Teacher	Activity	978-1-942400-31-8	3	Capítulo 1, Escenario cultural: El nacimiento de la lengua y literatura españolas
			Student/Teacher	Activity	978-1-942400-31-8	13	Capítulo 1, Actividades Conde Lucanor, 3, 4, 5, 6
			Student/Teacher	Activity	978-1-942400-31-8	17-20	Capítulo 2, Contexto histórico: El Imperio Español
			Student/Teacher	Activity	978-1-942400-31-8	35	Capítulo 2, Actividades para la Unidad 1; 1-7
			Student/Teacher	Activity	978-1-942400-31-8	211-212	Capítulo 2, Cuestiones esenciales para la Unidad 4; 1-10
			Student/Teacher	Activity	978-1-942400-31-8	216-218	Capítulo 4, Escenario cultural: del Romanticismo al Realismo
			Student/Teacher	Activity	978-1-942400-31-8	301	Capítulo 5, Cuestiones esenciales para la Unidad 1; 7, 8, 10
			Student/Teacher	Activity	978-1-942400-31-8	319-320	Capítulo 5, Cuestiones esenciales para la Unidad 2; 3, 9, 10, 11, 12
			Student/Teacher	Activity	978-1-942400-31-8	328	Capítulo 5, La mezcla de ficción y realidad
			Student/Teacher	Activity	978-1-942400-31-8	336	Capítulo 5, Temas de discusión y ensayos, 3, 4

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(B) compare, contrast, and analyze cultural practices and perspectives from authentic print and electronic resources	(ii) compare [and] contrast cultural practices from authentic electronic resources	Student/Teacher	Activity	978-1-942400-31-8	13	Capítulo 1, Actividades Conde Lucanor, 4, 5, 6
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 2, Unidad 1, Cuestiones esenciales
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 2, Unidad 4, Cuestiones esenciales
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 4, Unidad 2, Actividades
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 5, Unidad 2, Cuestiones esenciales
			Student/Teacher	Activity	978-1-942400-31-8	317-318	Capítulo 5, Actividades para la Unidad 2; 6, 14, 15, 16
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 5, Unidad 3, Actividades
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 5, Unidad 4, Cuestiones esenciales
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 5, Unidad 6, Cuestiones esenciales
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Recursos generales, Más recursos; Podcasts, Newspapers and magazines, Video y televisión, Music

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(B) compare, contrast, and analyze cultural practices and perspectives from authentic print and electronic resources	(iii) compare [and] contrast cultural perspectives from authentic print resources	Student/Teacher	Activity	978-1-942400-31-8	3	Capítulo 1, Escenario cultural: El nacimiento de la lengua y literatura españolas
			Student/Teacher	Activity	978-1-942400-31-8	17-20	Capítulo 2, Contexto histórico: El Imperio Español
			Student/Teacher	Activity	978-1-942400-31-8	35	Capítulo 2, Actividades para la Unidad 1; 1-7
			Student/Teacher	Activity	978-1-942400-31-8	211-212	Capítulo 2, Cuestiones esenciales para la Unidad 4; 1-10
			Student/Teacher	Activity	978-1-942400-31-8	216-218	Capítulo 4, Escenario cultural: del Romanticismo al Realismo
			Student/Teacher	Activity	978-1-942400-31-8	243	Capítulo 4, Actividades para la Unidad 2; 1, 6
			Student/Teacher	Activity	978-1-942400-31-8	270-272	Capítulo 5, Escenario cultural
			Student/Teacher	Activity	978-1-942400-31-8	319-320	Capítulo 5, Cuestiones esenciales para la Unidad 2; 3, 9, 10, 11, 12
			Student/Teacher	Activity	978-1-942400-31-8	328	Capítulo 5, La mezcla de ficción y realidad
			Student/Teacher	Activity	978-1-942400-31-8	336	Capítulo 5, Temas de discusión y ensayos, 3, 4

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(B) compare, contrast, and analyze cultural practices and perspectives from authentic print and electronic resources	(iv) compare [and] contrast cultural perspectives from authentic electronic resources	Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Recursos generales, Más recursos; Podcasts, Newspapers and magazines, Video y televisión, Music
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 2, Unidad 2, Cuestiones esenciales
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 2, Unidad 4, Cuestiones esenciales
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 4, Unidad 2, Actividades
			Student/Teacher	Activity	978-1-942400-31-8	317-318	Capítulo 5, Actividades para la Unidad 2; 6, 14, 15, 16
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 5, Unidad 2, Actividades
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 5, Unidad 2, Cuestiones esenciales
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 5, Unidad 3, Cuestiones esenciales
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 5, Unidad 4, Actividades
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 5, Unidad 6, Cuestiones esenciales

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(B) compare, contrast, and analyze cultural practices and perspectives from authentic print and electronic resources	(v) analyze cultural practices from authentic print resources	Student/Teacher	Activity	978-1-942400-31-8	1-3	Capítulo 1, Contexto histórico: Convivencia y conflicto
			Student/Teacher	Activity	978-1-942400-31-8	12	Sugerencias para el análisis del romance, 3
			Student/Teacher	Activity	978-1-942400-31-8	35	Capítulo 2, Actividades para la Unidad 1; 1-7
			Student/Teacher	Activity	978-1-942400-31-8	211-212	Capítulo 2, Cuestiones esenciales para la Unidad 4; 1-10
			Student/Teacher	Activity	978-1-942400-31-8	216-218	Capítulo 4, Escenario cultural: del Romanticismo al Realismo
			Student/Teacher	Activity	978-1-942400-31-8	243	Capítulo 4, Actividades para la Unidad 2; 1, 6
			Student/Teacher	Activity	978-1-942400-31-8	270-272	Capítulo 5, Escenario cultural
			Student/Teacher	Activity	978-1-942400-31-8	308	Capítulo 5, Temas de discusión y ensayos; 2, 4
			Student/Teacher	Activity	978-1-942400-31-8	319-320	Capítulo 5, Cuestiones esenciales para la Unidad 2; 3, 9, 10, 11, 12
			Student/Teacher	Activity	978-1-942400-31-8	336	Capítulo 5, Temas de discusión y ensayos, 3, 4

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(B) compare, contrast, and analyze cultural practices and perspectives from authentic print and electronic resources	(vi) analyze cultural practices from authentic electronic resources	Student/Teacher	Activity	978-1-942400-31-8	13	Capítulo 1, Actividades Conde Lucanor, 4, 5, 6
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 2, Unidad 1, Cuestiones esenciales
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 2, Unidad 4, Cuestiones esenciales
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 4, Unidad 2, Actividades
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 5, Unidad 2, Cuestiones esenciales
			Student/Teacher	Activity	978-1-942400-31-8	317-318	Capítulo 5, Actividades para la Unidad 2; 6, 14, 15, 16
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 5, Unidad 3, Actividades
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 5, Unidad 4, Cuestiones esenciales
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 5, Unidad 6, Cuestiones esenciales
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Recursos generales, Más recursos; Podcasts, Newspapers and magazines, Video y televisión, Music

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(B) compare, contrast, and analyze cultural practices and perspectives from authentic print and electronic resources	(vii) analyze cultural perspectives from authentic print resources	Student/Teacher	Activity	978-1-942400-31-8	1-3	Capítulo 1, Contexto histórico: Convivencia y conflicto
			Student/Teacher	Activity	978-1-942400-31-8	12	Sugerencias para el análisis del romance, 3
			Student/Teacher	Activity	978-1-942400-31-8	35	Capítulo 2, Actividades para la Unidad 1; 1-7
			Student/Teacher	Activity	978-1-942400-31-8	211-212	Capítulo 2, Cuestiones esenciales para la Unidad 4; 1-10
			Student/Teacher	Activity	978-1-942400-31-8	216-218	Capítulo 4, Escenario cultural: del Romanticismo al Realismo
			Student/Teacher	Activity	978-1-942400-31-8	243	Capítulo 4, Actividades para la Unidad 2; 1, 6
			Student/Teacher	Activity	978-1-942400-31-8	270-272	Capítulo 5, Escenario cultural
			Student/Teacher	Activity	978-1-942400-31-8	308	Capítulo 5, Temas de discusión y ensayos; 2, 4
			Student/Teacher	Activity	978-1-942400-31-8	319-320	Capítulo 5, Cuestiones esenciales para la Unidad 2; 3, 9, 10, 11, 12
			Student/Teacher	Activity	978-1-942400-31-8	336	Capítulo 5, Temas de discusión y ensayos, 3, 4

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(B) compare, contrast, and analyze cultural practices and perspectives from authentic print and electronic resources	(viii) analyze cultural perspectives from authentic electronic resources	Student/Teacher	Activity	978-1-942400-31-8	317-318	Capítulo 5, Actividades para la Unidad 2; 6, 14, 15, 16
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Recursos generales, Más recursos; Podcasts, Newspapers and magazines, Video y televisión, Music
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 2, Unidad 2, Cuestiones esenciales
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 2, Unidad 4, Cuestiones esenciales
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 4, Unidad 2, Actividades
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 5, Unidad 2, Actividades
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 5, Unidad 2, Cuestiones esenciales
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 5, Unidad 3, Cuestiones esenciales
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 5, Unidad 4, Actividades
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 5, Unidad 6, Cuestiones esenciales

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and analyze information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(i) listen to information from a variety of authentic audio resources from the target culture that communicate information in the past [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-942400-31-8	12	Capítulo 1, Temas de discusión y ensayo, 6,
			Student/Teacher	Activity	978-1-942400-31-8	14-15	Capítulo 1, Actividades Romance, 6, 9, 10, 14
			Student/Teacher	Activity	978-1-942400-31-8	60	Capítulo 2, Actividades para la Unidad 2; 12
			Student/Teacher	Activity	978-1-942400-31-8	228-229	Capítulo 4, Cuestiones esenciales para la Unidad 1; 5, 9
			Student/Teacher	Activity	978-1-942400-31-8	243	Capítulo 4, Cuestiones esenciales para la Unidad 2; 9, 10
			Student/Teacher	Activity	978-1-942400-31-8	264	Capítulo 4, Actividades para la Unidad 3; 3
			Student/Teacher	Activity	978-1-942400-31-8	317-318	Capítulo 5, Actividades para la Unidad 2; 1, 2, 6, 9, 15
			Student/Teacher	Activity	978-1-942400-31-8	382-384	Capítulo 5, Actividades para la Unidad 3; 3,8,9,25
			Student/Teacher	Activity	978-1-942400-31-8	466	Capítulo 5, Actividades para la Unidad 5; 2,17
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Recursos generales, Más recursos; Podcasts, Newspapers and magazines, Video y televisión, Music

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and analyze information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(ii) listen to information from a variety of authentic audio resources from the target culture that communicate information in the present [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-942400-31-8	14	Capítulo 1, Actividades Romance, 6
			Student/Teacher	Activity	978-1-942400-31-8	14-15	Capítulo 1, Actividades Romance, 6, 9, 10, 14
			Student/Teacher	Activity	978-1-942400-31-8	60	Capítulo 2, Actividades para la Unidad 2; 12
			Student/Teacher	Activity	978-1-942400-31-8	154	Capítulo 2, Actividades para la Unidad 3; 20
			Student/Teacher	Activity	978-1-942400-31-8	228	Capítulo 4, Cuestiones esenciales para la Unidad 1; 5, 9
			Student/Teacher	Activity	978-1-942400-31-8	243	Capítulo 4, Actividades para la Unidad 2; 9
			Student/Teacher	Activity	978-1-942400-31-8	264	Capítulo 4, Actividades para la Unidad 3; 3
			Student/Teacher	Activity	978-1-942400-31-8	317-318	Capítulo 5, Actividades para la Unidad 2; 1,15
			Student/Teacher	Activity	978-1-942400-31-8	382-384	Capítulo 5, Actividades para la Unidad 3; 3,8,9,25
			Student/Teacher	Activity	978-1-942400-31-8	466	Capítulo 5, Actividades para la Unidad 5; 2,17

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and analyze information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(iii) listen to information from a variety of authentic audio resources from the target culture that communicate information in the future [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Recursos generales
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 2, Unidad 1, Recursos
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 2, Unidad 3, Recursos
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 2, Unidad 4, Recursos
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 4, Unidad 1, Recursos
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 4, Unidad 2, Recursos
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 4, Unidad 3, Recursos
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 5, Unidad 2, Recursos
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 5, Unidad 6, Cuestiones esenciales, Unidad completa
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Recursos generales, Sample Exam for the AP Spanish Literature and Culture Course

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and analyze information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(iv) listen to information from a variety of authentic audiovisual resources from the target culture that communicate information in the past [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-942400-31-8	13	Capítulo 1, Actividades Conde Lucanor, 4, 5, 6
			Student/Teacher	Activity	978-1-942400-31-8	14-15	Capítulo 1, Actividades Romance, 6, 9, 10, 14
			Student/Teacher	Activity	978-1-942400-31-8	16	Capítulo 1, Cuestiones esenciales para la Unidad, 1
			Student/Teacher	Activity	978-1-942400-31-8	36	Capítulo 2, Actividades para la Unidad 1; 8, 12, 13, 15
			Student/Teacher	Activity	978-1-942400-31-8	59	Capítulo 2, Actividades para la Unidad 2; 1, 9
			Student/Teacher	Activity	978-1-942400-31-8	61	Capítulo 2, Cuestiones esenciales para la Unidad 2; 4, 8
			Student/Teacher	Activity	978-1-942400-31-8	153	Capítulo 2, Actividades para la Unidad 3; 7, 8
			Student/Teacher	Activity	978-1-942400-31-8	228	Capítulo 4, Cuestiones esenciales para la Unidad 1; 1, 6
			Student/Teacher	Activity	978-1-942400-31-8	243	Capítulo 4, Cuestiones esenciales para la Unidad 2; 9, 10
			Student/Teacher	Activity	978-1-942400-31-8	317-318	Capítulo 5, Actividades para la Unidad 2; 4, 10

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and analyze information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(v) listen to information from a variety of authentic audiovisual resources from the target culture that communicate information in the present [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-942400-31-8	13	Capítulo 1, Actividades Conde Lucanor, 4, 5, 6
			Student/Teacher	Activity	978-1-942400-31-8	14-15	Capítulo 1, Actividades Romance, 6, 9, 10, 14
			Student/Teacher	Activity	978-1-942400-31-8	36	Capítulo 2, Actividades para la Unidad 1; 8, 12, 13, 15
			Student/Teacher	Activity	978-1-942400-31-8	264	Capítulo 4, Actividades para la Unidad 3; 1
			Student/Teacher	Activity	978-1-942400-31-8	317-318	Capítulo 5, Actividades para la Unidad 2; 4, 10
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 1,2,4,5,6 Recursos
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 4, Url, YouTube Video: Guantanamo for 75 Cubans
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 5, Unidad 6, Cuestiones esenciales, Unidad completa
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 5, Unidad 6, Actividades, Unidad completa
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Recursos generales, Más recursos; Newspapers and magazines, Video y televisión

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and analyze information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(vi) listen to information from a variety of authentic audiovisual resources from the target culture that communicate information in the future [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-942400-31-8	13	Capítulo 1, Actividades Conde Lucanor, 4, 5, 6
			Student/Teacher	Activity	978-1-942400-31-8	14-15	Capítulo 1, Actividades Romance, 6, 9, 10, 14
			Student/Teacher	Activity	978-1-942400-31-8	36	Capítulo 2, Actividades para la Unidad 1; 8, 12, 13, 15
			Student/Teacher	Activity	978-1-942400-31-8	264	Capítulo 4, Actividades para la Unidad 3; 1
			Student/Teacher	Activity	978-1-942400-31-8	317-318	Capítulo 5, Actividades para la Unidad 2; 4, 10
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 1,2,4,5,6 Recursos
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 4, Url, YouTube Video: Guantanamo for 75 Cubans
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 5, Unidad 6, Cuestiones esenciales, Unidad completa
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 5, Unidad 6, Actividades, Unidad completa
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Recursos generales, Más recursos; Newspapers and magazines, Video y televisión

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and analyze information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(vii) analyze information from a variety of authentic audio resources from the target culture that communicate information in the past [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-942400-31-8	12	Capítulo 1, Temas de discusión y ensayo, 6
			Student/Teacher	Activity	978-1-942400-31-8	14	Capítulo 1, Actividades Romance, 3,6,9
			Student/Teacher	Activity	978-1-942400-31-8	60	Capítulo 2, Actividades para la Unidad 2; 12
			Student/Teacher	Activity	978-1-942400-31-8	154	Capítulo 2, Actividades para la Unidad 3; 20
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 3, La influencia de Francia y la moda del clasicismo
			Student/Teacher	Activity	978-1-942400-31-8	243	Capítulo 4, Cuestiones esenciales para la Unidad 1; 5, 9
			Student/Teacher	Activity	978-1-942400-31-8	264	Capítulo 4, Actividades para la Unidad 3; 3
			Student/Teacher	Activity	978-1-942400-31-8	317-318	Capítulo 5, Actividades para la Unidad 2; 1,15
			Student/Teacher	Activity	978-1-942400-31-8	382-384	Capítulo 5, Actividades para la Unidad 3; 3,8,9,25
			Student/Teacher	Activity	978-1-942400-31-8	466	Capítulo 5, Actividades para la Unidad 5; 2,17

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and analyze information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(viii) analyze information from a variety of authentic audio resources from the target culture that communicate information in the present [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-942400-31-8	12	Capítulo 1, Temas de discusión y ensayo, 6
			Student/Teacher	Activity	978-1-942400-31-8	14	Capítulo 1, Actividades Romance, 3,6,9
			Student/Teacher	Activity	978-1-942400-31-8	60	Capítulo 2, Actividades para la Unidad 2; 12
			Student/Teacher	Activity	978-1-942400-31-8	154	Capítulo 2, Actividades para la Unidad 3; 20
			Student/Teacher	Activity	978-1-942400-31-8	228	Capítulo 4, Cuestiones esenciales para la Unidad 1; 5, 9
			Student/Teacher	Activity	978-1-942400-31-8	243	Capítulo 4, Actividades para la Unidad 2; 9
			Student/Teacher	Activity	978-1-942400-31-8	264	Capítulo 4, Actividades para la Unidad 3; 3
			Student/Teacher	Activity	978-1-942400-31-8	317-318	Capítulo 5, Actividades para la Unidad 2; 1,15
			Student/Teacher	Activity	978-1-942400-31-8	382-384	Capítulo 5, Actividades para la Unidad 3; 3,8,9,25
			Student/Teacher	Activity	978-1-942400-31-8	466	Capítulo 5, Actividades para la Unidad 5; 2,17

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and analyze information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(ix) analyze information from a variety of authentic audio resources from the target culture that communicate information in the future [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-942400-31-8	12	Capítulo 1, Temas de discusión y ensayo, 6
			Student/Teacher	Activity	978-1-942400-31-8	14	Capítulo 1, Actividades Romance, 3,6,9
			Student/Teacher	Activity	978-1-942400-31-8	60	Capítulo 2, Actividades para la Unidad 2; 12
			Student/Teacher	Activity	978-1-942400-31-8	154	Capítulo 2, Actividades para la Unidad 3; 20
			Student/Teacher	Activity	978-1-942400-31-8	228	Capítulo 4, Cuestiones esenciales para la Unidad 1; 5, 9
			Student/Teacher	Activity	978-1-942400-31-8	243	Capítulo 4, Actividades para la Unidad 2; 9
			Student/Teacher	Activity	978-1-942400-31-8	264	Capítulo 4, Actividades para la Unidad 3; 3
			Student/Teacher	Activity	978-1-942400-31-8	317-318	Capítulo 5, Actividades para la Unidad 2; 1,15
			Student/Teacher	Activity	978-1-942400-31-8	382-384	Capítulo 5, Actividades para la Unidad 3; 3,8,9,25
			Student/Teacher	Activity	978-1-942400-31-8	466	Capítulo 5, Actividades para la Unidad 5; 2,17

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and analyze information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(x) analyze information from a variety of authentic audiovisual resources from the target culture that communicate information in the past [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 1, Unidad 1, Evaluación y práctica
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 1, Unidad 1, Recursos
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 2, Unidad 1, Recursos
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 2, Unidad 2, Recursos
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 2, Unidad 3, Recursos
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 4, Cuestiones esenciales, Unidad completa
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 5, Cuestiones esenciales, Unidad completa
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo , Actividades, Unidad completa
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Recursos generales, Más recursos, Video y televisión
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Práctica breve

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and analyze information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(xi) analyze information from a variety of authentic audio resources from the target culture that communicate information in the present o[tense] n a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-942400-31-8	12	Capítulo 1, Temas de discusión y ensayo, 6
			Student/Teacher	Activity	978-1-942400-31-8	14	Capítulo 1, Actividades Romance, 3,6,9
			Student/Teacher	Activity	978-1-942400-31-8	60	Capítulo 2, Actividades para la Unidad 2; 12
			Student/Teacher	Activity	978-1-942400-31-8	154	Capítulo 2, Actividades para la Unidad 3; 20
			Student/Teacher	Activity	978-1-942400-31-8	228	Capítulo 4, Cuestiones esenciales para la Unidad 1; 5, 9
			Student/Teacher	Activity	978-1-942400-31-8	243	Capítulo 4, Actividades para la Unidad 2; 9
			Student/Teacher	Activity	978-1-942400-31-8	264	Capítulo 4, Actividades para la Unidad 3; 3
			Student/Teacher	Activity	978-1-942400-31-8	317-318	Capítulo 5, Actividades para la Unidad 2; 1,15
			Student/Teacher	Activity	978-1-942400-31-8	382-384	Capítulo 5, Actividades para la Unidad 3; 3,8,9,25
			Student/Teacher	Activity	978-1-942400-31-8	466	Capítulo 5, Actividades para la Unidad 5; 2,17

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and analyze information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(xii) analyze information from a variety of authentic audiovisual resources from the target culture that communicate information in the future [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-942400-31-8	13	Capítulo 1, Actividades Conde Lucanor, 4, 5, 6
			Student/Teacher	Activity	978-1-942400-31-8	14-15	Capítulo 1, Actividades Romance, 6, 9, 10, 14
			Student/Teacher	Activity	978-1-942400-31-8	36	Capítulo 2, Actividades para la Unidad 1; 8, 12, 13, 15
			Student/Teacher	Activity	978-1-942400-31-8	264	Capítulo 4, Actividades para la Unidad 3; 1
			Student/Teacher	Activity	978-1-942400-31-8	317-318	Capítulo 5, Actividades para la Unidad 2; 4, 10
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 1,2,4,5,6 Recursos
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 4, Url, YouTube Video: Guantanamo for 75 Cubans
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 5, Unidad 6, Cuestiones esenciales, Unidad completa
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 5, Unidad 6, Actividades, Unidad completa
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Recursos generales, Más recursos; Newspapers and magazines, Video y televisión

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Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
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			Student/Teacher	Activity	978-1-942400-31-8	60	Capítulo 2, Actividades para la Unidad 2; 12
			Student/Teacher	Activity	978-1-942400-31-8	154	Capítulo 2, Actividades para la Unidad 3; 20
			Student/Teacher	Activity	978-1-942400-31-8	228	Capítulo 4, Cuestiones esenciales para la Unidad 1; 5, 9
			Student/Teacher	Activity	978-1-942400-31-8	243	Capítulo 4, Actividades para la Unidad 2; 9
			Student/Teacher	Activity	978-1-942400-31-8	264	Capítulo 4, Actividades para la Unidad 3; 3
			Student/Teacher	Activity	978-1-942400-31-8	317-318	Capítulo 5, Actividades para la Unidad 2; 1,15
			Student/Teacher	Activity	978-1-942400-31-8	382-384	Capítulo 5, Actividades para la Unidad 3; 3,8,9,25
			Student/Teacher	Activity	978-1-942400-31-8	466	Capítulo 5, Actividades para la Unidad 5; 2,17
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Práctica breve

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(D) compare, contrast, and analyze cultural practices and perspectives from authentic audio and audiovisual resources	(ii) compare [and] contrast cultural practices from authentic audiovisual resources	Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 1, Unidad 1, Evaluación y práctica
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 1, Unidad 1, Recursos
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 2, Unidad 1, Recursos
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 2, Unidad 2, Recursos
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 2, Unidad 3, Recursos
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 4, Cuestiones esenciales, Unidad completa
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 5, Cuestiones esenciales, Unidad completa
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo , Actividades, Unidad completa
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Recursos generales, Más recursos, Video y televisión
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Práctica breve

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Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
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			Student/Teacher	Activity	978-1-942400-31-8	60	Capítulo 2, Actividades para la Unidad 2; 12
			Student/Teacher	Activity	978-1-942400-31-8	154	Capítulo 2, Actividades para la Unidad 3; 20
			Student/Teacher	Activity	978-1-942400-31-8	228	Capítulo 4, Cuestiones esenciales para la Unidad 1; 5, 9
			Student/Teacher	Activity	978-1-942400-31-8	243	Capítulo 4, Actividades para la Unidad 2; 9
			Student/Teacher	Activity	978-1-942400-31-8	264	Capítulo 4, Actividades para la Unidad 3; 3
			Student/Teacher	Activity	978-1-942400-31-8	317-318	Capítulo 5, Actividades para la Unidad 2; 1,15
			Student/Teacher	Activity	978-1-942400-31-8	382-384	Capítulo 5, Actividades para la Unidad 3; 3,8,9,25
			Student/Teacher	Activity	978-1-942400-31-8	466	Capítulo 5, Actividades para la Unidad 5; 2,17
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Práctica breve

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
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			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 1, Unidad 1, Recursos
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 2, Unidad 1, Recursos
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 2, Unidad 2, Recursos
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 2, Unidad 3, Recursos
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 4, Cuestiones esenciales, Unidad completa
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 5, Cuestiones esenciales, Unidad completa
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo , Actividades, Unidad completa
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Recursos generales, Más recursos, Video y televisión
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Práctica breve

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(D) compare, contrast, and analyze cultural practices and perspectives from authentic audio and audiovisual resources	(v) analyze cultural practices from authentic audio resources	Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Recursos generales, Más recursos; Podcasts, Newspapers and magazines, Video y televisión, Music
			Student/Teacher	Activity	978-1-942400-31-8	60	Capítulo 2, Actividades para la Unidad 2; 12
			Student/Teacher	Activity	978-1-942400-31-8	154	Capítulo 2, Actividades para la Unidad 3; 20
			Student/Teacher	Activity	978-1-942400-31-8	228	Capítulo 4, Cuestiones esenciales para la Unidad 1; 5, 9
			Student/Teacher	Activity	978-1-942400-31-8	243	Capítulo 4, Actividades para la Unidad 2; 9
			Student/Teacher	Activity	978-1-942400-31-8	264	Capítulo 4, Actividades para la Unidad 3; 3
			Student/Teacher	Activity	978-1-942400-31-8	317-318	Capítulo 5, Actividades para la Unidad 2; 1,15
			Student/Teacher	Activity	978-1-942400-31-8	382-384	Capítulo 5, Actividades para la Unidad 3; 3,8,9,25
			Student/Teacher	Activity	978-1-942400-31-8	466	Capítulo 5, Actividades para la Unidad 5; 2,17
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Práctica breve

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
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			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 1, Unidad 1, Recursos
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 2, Unidad 1, Recursos
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 2, Unidad 2, Recursos
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 2, Unidad 3, Recursos
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 4, Cuestiones esenciales, Unidad completa
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 5, Cuestiones esenciales, Unidad completa
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 5, Actividades, Unidad completa
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Recursos generales, Más recursos, Video y televisión
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Práctica breve

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			Student/Teacher	Activity	978-1-942400-31-8	60	Capítulo 2, Actividades para la Unidad 2; 12
			Student/Teacher	Activity	978-1-942400-31-8	154	Capítulo 2, Actividades para la Unidad 3; 20
			Student/Teacher	Activity	978-1-942400-31-8	228	Capítulo 4, Cuestiones esenciales para la Unidad 1; 5, 9
			Student/Teacher	Activity	978-1-942400-31-8	243	Capítulo 4, Actividades para la Unidad 2; 9
			Student/Teacher	Activity	978-1-942400-31-8	264	Capítulo 4, Actividades para la Unidad 3; 3
			Student/Teacher	Activity	978-1-942400-31-8	317-318	Capítulo 5, Actividades para la Unidad 2; 1,15
			Student/Teacher	Activity	978-1-942400-31-8	382-384	Capítulo 5, Actividades para la Unidad 3; 3,8,9,25
			Student/Teacher	Activity	978-1-942400-31-8	466	Capítulo 5, Actividades para la Unidad 5; 2,17
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Práctica breve

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(D) compare, contrast, and analyze cultural practices and perspectives from authentic audio and audiovisual resources	(viii) analyze cultural perspectives from authentic audiovisual resources	Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 1, Don Juan Manuel, Evaluación y práctica
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 1, Romances, Recursos, Granada actual
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 1, 2, 4, 5; Unidades completas, Evaluación y práctica
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 2, Unidad 1: Representaciones poéticas y artísticas
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 2, Unidades 1,2,3,4,5,6: Recursos
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 2,
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 4, Cuestiones esenciales, Unidad completa
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 5, Cuestiones esenciales, Unidad completa
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Recursos generales, Más recursos; Podcasts, Newspapers and magazines, Video y televisión, Music
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Práctica breve

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(A) plan, produce, and present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(i) plan spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	Student/Teacher	Activity	978-1-942400-31-8	13	Capítulo 1, Actividades Conde Lucanor, 4
			Student/Teacher	Activity	978-1-942400-31-8	14-15	Capítulo 1, Actividades Romance, 1, 2, 4, 5, 7, 13
			Student/Teacher	Activity	978-1-942400-31-8	36	Capítulo 2, Actividades para la Unidad 1; 9, 10
			Student/Teacher	Activity	978-1-942400-31-8	59	Capítulo 2, Actividades para la Unidad 2; 8
			Student/Teacher	Activity	978-1-942400-31-8	226	Capítulo 4, Actividades para la Unidad 1; 4
			Student/Teacher	Activity	978-1-942400-31-8	243	Capítulo 4, Actividades para la Unidad 2; 3
			Student/Teacher	Activity	978-1-942400-31-8	262	Capítulo 4, Temas de discusión y ensayos; 3
			Student/Teacher	Activity	978-1-942400-31-8	264	Capítulo 4, Actividades para la Unidad 3; 5, 9
			Student/Teacher	Activity	978-1-942400-31-8	317	Capítulo 5, Actividades para la Unidad 2; 7
Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 5, Unidad 6, Cuestiones esenciales			

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(A) plan, produce, and present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(ii) plan spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to express opinions on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	Student/Teacher	Activity	978-1-942400-31-8	13	Capítulo 1, Actividades Conde Lucanor, 4
			Student/Teacher	Activity	978-1-942400-31-8	14	Capítulo 1, Actividades Romance, 4
			Student/Teacher	Activity	978-1-942400-31-8	16	Capítulo 1, Cuestiones esenciales para la Unidad; 5
			Student/Teacher	Activity	978-1-942400-31-8	23	Capítulo 2, Temas de discusión y ensayos; 5
			Student/Teacher	Activity	978-1-942400-31-8	36	Capítulo 2, Actividades para la Unidad 1; 9, 10
			Student/Teacher	Activity	978-1-942400-31-8	234	Capítulo 4, Temas de discusión y ensayos; 1
			Student/Teacher	Activity	978-1-942400-31-8	262	Capítulo 4, Temas de discusión y ensayos; 3
			Student/Teacher	Activity	978-1-942400-31-8	299	Capítulo 5, Actividades para la Unidad 1; 4
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 1, Unidad 1, Unidad completa, Cuestiones esenciales
Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 2, Unidad 2, Unidad completa, Cuestiones esenciales			

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Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:	(A) plan, produce, and present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(iii) plan spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to describe topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-942400-31-8	13	Capítulo 1, Actividades Conde Lucanor, 4
			Student/Teacher	Activity	978-1-942400-31-8	14-15	Capítulo 1, Actividades Romance, 1, 2, 4, 5, 7, 13
			Student/Teacher	Activity	978-1-942400-31-8	36	Capítulo 2, Actividades para la Unidad 1; 9, 10
			Student/Teacher	Activity	978-1-942400-31-8	59	Capítulo 2, Actividades para la Unidad 2; 8
			Student/Teacher	Activity	978-1-942400-31-8	153	Capítulo 2, Actividades para la Unidad 3; 10
			Student/Teacher	Activity	978-1-942400-31-8	226	Capítulo 4, Actividades para la Unidad 1; 4
			Student/Teacher	Activity	978-1-942400-31-8	243	Capítulo 4, Actividades para la Unidad 2; 3
			Student/Teacher	Activity	978-1-942400-31-8	262	Capítulo 4, Temas de discusión y ensayos; 3
			Student/Teacher	Activity	978-1-942400-31-8	264	Capítulo 4, Actividades para la Unidad 3; 5, 9
Student/Teacher	Activity	978-1-942400-31-8	317	Capítulo 5, Actividades para la Unidad 2; 7			

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material

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<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(A) plan, produce, and present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(iv) plan spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	Student/Teacher	Activity	978-1-942400-31-8	13	Capítulo 1, Actividades Conde Lucanor, 4
			Student/Teacher	Activity	978-1-942400-31-8	14-15	Capítulo 1, Actividades Romance, 1, 2, 4, 5, 7, 13
			Student/Teacher	Activity	978-1-942400-31-8	35-36	Capítulo 2, Actividades para la Unidad 1; 4, 9, 10
			Student/Teacher	Activity	978-1-942400-31-8	59	Capítulo 2, Actividades para la Unidad 2; 5, 8
			Student/Teacher	Activity	978-1-942400-31-8	153	Capítulo 2, Actividades para la Unidad 3; 10, 11
			Student/Teacher	Activity	978-1-942400-31-8	264	Capítulo 4, Actividades para la Unidad 3; 4, 7
			Student/Teacher	Activity	978-1-942400-31-8	299	Capítulo 5, Actividades para la Unidad 1; 7
			Student/Teacher	Activity	978-1-942400-31-8	317	Capítulo 5, Actividades para la Unidad 2; 3, 5
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 5, Unidad 5, Unidad completa, Cuestiones esenciales
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 5, Unidad 5, Unidad completa, Actividades

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(A) plan, produce, and present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(v) produce spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	Student/Teacher	Activity	978-1-942400-31-8	13	Capítulo 1, Actividades Conde Lucanor, 4
			Student/Teacher	Activity	978-1-942400-31-8	14-15	Capítulo 1, Actividades Romance, 1, 2, 4, 5, 7, 13
			Student/Teacher	Activity	978-1-942400-31-8	36	Capítulo 2, Actividades para la Unidad 1; 9, 10
			Student/Teacher	Activity	978-1-942400-31-8	59	Capítulo 2, Actividades para la Unidad 2; 8
			Student/Teacher	Activity	978-1-942400-31-8	226	Capítulo 4, Actividades para la Unidad 1; 4
			Student/Teacher	Activity	978-1-942400-31-8	243	Capítulo 4, Actividades para la Unidad 2; 3
			Student/Teacher	Activity	978-1-942400-31-8	262	Capítulo 4, Temas de discusión y ensayos; 3
			Student/Teacher	Activity	978-1-942400-31-8	264	Capítulo 4, Actividades para la Unidad 3; 5, 9
			Student/Teacher	Activity	978-1-942400-31-8	317	Capítulo 5, Actividades para la Unidad 2; 7
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 5, Unidad 6, Cuestiones esenciales

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(A) plan, produce, and present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(vi) produce spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to express opinions on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	Student/Teacher	Activity	978-1-942400-31-8	13	Capítulo 1, Actividades Conde Lucanor, 4
			Student/Teacher	Activity	978-1-942400-31-8	14	Capítulo 1, Actividades Romance, 4
			Student/Teacher	Activity	978-1-942400-31-8	16	Capítulo 1, Cuestiones esenciales para la Unidad; 5
			Student/Teacher	Activity	978-1-942400-31-8	23	Capítulo 2, Temas de discusión y ensayos; 5
			Student/Teacher	Activity	978-1-942400-31-8	36	Capítulo 2, Actividades para la Unidad 1; 9, 10
			Student/Teacher	Activity	978-1-942400-31-8	234	Capítulo 4, Temas de discusión y ensayos; 1
			Student/Teacher	Activity	978-1-942400-31-8	262	Capítulo 4, Temas de discusión y ensayos; 3
			Student/Teacher	Activity	978-1-942400-31-8	299	Capítulo 5, Actividades para la Unidad 1; 4
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 1, Unidad 1, Unidad completa, Cuestiones esenciales
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 2, Unidad 2, Unidad completa, Cuestiones esenciales

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:	(A) plan, produce, and present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(vii) produce spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to describe topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-942400-31-8	13	Capítulo 1, Actividades Conde Lucanor, 4
			Student/Teacher	Activity	978-1-942400-31-8	14-15	Capítulo 1, Actividades Romance, 1, 2, 4, 5, 7, 13
			Student/Teacher	Activity	978-1-942400-31-8	36	Capítulo 2, Actividades para la Unidad 1; 9, 10
			Student/Teacher	Activity	978-1-942400-31-8	59	Capítulo 2, Actividades para la Unidad 2; 8
			Student/Teacher	Activity	978-1-942400-31-8	153	Capítulo 2, Actividades para la Unidad 3; 10
			Student/Teacher	Activity	978-1-942400-31-8	226	Capítulo 4, Actividades para la Unidad 1; 4
			Student/Teacher	Activity	978-1-942400-31-8	243	Capítulo 4, Actividades para la Unidad 2; 3
			Student/Teacher	Activity	978-1-942400-31-8	262	Capítulo 4, Temas de discusión y ensayos; 3
			Student/Teacher	Activity	978-1-942400-31-8	264	Capítulo 4, Actividades para la Unidad 3; 5, 9
Student/Teacher	Activity	978-1-942400-31-8	317	Capítulo 5, Actividades para la Unidad 2; 7			

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:	(A) plan, produce, and present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(viii) produce spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-942400-31-8	13	Capítulo 1, Actividades Conde Lucanor, 4
			Student/Teacher	Activity	978-1-942400-31-8	14-15	Capítulo 1, Actividades Romance, 1, 2, 4, 5, 7, 13
			Student/Teacher	Activity	978-1-942400-31-8	35-36	Capítulo 2, Actividades para la Unidad 1; 4, 9, 10
			Student/Teacher	Activity	978-1-942400-31-8	59	Capítulo 2, Actividades para la Unidad 2; 5, 8
			Student/Teacher	Activity	978-1-942400-31-8	153	Capítulo 2, Actividades para la Unidad 3; 10, 11
			Student/Teacher	Activity	978-1-942400-31-8	264	Capítulo 4, Actividades para la Unidad 3; 4, 7
			Student/Teacher	Activity	978-1-942400-31-8	299	Capítulo 5, Actividades para la Unidad 1; 7
			Student/Teacher	Activity	978-1-942400-31-8	317	Capítulo 5, Actividades para la Unidad 2; 3, 5
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 5, Unidad 5, Unidad completa, Cuestiones esenciales
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 5, Unidad 5, Unidad completa, Actividades

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(A) plan, produce, and present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(ix) present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	Student/Teacher	Activity	978-1-942400-31-8	13	Capítulo 1, Actividades Conde Lucanor, 4
			Student/Teacher	Activity	978-1-942400-31-8	14-15	Capítulo 1, Actividades Romance, 1, 2, 4, 5, 7, 13
			Student/Teacher	Activity	978-1-942400-31-8	36	Capítulo 2, Actividades para la Unidad 1; 9, 10
			Student/Teacher	Activity	978-1-942400-31-8	59	Capítulo 2, Actividades para la Unidad 2; 8
			Student/Teacher	Activity	978-1-942400-31-8	226	Capítulo 4, Actividades para la Unidad 1; 4
			Student/Teacher	Activity	978-1-942400-31-8	243	Capítulo 4, Actividades para la Unidad 2; 3
			Student/Teacher	Activity	978-1-942400-31-8	262	Capítulo 4, Temas de discusión y ensayos; 3
			Student/Teacher	Activity	978-1-942400-31-8	264	Capítulo 4, Actividades para la Unidad 3; 5, 9
			Student/Teacher	Activity	978-1-942400-31-8	317	Capítulo 5, Actividades para la Unidad 2; 7
Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 5, Unidad 6, Cuestiones esenciales			

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(A) plan, produce, and present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(x) present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to express opinions on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	Student/Teacher	Activity	978-1-942400-31-8	13	Capítulo 1, Actividades Conde Lucanor, 4
			Student/Teacher	Activity	978-1-942400-31-8	14-15	Capítulo 1, Actividades Romance, 1, 2, 4, 5, 7, 13
			Student/Teacher	Activity	978-1-942400-31-8	16	Capítulo 1, Cuestiones esenciales para la Unidad; 5
			Student/Teacher	Activity	978-1-942400-31-8	23	Capítulo 2, Temas de discusión y ensayos; 5
			Student/Teacher	Activity	978-1-942400-31-8	35-36	Capítulo 2, Actividades para la Unidad 1; 4, 9, 10
			Student/Teacher	Activity	978-1-942400-31-8	234	Capítulo 4, Temas de discusión y ensayos; 1
			Student/Teacher	Activity	978-1-942400-31-8	262	Capítulo 4, Temas de discusión y ensayos; 3
			Student/Teacher	Activity	978-1-942400-31-8	299	Capítulo 5, Actividades para la Unidad 1; 4
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 1, Unidad 1, Unidad completa, Cuestiones esenciales
Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 2, Unidad 2, Unidad completa, Cuestiones esenciales			

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(A) plan, produce, and present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(xi) present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to describe topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	Student/Teacher	Activity	978-1-942400-31-8	13	Capítulo 1, Actividades Conde Lucanor, 4
			Student/Teacher	Activity	978-1-942400-31-8	14-15	Capítulo 1, Actividades Romance, 1, 2, 4, 5, 7, 13
			Student/Teacher	Activity	978-1-942400-31-8	35-36	Capítulo 2, Actividades para la Unidad 1; 4, 9, 10
			Student/Teacher	Activity	978-1-942400-31-8	59	Capítulo 2, Actividades para la Unidad 2; 8
			Student/Teacher	Activity	978-1-942400-31-8	153	Capítulo 2, Actividades para la Unidad 3; 10
			Student/Teacher	Activity	978-1-942400-31-8	226	Capítulo 4, Actividades para la Unidad 1; 4
			Student/Teacher	Activity	978-1-942400-31-8	243	Capítulo 4, Actividades para la Unidad 2; 3
			Student/Teacher	Activity	978-1-942400-31-8	262	Capítulo 4, Temas de discusión y ensayos; 3
			Student/Teacher	Activity	978-1-942400-31-8	264	Capítulo 4, Actividades para la Unidad 3; 5, 9
Student/Teacher	Activity	978-1-942400-31-8	317	Capítulo 5, Actividades para la Unidad 2; 7			

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:	(A) plan, produce, and present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(xii) present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-942400-31-8	13	Capítulo 1, Actividades Conde Lucanor, 4
			Student/Teacher	Activity	978-1-942400-31-8	14-15	Capítulo 1, Actividades Romance, 1, 2, 4, 5, 7, 13
			Student/Teacher	Activity	978-1-942400-31-8	35-36	Capítulo 2, Actividades para la Unidad 1; 4, 9, 10
			Student/Teacher	Activity	978-1-942400-31-8	59	Capítulo 2, Actividades para la Unidad 2; 5, 8
			Student/Teacher	Activity	978-1-942400-31-8	153	Capítulo 2, Actividades para la Unidad 3; 10, 11
			Student/Teacher	Activity	978-1-942400-31-8	264	Capítulo 4, Actividades para la Unidad 3; 4, 7
			Student/Teacher	Activity	978-1-942400-31-8	299	Capítulo 5, Actividades para la Unidad 1; 7
			Student/Teacher	Activity	978-1-942400-31-8	317	Capítulo 5, Actividades para la Unidad 2; 3, 5
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 5, Unidad 5, Unidad completa, Cuestiones esenciales
Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 5, Unidad 5, Unidad completa, Actividades			

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:	(B) plan and produce, with some ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(i) plan written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-942400-31-8	12	Capítulo 1, Temas de discusión y ensayos; 6
			Student/Teacher	Activity	978-1-942400-31-8	13	Capítulo 1, Actividades Conde Lucanor, 4
			Student/Teacher	Activity	978-1-942400-31-8	14-15	Capítulo 1, Actividades Romance, 1, 2, 4, 5, 7, 13
			Student/Teacher	Activity	978-1-942400-31-8	23	Capítulo 2, Temas de discusión y ensayos; 6
			Student/Teacher	Activity	978-1-942400-31-8	34	Capítulo 2, Temas de discusión y ensayos; 2
			Student/Teacher	Activity	978-1-942400-31-8	35-36	Capítulo 2, Actividades para la Unidad 1; 4, 9, 10
			Student/Teacher	Activity	978-1-942400-31-8	38	Capítulo 2, Cuestiones esenciales para la Unidad 1; 12
			Student/Teacher	Activity	978-1-942400-31-8	262	Capítulo 4, Temas de discusión y ensayos; 3
			Student/Teacher	Activity	978-1-942400-31-8	264	Capítulo 4, Actividades para la Unidad 3; 5, 9
			Student/Teacher	Activity	978-1-942400-31-8	362	Capítulo 5, Temas de discusión y ensayos; 4

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:	(B) plan and produce, with some ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(ii) plan written presentational communications that are supported with cited examples in multiple paragraph length discourse to express topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-942400-31-8	12	Capítulo 1, Temas de discusión y ensayos, 6
			Student/Teacher	Activity	978-1-942400-31-8	13	Capítulo 1, Actividades Conde Lucanor, 4
			Student/Teacher	Activity	978-1-942400-31-8	14	Capítulo 1, Actividades Romance, 4
			Student/Teacher	Activity	978-1-942400-31-8	16	Capítulo 1, Cuestiones esenciales para la Unidad; 5
			Student/Teacher	Activity	978-1-942400-31-8	23	Capítulo 2, Temas de discusión y ensayos; 6
			Student/Teacher	Activity	978-1-942400-31-8	34	Capítulo 2, Temas de discusión y ensayos; 2, 3
			Student/Teacher	Activity	978-1-942400-31-8	35-36	Capítulo 2, Actividades para la Unidad 1; 4, 9, 10
			Student/Teacher	Activity	978-1-942400-31-8	234	Capítulo 4, Temas de discusión y ensayos; 1
			Student/Teacher	Activity	978-1-942400-31-8	262	Capítulo 4, Temas de discusión y ensayos; 3
Student/Teacher	Activity	978-1-942400-31-8	298	Capítulo 5, Temas de discusión y ensayos; 1			

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:	(B) plan and produce, with some ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(iii) plan written presentational communications that are supported with cited examples in multiple paragraph length discourse to describe topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-942400-31-8	13	Capítulo 1, Actividades Conde Lucanor, 4
			Student/Teacher	Activity	978-1-942400-31-8	14	Capítulo 1, Actividades Romance, 4
			Student/Teacher	Activity	978-1-942400-31-8	23	Capítulo 2, Temas de discusión y ensayos; 6
			Student/Teacher	Activity	978-1-942400-31-8	34	Capítulo 2, Temas de discusión y ensayos; 2, 3
			Student/Teacher	Activity	978-1-942400-31-8	35-36	Capítulo 2, Actividades para la Unidad 1; 4, 9, 10
			Student/Teacher	Activity	978-1-942400-31-8	38	Capítulo 2, Cuestiones esenciales para la Unidad 1; 12
			Student/Teacher	Activity	978-1-942400-31-8	153	Capítulo 2, Actividades para la Unidad 3; 10, 11
			Student/Teacher	Activity	978-1-942400-31-8	262	Capítulo 4, Temas de discusión y ensayos; 3
			Student/Teacher	Activity	978-1-942400-31-8	264	Capítulo 4, Actividades para la Unidad 3; 5, 9
			Student/Teacher	Activity	978-1-942400-31-8	362	Capítulo 5, Temas de discusión y ensayos; 4

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(B) plan and produce, with some ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(iv) plan written presentational communications that are supported with cited examples in multiple paragraph length discourse to narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	Student/Teacher	Activity	978-1-942400-31-8	13	Capítulo 1, Actividades Conde Lucanor, 4
			Student/Teacher	Activity	978-1-942400-31-8	14	Capítulo 1, Actividades Romance, 4
			Student/Teacher	Activity	978-1-942400-31-8	35-36	Capítulo 2, Actividades para la Unidad 1; 4, 9, 10
			Student/Teacher	Activity	978-1-942400-31-8	59	Capítulo 2, Actividades para la Unidad 2; 5, 6
			Student/Teacher	Activity	978-1-942400-31-8	153	Capítulo 2, Actividades para la Unidad 3; 10, 11
			Student/Teacher	Activity	978-1-942400-31-8	264	Capítulo 4, Actividades para la Unidad 3; 4, 7
			Student/Teacher	Activity	978-1-942400-31-8	298	Capítulo 5, Temas de discusión y ensayos; 5, 7
			Student/Teacher	Activity	978-1-942400-31-8	317	Capítulo 5, Actividades para la Unidad 2; 3, 5
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 2, Cuestiones esenciales, Unidad completa
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 5, Cuestiones esenciales, Unidad completa

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:	(B) plan and produce, with some ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(v) produce written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-942400-31-8	12	Capítulo 1, Temas de discusión y ensayos; 6
			Student/Teacher	Activity	978-1-942400-31-8	13	Capítulo 1, Actividades Conde Lucanor, 4
			Student/Teacher	Activity	978-1-942400-31-8	14	Capítulo 1, Actividades Romance, 4
			Student/Teacher	Activity	978-1-942400-31-8	23	Capítulo 2, Temas de discusión y ensayos; 6
			Student/Teacher	Activity	978-1-942400-31-8	34	Capítulo 2, Temas de discusión y ensayos; 2, 3
			Student/Teacher	Activity	978-1-942400-31-8	35-36	Capítulo 2, Actividades para la Unidad 1; 4, 9, 10
			Student/Teacher	Activity	978-1-942400-31-8	38	Capítulo 2, Cuestiones esenciales para la Unidad 1; 12
			Student/Teacher	Activity	978-1-942400-31-8	262	Capítulo 4, Temas de discusión y ensayos; 3
			Student/Teacher	Activity	978-1-942400-31-8	264	Capítulo 4, Actividades para la Unidad 3; 5, 9
Student/Teacher	Activity	978-1-942400-31-8	362	Capítulo 5, Temas de discusión y ensayos; 4			

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:	(B) plan and produce, with some ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(vi) produce written presentational communications that are supported with cited examples in multiple paragraph length discourse to express opinions on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-942400-31-8	12	Capítulo 1, Temas de discusión y ensayos, 6
			Student/Teacher	Activity	978-1-942400-31-8	13	Capítulo 1, Actividades Conde Lucanor, 4
			Student/Teacher	Activity	978-1-942400-31-8	14	Capítulo 1, Actividades Romance, 4
			Student/Teacher	Activity	978-1-942400-31-8	16	Capítulo 1, Cuestiones esenciales para la Unidad; 5
			Student/Teacher	Activity	978-1-942400-31-8	23	Capítulo 2, Temas de discusión y ensayos; 5
			Student/Teacher	Activity	978-1-942400-31-8	34	Capítulo 2, Temas de discusión y ensayos; 3
			Student/Teacher	Activity	978-1-942400-31-8	35-36	Capítulo 2, Actividades para la Unidad 1; 4, 9, 10
			Student/Teacher	Activity	978-1-942400-31-8	234	Capítulo 4, Temas de discusión y ensayos; 1
			Student/Teacher	Activity	978-1-942400-31-8	262	Capítulo 4, Temas de discusión y ensayos; 3
Student/Teacher	Activity	978-1-942400-31-8	298	Capítulo 5, Temas de discusión y ensayos; 1			

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:	(B) plan and produce, with some ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(vii) produce written presentational communications that are supported with cited examples in multiple paragraph length discourse to describe topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Activity	978-1-942400-31-8	13	Capítulo 1, Actividades Conde Lucanor, 4
			Student/Teacher	Activity	978-1-942400-31-8	14	Capítulo 1, Actividades Romance, 4
			Student/Teacher	Activity	978-1-942400-31-8	23	Capítulo 2, Temas de discusión y ensayos; 6
			Student/Teacher	Activity	978-1-942400-31-8	34	Capítulo 2, Temas de discusión y ensayos; 2, 3
			Student/Teacher	Activity	978-1-942400-31-8	35-36	Capítulo 2, Actividades para la Unidad 1; 4, 9, 10
			Student/Teacher	Activity	978-1-942400-31-8	38	Capítulo 2, Cuestiones esenciales para la Unidad 1; 12
			Student/Teacher	Activity	978-1-942400-31-8	153	Capítulo 2, Actividades para la Unidad 3; 10, 11
			Student/Teacher	Activity	978-1-942400-31-8	262	Capítulo 4, Temas de discusión y ensayos; 3
			Student/Teacher	Activity	978-1-942400-31-8	264	Capítulo 4, Actividades para la Unidad 3; 5, 9
			Student/Teacher	Activity	978-1-942400-31-8	362	Capítulo 5, Temas de discusión y ensayos; 4

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(B) plan and produce, with some ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(viii) produce written presentational communications that are supported with cited examples in multiple paragraph length discourse to narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	Student/Teacher	Activity	978-1-942400-31-8	13	Capítulo 1, Actividades Conde Lucanor, 4
			Student/Teacher	Activity	978-1-942400-31-8	14	Capítulo 1, Actividades Romance, 4
			Student/Teacher	Activity	978-1-942400-31-8	35-36	Capítulo 2, Actividades para la Unidad 1; 4, 9, 10
			Student/Teacher	Activity	978-1-942400-31-8	59	Capítulo 2, Actividades para la Unidad 2; 5, 6
			Student/Teacher	Activity	978-1-942400-31-8	153	Capítulo 2, Actividades para la Unidad 3; 10
			Student/Teacher	Activity	978-1-942400-31-8	264	Capítulo 4, Actividades para la Unidad 3; 4, 7
			Student/Teacher	Activity	978-1-942400-31-8	298	Capítulo 5, Temas de discusión y ensayos; 5, 7
			Student/Teacher	Activity	978-1-942400-31-8	317	Capítulo 5, Actividades para la Unidad 2; 3, 5
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 2, Unidad 4, Unidad completa, Actividades
			Student/Teacher	Activity	978-1-942400-31-8	Explorer®	Capítulo 5, Unidad 4, Unidad completa, Actividades