

Mundo Real 2 Florida, 2nd edition © 2026**Correlated to the Florida World Language Standards 2025/2026, Spanish 2 (Course: (#0708350))**

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| Interpretive Listening | WL.K12.IL.1.1 | Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations. | Student Edition, page 36, Activity 2 |
| | | | Student Edition, page 62, Activity 2 |
| | | | Student Edition, page 116–117, Activity 2 |
| | WL.K12.IL.1.2 | Demonstrate understanding of the main idea and essential details of short conversations and oral presentations. | Student Edition, page 37, Activity 3 |
| | | | Student Edition, page 63, Activity 3 |
| | | | Student Edition, pages 40–41, Activities 5–9 |
| | WL.K12.IL.1.3 | Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics. | Student Edition, page 45, Activity 10 |
| | | | Student Edition, page 57, Activity 6 |
| | | | Student Edition, page 68, Activity 1 |
| | WL.K12.IL.1.4 | Identify key points and essential details on familiar topics presented through a variety of media. | Student Edition, page 78, Activity 2 |
| | | | Student Edition, page 93, Activity 2 |
| | | | Student Edition, page 120, Activity 3 |
| | | | Teacher Edition, page 160, Extension |
| | WL.K12.IL.1.5 | Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics. | Student Edition, page 202, Activity 2 |
| Interpretive Reading | | | Teacher Edition, page 232, Instructional Strategies Activity 1 |
| | | | Student Edition, page 234, Activity 6 |
| | WL.K12.IL.1.6 | Demonstrate understanding of multiple-step directions and instructions in familiar settings. | Student Edition, page 103, Activity 11 |
| | | | Teacher Edition, page 103, Activity 12, Extension |
| | | | Student Edition, page 118, Activity 2 |
| | WL.K12.IL.2.1 | Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes. | Student Edition, page 121, Activity 7 |
| | | | Student Edition, page 108–109, Cultura en vivo |
| | | | Student Edition, page 134–135, Cultura en vivo |
| | | | Student Edition, pages 76–77, Activities 2–5 |
| | | | Student Edition, page 80–81, Cultura en vivo |
| | WL.K12.IL.2.2 | Interpret written literary text in which the writer tells or asks about familiar topics. | Student Edition, page 240, Activity 2 |
| | | | Student Edition, page 241, Activity 6–8 |
| | WL.K12.IL.2.3 | Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements. | Student Edition, page 76, Activity 3 |
| | | | Student Edition, page 77, Activity 5 |
| | | | Student Edition, page 77, Activity 6 |
| | | | Student Edition, page 102, Activity 9 |
| | | | Student Edition, page 127, Activity 7 |
| | | | Student Edition, page 129, Activity 3 |
| | | | Student Edition, page 147, Activity 3 |
| | | | Student Edition, page 151, Activity 6 |
| | | | Student Edition, page 152, Activity 1 |
| | | | Student Edition, page 159, Activity 1 |
| | WL.K12.IL.2.4 | Demonstrate understanding of vocabulary used in context when following written directions. | Student Edition, page 93, Activity 4 |
| | | | Student Edition, page 103, Activity 12 |
| | | | Student Edition, page 229, Activity 6 |
| Interpersonal Communication | WL.K12.IL.3.1 | Initiate and engage in a conversation on familiar topics. | Student Edition, page 63, Activity 6 |
| | | | Student Edition, page 64, Activity 2 |
| | | | Student Edition, page 93, Activity 4 |
| | WL.K12.IL.3.2 | Interact with others in everyday situations. | Student Edition, page 23, Activity 4 |
| | | | Student Edition, page 24, Activity 2 |
| | | | Student Edition, page 39, Activity 5 |
| | | | Student Edition, page 91, Activity 5 |
| | WL.K12.IL.3.3 | Express and react to feelings and emotions in real life situations. | Student Edition, page 25, Activity 2 |
| | | | Student Edition, page 26, Activity 5 |
| | | | Student Edition, page 118, Activity 1 |
| | | | Student Edition, page 119, Activity 4 |
| | WL.K12.IL.3.4 | Exchange information about familiar academic and social topics including participation in an interview. | Student Edition, page 28, Activity 4 |
| | | | Student Edition, page 43, Activity 3 |
| | | | Student Edition, page 64, Activities 1–2 |
| | | | Student Edition, page 203, Activity 3 |
| | WL.K12.IL.3.5 | Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom. | Student Edition, page 93, Activity 4 |
| | | | Student Edition, page 95, Activity 8 |
| | | | Student Edition, page 177, Activity 6 |
| | WL.K12.IL.3.6 | Recount and restate information received in a conversation in order to clarify meaning. | Student Edition, page 27, Activity 2 |
| | | | Student Edition, page 43, Activity 3 |
| | | | Student Edition, page 119, Activity 4 |
| | WL.K12.IL.3.7 | Exchange general information about a few topics outside personal and academic fields of interest. | Student Edition, page 60, Unit Opener |
| | | | Student Edition, page 144, Unit Opener |
| | | | Student Edition, page 198, Unit Opener |
| Presentational Speaking | WL.K12.IL.4.1 | Present information on familiar topics using a series of sentences with sufficient details. | Student Edition, page 177, Activity 5, Bullets 4–5 |
| | | | Teacher Edition, page 177, Activity 5, Extension |
| | | | Student Edition, page 106–107, Activity 2–4 |
| | | | Student Edition, page 44, Activity 6 |
| | | | Student Edition, page 147, Activity 4 |

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| Speaking | | | Student Edition, page 206, Activity 4 |
| | WL.K12.IL.4.2 | Describe people, objects, and situations using a series of sequenced sentences. | Student Edition, page 26, Activity 5 |
| | | | Student Edition, page 28, Activity 4 |
| | | | Student Edition, page 64, Activity 3 |
| | | | Student Edition, page 27, Activity 2 |
| | WL.K12.IL.4.3 | Express needs, wants, and plans using a series of sentences that include essential details. | Student Edition, page 39, Activity 5 |
| | | | Student Edition, page 66, Activity 1 |
| | | | Student Edition, page 178, Activity 3 |
| | | | Teacher Edition, page 103, Activity 12, Extension |
| | WL.K12.IL.4.4 | Provide a logical sequence of instructions on how to make something or complete a task. | Student Edition, page 111, Activity 7 |
| | | | Student Edition, page 140, Activity 4 |
| | | | Student Edition, page 95, Activity 8 |
| | WL.K12.IL.4.5 | Present a short skit or play using well-structured sentences. | Student Edition, page 180, Activity 10 |
| | | | Teacher Edition, page 251, Activity 6, Extension |
| | | | |
| | WL.K12.IL.4.6 | Describe events in chronological order using connected sentences with relevant details. | Student Edition, page 150, Activity 4 |
| | | | Student Edition, page 210, Activity 3 |
| | | | Student Edition, page 251, Activity 6 |
| Presentational Writing | WL.K12.IL.5.1 | Write on familiar topics and experiences using main ideas and supporting details. | Student Edition, page 87, Activity 6 |
| | | | Teacher Edition, page 87, Activity 6 |
| | | | Student Edition, page 151, Activity 9 |
| | | | Student Edition, page 154, Activity 8 |
| | WL.K12.IL.5.2 | Describe a familiar event or situation using a variety of sentences and with supporting details | Student Edition, page 123, Activity 8 |
| | | | Student Edition, page 128, Activity 12 |
| | | | Student Edition, page 197, Activity 7 |
| | WL.K12.IL.5.3 | Express and support opinions on familiar topics using a series of sentences. | Student Edition, page 97, Activity 3 |
| | | | Student Edition, page 122, Activity 2 |
| | | | Student Edition, page 141, Activity 9 |
| | WL.K12.IL.5.4 | Compare and contrast information, concepts, and ideas. | Student Edition, page 132, Activities 3–5 |
| | | | Student Edition, page 151, Activity 10 |
| | WL.K12.IL.5.5 | Develop questions to obtain and clarify information. | Student Edition, page 52, Activity 2, Step 3 |
| | | | Student Edition, page 53, Activity 4 |
| | | | Student Edition, page 128, Activity 8, 11 |
| | WL.K12.IL.5.6 | Conduct research and write a detailed plan (e.g., a trip to a country where the target language is spoken). | Student Edition, page 51, Activities 6-7 |
| | | | Student Edition, page 216, Activity 4 |
| | | | Teacher Edition, page 244, Instructional Strategies Extension |
| | WL.K12.IL.5.7 | Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion. | Teacher Edition, page 244, Instructional Strategies Extension |
| | | | Student Edition, page 216–217, Activity 4 |
| Culture | WL.K12.IL.6.1 | Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking. | Student Edition, page 31, Ahora tú |
| | | | Student Edition, page 81, Ahora tú |
| | | | Student Edition, page 105, Activity 8 |
| | | | Student Edition, page 165, Ahora tú |
| | WL.K12.IL.6.2 | Demonstrate awareness and appreciation of cultural practices and expressions in daily activities. | Student Edition, page 31, Ahora tú |
| | | | Student Edition, page 81, ¿Comprendiste? |
| | | | Student Edition, page 130, Activity 5 |
| | | | Student Edition, page 154, Activity 8 |
| | WL.K12.IL.6.3 | Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes. | Student Edition, page 135, Ahora tú |
| | | | Student Edition, page 147, Activity 3 |
| | | | Student Edition, page 153, Activity 4 |
| | | | Student Edition, page 154, Activity 6 |
| | | | Student Edition, page 155, Activity 2 |
| | WL.K12.IL.6.4 | Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, and technology). | Student Edition, page 158, Activity 9 |
| | | | Student Edition, page 55, ¿Comprendiste? |
| | | | Student Edition, page 202, Activity 1 |
| | | | Student Edition, page 116–117, Activity 3 |
| Connections | WL.K12.IL.7.1 | Access information in the target language to reinforce previously acquired content area knowledge. | Student Edition, page 151, Activity 7 |
| | | | Student Edition, page 208, Activity 11 |
| | | | Student Edition, page 146–147, Activities 1–4 |
| | WL.K12.IL.7.2 | Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas. | Student Edition, page 108–109, Cultura en vivo |
| | | | Student Edition, page 164–165, Cultura en vivo |
| | | | Student Edition, page 214–215, Activities 2–7 |
| Comparisons | WL.K12.IL.8.1 | Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture. | Student Edition, page 23, Activity 2 |
| | | | Student Edition, page 203, Exclamation point note, middle of Page |
| | | | Student Edition, page 215, Activity 8 |
| | WL.K12.IL.8.2 | Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different. | Student Edition, page 69, Activity 6 |
| | | | Student Edition, page 119, Exclamation point note |
| | WL.K12.IL.8.3 | Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature. | Student Edition, page 172, Activity 2 |
| | | | Student Edition, page 81, Ahora tú |
| | | | Student Edition, page 160, Activity 5 |
| Communities | WL.K12.IL.9.1 | Use the target language to participate in different activities for personal enjoyment | Teacher Edition, page 232, Instructional Strategies Activity 1 |
| | | | Student Edition, page 233, Activity 2 |
| | | | Student Edition, page 51, Activity 6 |
| | | | Student Edition, page 53, Activity 4 |

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| | | and enrichment. | Teacher Edition, page 245, Extension Student Edition, page 216–217, Activity 4 |
| | WL.K12.IL.9.2 | Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face | Teacher Edition, page 51, Extension Student Edition, page 53, Activity 4 Teacher Edition, page 217, Extension |
| Interpretive Listening | WL.K12.IM.1.1 | Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, | Student Edition, page 161, Activity 3 Student Edition, page 177, Activity 3 Student Edition, page 179, Activity 6 |
| | WL.K12.IM.1.2 | Demonstrate understanding of the main idea and supporting details of presentations on familiar topics. | Student Edition, page 123, Activity 7 Student Edition, page 130, Activity 6 Student Edition, page 196, Activity 1 |
| | WL.K12.IM.1.3 | Recognize the main idea and supporting details on familiar topics of personal interest | Student Edition, page 98, Activities 6–7 Student Edition, page 161, Activity 3 |
| | WL.K12.IM.1.4 | Identify essential information and supporting details on familiar topics presented through a variety of media. | Student Edition, page 177, Activities 3–4 Student Edition, page 228, Activity 2 Student Edition, pages 204–205, Activity 3–5, 7 |
| | WL.K12.IM.1.5 | Demonstrate understanding of the purpose of a lecture or talk on a familiar topic. | Student Edition, page 207, Activity 6 Student Edition, page 251, Activity 4 |
| | WL.K12.IM.1.6 | Demonstrate understanding of complex directions and instructions in familiar | Student Edition, page 111, Activity 8 Student Edition, page 140, Activity 5 |
| Interpretive Reading | WL.K12.IM.2.1 | Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context. | Student Edition, page 51, Activity 3 Student Edition, page 130, Activity 4 Student Edition, page 215, Activities 3, 5 |
| | WL.K12.IM.2.2 | Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on | Student Edition, page 234, Activity 5 Student Edition, page 159–160, Activities 2–3 Student Edition, page 240–241, Activity 2, 4 |
| | WL.K12.IM.2.3 | Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables. | Student Edition, page 68, Activity 2 Teacher Edition, page 108, Instructional Strategies Teacher Edition, page 190, Instructional Strategies Student Edition, page 190, top right caption questions |
| | WL.K12.IM.2.4 | Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues. | Teacher Edition, page 186, Instructional Strategies Activity 2 Teacher Edition, page 159, Activity 2, Instructional Strategies - Bullet 3 |
| | WL.K12.IM.3.1 | Express views and effectively engage in conversations on a variety of familiar topics. | Student Edition, page 68, Activity 5 Student Edition, page 118, Activity 2 Student Edition, page 119, Activity 4 |
| | WL.K12.IM.3.2 | Ask and answer questions on familiar topics to clarify information and sustain a conversation. | Student Edition, page 65, Activity 5 Student Edition, page 174, Activity 2 Student Edition, page 185, Activity 15 |
| Interpersonal Communication | WL.K12.IM.3.3 | Express personal views and opinions on a variety of topics. | Student Edition, page 117, Activity 6 Student Edition, page 175, Activity 3 |
| | WL.K12.IM.3.4 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led). | Student Edition, page 41, Activity 10 Student Edition, page 49, Activity 8 Student Edition, page 177, Activity 5 Student Edition, page 219, Ahora tú Student Edition, page 231, Activities 8 –10 |
| | WL.K12.IM.3.5 | Initiate and maintain a conversation on a variety of familiar topics. | Student Edition, page 149, Activity 5 Student Edition, page 174, Activity 2 Student Edition, page 175, Activity 3 |
| | WL.K12.IM.3.6 | Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary. | Student Edition, page 36, Activity 1 Teacher Edition, page 52, Instructional Strategies Activity 2 Teacher Edition, page 242, Instructional Strategies Activity 2 |
| | WL.K12.IM.3.7 | Follow grammatical rules for self-correction when speaking. | Teacher Edition, page 239, Instructional Strategies Activities 8–9 Student Edition, page 237–238, Strategy box, Activity 5–6 |
| | WL.K12.IM.3.8 | Describe a problem or situation with details and state an opinion. | Student Edition, page 49, Activity 8 Student Edition, page 117, Activity 6 Student Edition, page 148, Activity 2 |
| | WL.K12.IM.4.1 | Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and | Teacher Edition, page 109, Extension Student Edition, page 153, Activity 5 Teacher Edition, page 153, Extension |
| | WL.K12.IM.4.2 | Describe events, plans, and actions using logically sequenced and connected sentences with relevant details. | Student Edition, page 148, Activity 2 Teacher Edition, page 148, Instructional Strategies Activity 2 Student Edition, page 207, Activity 7 |
| | WL.K12.IM.4.3 | Retell a story or recount an experience with appropriate facts and relevant details. | Student Edition, page 37, Activity 5 Student Edition, page 148, Activity 2 Student Edition, page 173, Activity 4 |
| Presentational Speaking | WL.K12.IM.4.4 | Provide supporting evidence using logically connected sentences that include relevant details. | Student Edition, page 231, Activity 9 Student Edition, page 241, Activity 4 Teacher Edition, page 250, Extension |
| | WL.K12.IM.4.5 | Retell or summarize a storyline using logically connected sentences with relevant | Student Edition, page 197, Activity 8 Student Edition, page 234, Activity 6 |

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| | | details. | Teacher Edition, page 239, Extension |
| | WL.K12.IM.4.6 | Describe, explain and react to personal experiences using logically connected paragraphs with relevant details. | Student Edition, page 197, Activity 8 |
| | | | Student Edition, page 211, Activity 4 |
| | | | Student Edition, page 236, Activity 3 |
| Presentational Writing | WL.K12.IM.5.1 | Write narratives on familiar topics using logically connected sentences with supporting details. | Student Edition, page 210, Activity 2 |
| | | | Student Edition, page 239, Activity 9 |
| | | | Student Edition, pages 188–189, Activity 3 |
| | WL.K12.IM.5.2 | Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic. | Student Edition, page 153, Activity 5 |
| | | | Student Edition, page 106–107, Activity 2–4 |
| | | | Student Edition, pages 161–162, Activities 4–6 |
| | WL.K12.IM.5.3 | State an opinion and provide supporting evidence using connected sentences. | Student Edition, page 204, Activity 2 |
| | | | Student Edition, page 106–107, Activity 2–4 |
| | | | Student Edition, pages 161–162, Activity 4 |
| | WL.K12.IM.5.4 | Conduct research and write a report on a variety of topics using connected detailed paragraphs. | Student Edition, page 128, Activity 9 |
| | | | Student Edition, page 187, Activity 7 |
| | | | Teacher Edition, page 201, Extension |
| | WL.K12.IM.5.5 | Draft, edit, and summarize information, concepts, and ideas. | Student Edition, page 132, Activity 3–5 |
| | | | Student Edition, page 160, Activity 6 |
| | | | Student Edition, page 187, Activity 4 |
| Culture | | | Student Edition, page 240, Activity 2 |
| | | | Student Edition, pages 161–162, Activities 4–6 |
| | | | Student Edition, pages 188–189, Activities 3–5 |
| | | | Student Edition, page 242–243, Activities 2–4 |
| | WL.K12.IM.5.6 | Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose. | Student Edition, page 53, Activity 3 |
| | | | Teacher Edition, page 53, Peer Review |
| | | | Student Edition, page 79, Activities 4–5 |
| | | | Teacher Edition, page 79, Peer Review |
| | | | Student Edition, page 107, Activities 3–4 |
| | | | Teacher Edition, page 107, Peer Review |
| | | | Student Edition, page 132, Activity 4–5 |
| | | | Student Edition, page 162, Activities 5–6 |
| | | | Student Edition, page 189, Activities 4–5 |
| | | | Student Edition, page 217, Activities 5–6 |
| | | | Student Edition, page 243, Activity 3–4 |
| | WL.K12.IM.5.7 | Write a narrative based on experiences that use descriptive language and details. | Student Edition, page 210, Activity 2 |
| | | | Student Edition, page 239, Activity 9 |
| Connections | WL.K12.IM.6.1 | Distinguish patterns of behavior and social interaction in various settings in the target culture(s). | Student Edition, page 21, Activity 7 |
| | | | Teacher Edition, page 30, Extension |
| | | | Student Edition, page 190–191, Ahora tú |
| | WL.K12.IM.6.2 | Use practices and characteristics of the target cultures for daily activities among peers and adults. | Teacher Edition, page 93, Instructional Strategy Activity 4 |
| | | | Teacher Edition, page 201, Instructional Strategy Activity 5 [top], Bullet 2 |
| | | | Teacher Edition, page 228, Instructional Strategy Activity 3 |
| | | | Teacher Edition, page 229, Instructional Strategy Activity 6 |
| | WL.K12.IM.6.3 | Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc. | Student Edition, page 160, Activity 7 |
| | | | Teacher Edition, page 197, Extension |
| | | | Student Edition, page 240, Activity 9 |
| Comparisons | WL.K12.IM.6.4 | Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature). | Teacher Edition, page 245, Extension |
| | | | Teacher Edition, page 134, Extension |
| | | | Student Edition, page 175, Activity 3 |
| | | | Teacher Edition, page 190, Extension |
| | | | Student Edition, page 224, Question 4 |
| | | | |
| Connections | WL.K12.IM.7.1 | Use expanded vocabulary and structures in the target language to increase content area knowledge. | Student Edition, page 153, Activities 3–4 |
| | | | Student Edition, page 159–160, Activities 2, 4 |
| | | | Student Edition, pages 186–187, Activity 2–3 |
| | WL.K12.IM.7.2 | Use previously acquired vocabulary to discuss familiar topics in other subject areas | Student Edition, page 219, Ahora tú |
| | | | Student Edition, page 245, Ahora tú |
| | | | |
| Comparisons | WL.K12.IM.8.1 | Compare language structures and skills that transfer from one language to another. | Student Edition, page 74, Long Form Possessives, Bullet 3 |
| | | | Teacher Edition, page 101, Instructional Strategies Present Progressive Tense, Bullet 3 |
| | | | Student Edition, page 101, Present Progressive Tense |
| | | | Student Edition, page 239, Activity 8 |
| | WL.K12.IM.8.2 | Compare and contrast structural patterns in the target language and own. | Student Edition, page 74, Long Form Possessives, Bullet 3 |
| | | | Student Edition, page 99, Exclamation point note |
| | | | Student Edition, page 101, Present Progressive Tense |
| | | | Student Edition, page 239, Activity 8, Instructional Strategies, Bullet 2 |
| | WL.K12.IM.8.3 | Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture. | Teacher Edition, page 154, Instructional Strategies Activity 6, Bullet 5 |
| | | | Student Edition, page 165, Ahora tú |
| | | | Teacher Edition, page 188, Instructional Strategies Pre-Listening Activities |

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| | | | Student Edition, page 252, Nuestro proyecto: Historia revisada |
| Communities | WL.K12.IM.9.1 | Use expanded vocabulary and structures in the target language to access different media and community resources. | Teacher Edition, page 81, Heritage Language Learners |
| | | | Student Edition, page 142, Nuestro proyecto: La educación |
| | | | Student Edition, page 143, Activity 2 |
| | | | Student Edition, page 253, Activities 2–3 |
| | WL.K12.IM.9.2 | Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken. | Student Edition, page 37, Activity 6 |
| | | | Teacher Edition, page 95, Extension |
| | | | Student Edition, page 142, Nuestro proyecto: La educación |
| | | | Teacher Edition, page 215, Activity 8, Extension |
| Mathematical Thinking and Reasoning (B.E.S.T.) | MA.K12.MTR.1.1 | Actively participate in effortful learning both individually and collectively. | Student Edition, page 254, Activity 1 |
| | | | Student Edition, page 255, Activity 1 |
| | | | Student Edition, page 256, Activity 1 |
| | MA.K12.MTR.2.1 | Demonstrate understanding by representing problems in multiple ways. | Student Edition, page 254, Activity 2 |
| | | | Student Edition, page 255, Activity 2 |
| | | | Student Edition, page 256, Activity 2 |
| | MA.K12.MTR.3.1 | Complete tasks with mathematical fluency. | Student Edition, page 254, Activity 3 |
| | | | Student Edition, page 255, Activity 3 |
| | | | Student Edition, page 256, Activity 3 |
| | MA.K12.MTR.4.1 | Engage in discussions that reflect on the mathematical thinking of self and others. | Student Edition, page 254, Activity 4 |
| | | | Student Edition, page 255, Activity 4 |
| | | | Student Edition, page 256, Activity 4 |
| | MA.K12.MTR.5.1 | Use patterns and structure to help understand and connect mathematical concepts. | Student Edition, page 257, Activity 1 |
| | | | Student Edition, page 258, Activity 1 |
| | | | Student Edition, page 259, Activity 1 |
| | MA.K12.MTR.6.1 | Assess the reasonableness of solutions. | Student Edition, page 257, Activity 2 |
| | | | Student Edition, page 258, Activity 2 |
| | | | Student Edition, page 259, Activity 2 |
| | MA.K12.MTR.7.1 | Apply mathematics to real-world contexts. | Student Edition, page 257, Activity 3 |
| | | | Student Edition, page 258, Activity 3 |
| | | | Student Edition, page 259, Activity 3 |
| English Language Arts (B.E.S.T.) | ELA.K12.EE.1.1 | Cite evidence to explain and justify reasoning. | Student Edition, page 77, Activity 4 |
| | | | Student Edition, page 77, Activity 5 |
| | | | Student Edition, page 121, Activity 4 |
| | | | Student Edition, page 147, Activity 7 |
| | | | Student Edition, page 162, Activity 5 |
| | | | Student Edition, page 177, Activity 3 |
| | | | Student Edition, page 207, Activity 3 |
| | | | Student Edition, page 217, Activity 5 |
| | ELA.K12.EE.2.1 | Read and comprehend grade-level complex texts proficiently. | Student Edition, page 227, Activity 3 |
| | | | Student Edition, page 27, Activity 1 |
| | | | Student Edition, page 28, Activity 4 |
| | | | Student Edition, page 48, Activity 5 |
| | | | Student Edition, page 51, Activity 3 |
| | | | Student Edition, page 52, Activity 2 |
| | | | Student Edition, page 76, Activity 3 |
| | | | Student Edition, page 77, Activity 5 |
| | ELA.K12.EE.3.1 | Make inferences to support comprehension. | Student Edition, page 90, Activity 2 |
| | | | Student Edition, page 116, Activity 3 |
| | | | Student Edition, page 40, Activity 2 |
| | | | Student Edition, page 50, Activity 4 |
| | | | Student Edition, page 67, Activity 4 |
| | | | Student Edition, page 77, Activity 5 |
| | | | Student Edition, page 94, Activity 1 |
| | | | Student Edition, page 147, Activity 4 |
| | ELA.K12.EE.4.1 | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. | Student Edition, page 159, Activity 1 |
| | | | Student Edition, page 177, Activity 4 |
| | | | Student Edition, page 182, Activity 4 |
| | | | Student Edition, page 76, Activity 3 |
| | | | Student Edition, page 77, Activity 5 |
| | | | Student Edition, page 118, Activity 2 |
| | | | Student Edition, page 123, Activity 4 |
| | | | Student Edition, page 126, Activity 4 |
| | ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | Student Edition, page 126, Activity 5 |
| | | | Student Edition, page 128, Activity 9 |
| | | | Student Edition, page 173, Activity 3 |
| | | | Student Edition, page 174, Activity 1 |
| | | | Student Edition, page 28, Activity 4 |
| | | | Student Edition, page 51, Activity 4 |
| | | | Student Edition, page 52, Activity 2 |
| | | | Student Edition, page 76, Activity 3 |
| | ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | Student Edition, page 77, Activity 6 |
| | | | Student Edition, page 78, Activity 2 |
| | | | Student Edition, page 78, Activity 3 |
| | | | Student Edition, page 101, Activity 6 |
| | | | Student Edition, page 102, Activity 8 |

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| | ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | Student Edition, page 76, Activity 1 |
| | | | Student Edition, page 78, Activity 3 |
| | | | Student Edition, page 116, Activity 3 |
| | | | Student Edition, page 117, Activity 6 |
| | | | Student Edition, page 123, Activity 8 |
| | | | Student Edition, page 126, Activity 4 |
| | | | Student Edition, page 126, Activity 5 |
| | | | Student Edition, page 173, Activity 3 |
| | | | Student Edition, page 174, Activity 1 |
| English Language Development for English Language Learners | ELD.K12.ELL.SI.1 | English language learners communicate for social and instructional purposes within the school setting. | Student Edition, page 63, Activity 4 |
| | | | Student Edition, page 76, Activity 3 |
| | | | Student Edition, page 77, Activity 6 |
| | | | Student Edition, page 78, Activity 2 |
| | | | Student Edition, page 78, Activity 3 |
| | | | Student Edition, page 101, Activity 6 |
| | | | Student Edition, page 102, Activity 7 |
| | | | Student Edition, page 103, Activity 11 |
| | | | Student Edition, page 103, Activity 12 |